

**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**



TABLE OF CONTENTS

Submission Requirements	p. 3
Application Materials	
Cover Page	p. 4
Section 1: Reflection & Planning	p. 5
Section 2: Required Elements, Part 1	p. 7
Required Elements, Part 2	p. 10
Section 3: Explanation of Lack of Capacity to Implement	p. 12
Section 4: Budget	p. 14
Section 5: Assurances & Certifications	p. 15
Resource Information	p. 19

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: Richmond City Public Schools

Contact Name: Dr. Shannon S. McCall **Phone:** (804) 780-8592

Address: Office of School Improvement **Email:** ssmith2@richmond.k12.va.us
301 N. 9th Street, Richmond, VA 23219

Priority School Information

School Name: G. H. Reid Elementary School **Cohort:** V

Principal Name: Mrs. Angela Delaney **Phone:** (804)745-3550

Address: 1301 Whitehead Road **Email:** Astith2@richmond.K12.va.us
Richmond, VA 23225

NCES #: 510324001369

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:** By the end of the academic school year 2015/2016, the reading AMOs for all students will increase from 49% to 65% as measured by the spring 2016 Standards of Learning Assessment.
- **Goal 2:** By the end of the academic school year 2015/2016, the mathematics AMO for all students will increase from 51% to 65% as measured by the Spring 2016 Standards of Learning Assessment.
- **Goal 3:** By the end of the academic school year 2015/2016, the mathematics AMO performance of the students with disabilities will increase from 16% to 30% as measured by the spring 2016 Standards of Learning Assessment.
- **Goal 4:** By the end of the academic school year 2015/2016, the reading AMO performance of students with disabilities will increase from 17% to 35% as measured by the Spring 2016 Standards of Learning.

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. Reid Elementary has recently experienced a change in leadership with the district's assignment of a new principal for the 2014-15 school year. The school's climate is continuing to evolve into a more conducive environment for teaching and learning as there have been major changes to the school's schedule to maximize instructional time. This has resulted in adjustments that have significantly increased core instructional time, thus allowing uninterrupted blocks of time for reading and math instruction. There exists a more positive and orderly learning environment. Clear expectations and operational procedures have been communicated on a regular basis to all staff members. The importance of time on task is emphasized and monitored daily to ensure that teachers and students are maximizing instructional time. The staff has been immersed in on-going quality differentiated professional development opportunities. Teachers have begun taking ownership of their student data due to the level of transparency and accountability expected by administrators. Decisions are data driven and student focused to increase student achievement. Our parents have become more cooperative with our guidelines and expectations for student attendance, intake and dismissal procedures which have created a more pleasant atmosphere in the front office. Parent and community volunteerism has begun to increase. This has set a more pleasant and welcoming tone for the entire school environment. One of the school's goals is to attain a minimum of 95% student attendance. We are continuing to address the importance of students and staff attendance on a weekly basis through communication with parents. Richmond Public Schools has adopted new procedures for tardies and absences (2014-2015 school year) which required improved practices in documenting missed days, late arrivals and early dismissals. Implementation of these guidelines was designed to increase the learning time. Every day does count and the school will continue to promote a campaign to improve and ensure student attendance. Teacher data on absenteeism, assessments, and grade levels are being reviewed to ensure correct placements that support increased student achievement and teacher strengths. Staffing changes may be made on the grade levels in order to build capacity and improve instruction at specific grade levels. The grade level teams meet on a regular basis to support lesson alignment, common planning, and the sharing of researched based and best educational practices. Additionally, the School Planning and Management Team and the Transformational Leadership Teams have met with the principal to further analyze data and create a plan for further school transformation. The school climate has improved since the beginning of the year and the school continues to work toward continued success in this area.
2. In order to change the school climate, we established clear expectations and accountability for staff punctuality and attendance. Through a partnership with Communities in School, the staff has received training in implementation of the Leader In Me Program by Stephen Covey. Action items relative to implementation are being addressed frequently which includes relationship building among staff, students and parents and there is a focus on positive communication. Implementing the Eight Habits of Successful People as the guiding principles in this cultural change has strengthened the engagements between students, staff, parents and community partners. Consistency in discipline is evolving. The staff is encouraged to create positive means of communication to the students and in their communication with parents. Where possible, starting with positive statements is an expectation. Parents are

more receptive to school communication, if a positive message can be established at the onset of a conversation regarding student academic and social progress.

3. There have been no unsuccessful strategies to date. The staff, parents, and students are making conscientious efforts to continue to improve school climate.
4. The positive school climate change is gradual; however, parents and students appear to welcome the more structured changes that have occurred as it relates to increased academic time. The staff is changing gradually and with collaboration, consistency, and team building efforts, improvement in school climate is expected. While, not a major barrier, it should be noted that a significant increase in the ELL population has resulted in additional needs, in the area of student achievement and translation. With additional supports in place, the climate is expected to improve in this area and translation frustrations should be minimized.

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. The Transformation Leadership Team consisting of the principal, assistant principal, content and grade level representatives, parent liaison, district representative/content specialist, Special Education and Title I representatives meet at least twice a month to discuss, review plans and analyze data to determine instructional focus and approaches. Frequently planned Transformation Leadership Team meetings allow for members to bring issues and ideas to the table for collaborative discussion. The meetings are scheduled 1-2 times a month and are aligned with grade level meetings so that ideas/questions/comments/concerns from each grade level team can be brought forward and collaboratively discussed, as well as build capacity and consistency. These meetings occur 1-2 days before faculty meetings so that ideas can be fine-tuned and presented to the staff. This format gets ideas before the staff rather quickly thus gaining faculty input and support early in the process. This allows a possible turnaround time of 4 days from idea conception to implementation. Input is also received from the SPMT meetings. This group meets monthly and provides support for the school operations. The team includes school administrators, selected faculty, parent and community representatives, and an ELL representative.
2. Team members practice vertical planning and are also encouraged to discuss and work through the logistics of ideas with their grade level administrators before meetings. This allows for open and honest communication which can then be used to discuss whether or not the Transformation Leadership Team will implement ideas. Opinions were listened to, discussed, and respected. Teachers and administrators are willing to implement effective

strategies and suggestions. Minutes of each meeting are recorded so the team could revisit issues for updates and progress. Grade level teams and specialists work together in developing strategies, professional development and monthly progress reports. Decisions are also shared at faculty and instructional meetings, weekly updates, PTA and Partnership meetings, and newsletters. At nine week reviews, each school administrator shares their instructional decisions and plans with their division contact that provides the information to executive leadership team and the School Board.

3. Expectations are established at the beginning of the year. Responsibilities are then assigned by grade level, subject area, and /or job performance. Responsibilities are discussed for clarification and time is scheduled for follow-up, discussion and reporting. All facets of the school are included (i.e., academic areas, special education, discipline, attendance, community issues and concerns, professional development, school culture). All responsible parties either had or were provided the resources to follow through or were given the resources needed, especially with materials, technology, professional development, coaches and tutors. Team members first and foremost split responsibilities based on their capability sets. The Grade Level Chairs, the administrative staff, and Central Office Instructional Specialists all have the expertise to where their strengths and weaknesses lie as it relates to being able to take an idea from concept to implementation. When these divisions are not clear, the Principal and Assistant Principals immediately query the involved parties for possible decisions, and then follow through on that query by determining the optimal path of human capital resource distribution. The principal and assistant principal facilitate the Transformation Leadership Team Meetings and hold all personnel accountable for implementing the next steps that are generated as a result of the stakeholders' input. They provide feedback and guidance that will directly impact the delivery of Tier I instruction and intervention efforts in effort to provide a targeted focus on the individual needs of the students and the needs of the teachers to build their capacity. The district level representatives provide (fiscal and human) support to ensure that the barriers toward implementation of next steps are minimized or eliminated. They also provide meaningful feedback that can assist with the decision making process that will impact student achievement (academically and behaviorally). Parental input is garnered and considered as the team proceeds with the development of next steps. With regards to limitations on resources, the highest need in the building continues to be a need for highly capable Human Capital/teachers, tutors, specific grade level coaches, additional support for the increased numbers of ELL students, and space to support the growing population of students who are housed in the Reid school zone. Deliverables are determined based on leadership skills, content area expertise, as well as assigned Indicator tasks from Indistar. Responsibilities are also assigned by school administrators based on the interest and expertise of the team members. The monthly Transformation Leadership Team Meetings discuss the progress towards the leading indicators by ensuring that the lagging indicators are discussed which ultimately impact the school's progression towards meeting the goals set within the leading indicator report.
4. New strategies and practices are carefully monitored and tracked with the use of data. At team meetings, the strategy or practice was placed on the agenda for an update. Strategies that lead to improvement are implemented and strategies and practices less successful are discussed, tweaked and / or discarded. The teams constantly brainstorm replacement ideas

and continue to share strategies, techniques, and ideas that have a positive impact on student achievement. Team member strategies are collaboratively discussed, monitored, and refined by Grade Level Chair persons, Title 1 teachers, lead teachers and school administrators. If the strategies / ideas have a school wide impact, the progress or lack thereof will be reported in the Transformation Leadership Team meeting and further discussion, tweaking, etc. will be generated. Feedback is also provided through the division leadership. Content specialists and the division leadership provided additional support and address any needs that may occur as a result of the strategies or practices. A combination of persons monitors these practices. The school administrators are expected to monitor strategies and practices; however a collaborative effort is employed to ensure that all benefit from successful practices and ideas. Strategies are monitored at two levels. The division level: Division-Instructional Support Team visits the schools to monitor implementation of strategies and research-based practices as well as ensure fidelity to the process. This team will also attend grade level meetings and PLC's. The site level: The External Lead partners and the Literacy and Math Coaches will provide feedback as well. The school based administrator monitors the process by conducting walk-throughs, conducting formal observations and disaggregating formative assessments. The Transformation Leadership Team monitors the data bi-monthly to determine the effectiveness of the implementation of strategies used to raise student achievement. If the strategies do not seem to be working, the Instructional Support Team make suggested revisions to the school administrators. Supported by the LEA, the Transformation Leadership Team's recommendations are considered when any revisions relative to instruction are made and are proactively ready to address the problems and eliminate strategies that do not work. The administration provides feedback to individual teachers based on student performance and classroom observations. Specialists and coaches are used to provide assistance to individual teachers. If found that the new strategies are more than an individual concern, professional development is planned and implemented to support the fidelity of implementation and to further determine the effectiveness of the strategy.

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 in core content areas based on data from:
 - PALs , MAP Assessments
 - Algebra Readiness Diagnostic Tests, Ten Marks
 - Achieve 3000, iStation
 - SOL Assessments
 - Report Card Grades

- Teacher Recommendations, Title I Team Recommendations
- Parent Recommendations
- Benchmark scores
- Bi-weekly scores
- Teacher referral based on classroom performance
- Formative and summative assessments

The data listed above is triangulated. The data is reviewed by the Transformation Leadership Team and the classroom teacher to determine which tiered, differentiated intervention a student will receive. Teachers use a tracking system to manage specific SOL objectives to be revisited and an action plan is developed based upon the needs of students. Additional support in Reading and Math for Exceptional Education students is also determined by the accommodations as outlined in their Individualized Education Plan (IEP). Assessment data such as the following are also used in the triangulation of data reading, SOL scores, benchmark assessments, report card grades as well as level setting/Achieve 3000/iStation. In math, Algebra Readiness, SOL scores, formative assessments embedded with technology enhanced items (TEI), and benchmark assessments are used to determine additional supports.

2. Teachers differentiate learning for students through:

- Small Group Instruction , tiered intervention, remediation, enrichment activities
- Title I Instruction (push-in)
- Extended Learning Time
- Homework
- Inclusion of differentiated activities denoted within the lesson plans including modified instructional strategies and activities.
- Small group instruction with tutors and trained volunteers

Tier I, whole group instruction, will continue to be strengthened throughout the school year. This will be enhanced via coaching, modeling, professional development and follow-up based on observations and feedback. Dreambox will be utilized as the research-based mathematics program to support the math achievement of the RPS Priority Summer School students.

3. Additionally, teachers, through formative assessment, determine students' needs, plan instruction to meet those needs and provide the small group instruction and collaborative learning that addresses those needs. Formative assessments are used:

- To monitor student progress
- To measure teacher effectiveness and determine teacher placement
- To determine the need to reteach or provided additional enrichment activities
- To determine if a child needs further support through the Child Study Process or through a Community Agency
- For analysis to determine the level of content and cognitive alignment to the VDOE curriculum framework.

Content teachers, school and division level, work collaboratively to develop common assessments and review them for rigor and alignment. These common assessments are used to determine student's strengths and weaknesses. Based on this data, instructional decisions are made by the classroom teacher, the Transformation Leadership Team and the school administrator. The formative assessments are used by the Central Support Team in making instructional decisions along with recommendations to the school administrator. District

benchmark assessments are given each nine weeks in order to determine strengths and weaknesses of students and programs and to determine the amount and length of additional supports and resources. A detailed analysis of the data is done and reviewed with teachers to support individualized instruction to meet student needs. Teachers, through formative assessment, determine students' needs, plan instruction to meet those needs and provide the small group instruction and collaborative learning that address those needs.

4. All teachers received training on the new teacher evaluation system. A team of teachers and leadership staff wrote the teacher evaluation manual. All principals were trained on how to work with their teachers in developing goal setting standards. The standards, with special emphasis on Standard 7, were reviewed with the teacher and school base administrators and were refined as needed. Teachers are being trained to have a laser focus on student data, student achievement, and the progress of all students in their classrooms. Teacher progress toward meeting their goal will be monitored and technical assistance provided. The administration will provide professional development and technical assistance for teachers on alignment with the VDOE Curriculum Framework and Big Ideas and school lesson plan evaluation tool. The assistant principal and principal will receive lesson plans via email from classroom teachers. The plans will be monitored on a weekly basis and feedback provided. A checklist will be used to carefully examine the components included in the lesson plan to improve the effectiveness of planning and to support increased student achievement. Additional professional development will be tiered for teachers as deemed necessary by school administrators. The administrative team will conduct walkthroughs and monitor the expectations with regards to aligned written, taught and assessed curriculum and provide feedback that is relevant to what was observed. Multiple measures of student achievement comprise 40% of the evaluation. Pearson will be instrumental in assisting teachers in reaching or exceeding their goals that will be set at the onset of the year.

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 community partners support G. H. Reid by developing programs that are designed to strategically meet the needs of the students, staff and administration. The supporting programs are developed and maintained by focusing on most pressing challenges. Community engagement occurs during the Open House / Back to School night in September.

Community partners offered their services to students, the staff, and parents. During the school's annual Harvest Fest in October (2014) community leaders came to support overall health initiatives as related to student achievement. Community partners include Capitol One, Dominion, Micah Initiative, Defense General Supply Corporation and Communities in School. The partners provide invaluable support to our school that include tutoring, mentoring and providing requested resources that further enhance our students' academic and social growth. This year the school has adopted the Leader In Me Programs, which is funded through Communities in Schools. The school endeavors to improve in reading and mathematics in the All Student Group and the Students with Disabilities Subgroups in those areas. The school division allows the partners below to support Reid in the following areas:

Curriculum Supports- academic (tutoring/ mentoring/incentives)

Atlantic 10 Women's Basketball Championship School Day

Dancing Classrooms

Junior Achievement

VCU Mary and Frances Youth Center Young Aces Open

YMCA of Greater Richmond Learn to Swim

In School Supports- behavioral (social and emotional)

Dominion Day Services Therapeutic Day Treatment

Family Transitions, Inc. Therapeutic Day treatment

Full Circle Grief Counseling

RBHA Therapeutic Day Treatment

Richmond Hill Micah Association

2. G. H. Reid Elementary School has selected NCS Pearson, Inc as their External Lead Turnaround Partner. Pearson will work side by side with our school to increase academic success. As outlined in the Scope of Work for the period of October 1, 2015-September 30, 2016 the following has been identified as school needs as a result of initial interviews and discussions:

- Focus on aligning the written, taught and assessed curriculum
- Support high performance leadership, management and organization
- Strengthen student engagement
- Promote a data driven culture

To these ends Pearson, Inc. will provide coordinators to oversee the overall turnaround effort and to serve as liaisons between the division and the ELTP. There will be a reading and mathematics coach on site to provide professional development, coaching and modeling. An ESL Coach will be present to provide support to increase the academic success of the growing ELL population. A leadership coach will provide mentoring and support for administrators (signed into effect July 7, 2015).

The Leadership Team will continue to enhance the PBIS efforts already established. PBIS will assist in maintaining an environment that is conducive to learning. It is a system that will be easily integrated into the work of the Pearson, Inc. and the overall programming at G. H. Reid Elementary School. Review 360-Behavior Improvement Platform would be instrumental in assisting with reporting as it pertains to the level of implementation and effectiveness of PBIS.

3. Parents were involved in the selection of the LTP, meeting with the top two choices to review

the programs and ask questions. Designated parents will be invited to the Transformational Leadership Team Meetings. Parents will continue to be involved in the planning and monitoring of school improvement initiatives by participating on the School Improvement Team and providing support on how to improve academic performance will increase this year as a heightened focus will be placed on this endeavor at the onset of the school year. We will further communicate our plans for intervention through multiples sources. These include, but are not limited to, Breakfast with the Principal, weekly teacher Communicators, monthly Parent Newsletters, weekly Student Progress Reports, parent/teacher conferences, and PTA events and activities.

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 school has 3 teachers with zero years of experience. Assignments were made based on the number of students on grade levels. Additionally, the principal reviewed credentials, student-teaching experiences, and responses to selected questions to place teachers in the appropriate class and grade levels. All teachers within our division are assigned to classes within their area of licensure or otherwise demonstrated area of expertise. Principals, in conjunction with the HR department, carefully examine the backgrounds, evaluate findings and review the track records of each member of the staff and thoughtfully and collaboratively construct the school schedule to match teachers with the classes in which they (and their students) are most likely to be successful. Adjustments and corrections are made according to student performance, and professional development is provided to strengthen teacher skill-sets as aligned with the needs of the students. The Principal and the Assistant Principal build classrooms according to the needs of students.
2. The principal has distributed the instructional staff between the 3 administrators. A schedule has been made for all formal observations schedule and walkthroughs. Administrators meet with the instructional staff after each observation and walkthrough to provide feedback. Administrators meet before school at the beginning of each week to discuss the observations from the previous week and to discuss any areas of strength and areas of concern. For the

instructional staff not adhering to the standards indicated on the division's teacher evaluation system, administration addresses the staff member immediately and appropriate action is taken. A mid-year review of the teacher's goal and progress is completed and if necessary additional assistance is provided by school based and the central office Instructional Support Team. At the start of each academic year and as driven by data, the school administrator goal sets with the teacher. An established measure for monitoring student progress and teacher effectiveness is implemented. Support or additional assistance is provided as needed. To the extent possible, the skill sets of instructional specialists or internal and/or external partners are used to enhance and supplement the quality of feedback and support. The principal and members of OSI will continue to participate in technical assistance opportunities during the school year to strengthen the level of feedback provided to teachers.

3. Successful teachers and school leaders are identified and recognized by their work as denoted in classroom visit / observations, grade level meetings, the seven teacher performance standards, student assessment data and teacher / administrator conferences. Faculty and staff luncheons, faculty and staff outings, public acknowledgements/accolades are expressed verbally in meetings within the school and with district representatives.
4. The principal has distributed the instructional staff between the 3 administrators. A schedule has been made for all formal observations schedule and walkthroughs. Administrators meet with the instructional staff after each observation and walkthrough to provide feedback. Administrators meet before school at the beginning of each week to discuss the observations from the previous week and to discuss any areas of strength and areas of concern. For the instructional staff not adhering to the standards indicated on the division's teacher evaluation system, administration address the staff member immediately and appropriate action is taken - which includes support from content specialists, recommended attendance at pertinent training and support from the Title I staff.
5. The Director of Elementary Instruction is primarily responsible for evaluations of the principal. The principal submits and reviews a self-evaluation with all necessary updates, with the Director of Elementary Instruction at the beginning of the school year, mid-year, and end of the year. The principal established SMART goals that are reviewed, discussed and monitored, at the beginning of the year, mid- year, and end of the year. The formal procedure includes the following three steps: the initial conference, the interim review, and the annual evaluation. The Executive Director does goal setting with the Principal and completes a formal observation process through an internal monthly accountability procedure-Instructional Support Team.
6. The relationship between the state, internal partner has been productive. The relationship with the external partner is developing. In June, at the conclusion of services for the 2014-15 school year, the OSII Office convened a meeting with the External Lead Turnaround Partner to revisit expectations, efficiency of communication, accountability and reporting. Following this meeting, the OSII Office met with principal to address the outcomes of the previous meeting between the ELTP and the OSII Office. As a result, the heightened expectations of the ELTP are being realized as of June 22, 2015.

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 school's vision is aligned with the district's new Academic Improvement Plan as exemplified by the focus on instruction, development of professional learning teams and use of data-driven decisions related to instruction and professional development. The Transformation Team meets twice a month to create, assess, and monitor the school improvement process and plan. The team works collaboratively to analyze data, make informed decisions based on the data, and to provide the necessary interventions and remediation to best meet the needs of the students. The Transformation Team shares all information, progress, and lack thereof, with all stakeholders through various formats. The information is shared through monthly Chat & Chews, Staff Weekly Newsletters, Parent Monthly Newsletters, monthly CAG meetings, grade level chair meetings, parent/teacher conferences, weekly faculty meetings, etc.
2. Policies and practices that may impede the school's success include, but are not limited to, the introduction of new reading and math programs, new lesson plan format and the lack of adequate training prior to the implementation of programs and new lesson plan format. Additionally, a new administrator was assigned well into the beginning of 2014-15 School Year, as well as a new assistant principal. Other barriers are student and teacher attendance, student teacher ratio in some grade levels, and the amount of time dedicated to core instruction. Teacher turnover has been a barrier as well. In order to address these barriers that teachers are currently attending professional development sessions on the new programs and the lesson plan format have been scheduled. The new administrators are being supported through the Offices of Elementary Education, School Improvement and Innovation, and by attending monthly professional development sessions. Incentives are being offered to encourage student and teacher attendance. The administrator is working conscientiously with HRD to fully staff the school and to address the needs of the growing ELL population. A division meeting occurred on February 27, 2015 with the Office of School Improvement and Innovation to discuss the needs of the buildings pertaining to ELTP progress and related concerns.

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. Ensure building-level specialists and lead teachers have developed capacity to model and support instructional planning and implementation of data-driven decisions. In addition, there should be a written plan to support new teachers in transitioning to participate in professional

teams and analyze data as turnover occurs. Funding will be sought by the LEA as needed to maintain any supports (fiscal/human) that the teams deem appropriate in an effort to continue to promote student achievement.

2. The division-level Office of School Improvement and Innovation team will work with the school, ELTP (as it phases out) and state contractor to identify key supports that are deemed necessary for sustainability to be funded through the division set-aside for schools exiting federal sanctions. Division oversight and quarterly report-outs will continue annually as needed to ensure allocations of resources (human, fiscal, and material) are disbursed as indicated by data. Instructional resources and materials will be evaluated (via asset mapping) to determine the need for continued implementation and cost effectiveness.
3. Ongoing VDOE content area support directly to low-performing schools' principals and key building-level key instructional leaders, to include effective strategies, from the state level (especially for in preparation for new standards testing). ELL support is critical to improving overall academic achievement. Based on analysis of data, the LEA and school will determine the specific level of technical and financial assistance needed from the state. Schools in improvement will benefit from state support that offers professional development, webinars, extended learning experiences, and professional growth conferences for teachers to ultimately increase student learning. Educational forums facilitated by the state that focus on the features of outstanding schools would be beneficial in discussing research and best school practices in education, with an emphasis on urban education. The continuation of state support that offers opportunities for teacher development will serve as a valued and needed asset.

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.

Not Applicable

- (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)

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

Reading			
	2012-2013	2013-2014	2014-2015
All Students	47	37	49
Asian	0	50	50
Economically Disadvantaged	47	33	49
Gap Group 1 (Disabled, LEP or Disadvantaged)	45	33	49
Gap Group 2 (formerly Black)	46	34	47
Gap Group 3 (formerly Hispanic)	46	40	55
Limited English Proficient	33	34	43
Students with Disabilities	13	2	17
White	67	71	33
Math			
All Students	41	37	51
Asian	0	50	50
Economically Disadvantaged	42	38	50
Gap Group 1 (Disabled, LEP or Disadvantaged)	40	36	51
Gap Group 2 (formerly Black)	36	34	44
Gap Group 3 (formerly Hispanic)	51	41	62
Limited English Proficient	50	40	54
Students with Disabilities	8	2	16
White	67	57	67

- (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 the school year required to attend:
 Daily= 360 minutes * 170 days=61,200 minutes/day {the master schedule was altered thus allowing for an additional 5 minutes per day which equaled **62,050 minutes/day** (+850 minutes for 2014-15)}
 Afterschool =120 minutes*48 days=**5,760 minutes/day** {November –May at 2 days/week}

Summer School =240 minutes*19 days =**4,560 minutes/day** {June-July 4 days/week}
It is anticipated that Afterschool tutorial will begin in late September or October and provide additional learning time in 2015-2016 = 120 minutes *10 days = 1200 additional minutes. Also an additional day of Saturday Academy will occur in 2015-2016 = 180 minutes * 1 day = 180 minutes/day.

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

Total Enrollment	687
Male	356
Female	331
Asian	2
Black	430
Hispanic	235
White	13
Students with Disability	90
English Language Learner	186
Economically Disadvantaged	539
Migrants	ND
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).

The data according to the VDOE Report Cards and preliminary 2014-15 SOL data yields the following: Annual reading scores reveal that from 2012-2013 to 2013-2014 there was a significant decline in student performance on the SOL assessment in Grade 3 (47, 36, 45), Grade 4 (44, 35, 40) and Grade 5 (50,39, 49); however the school shows a positive trajectory from 2013-2014 to 2014-2015. The preliminary data shows that each grade level has a great deal of growth to meet the state benchmark of 75%. Mathematics data shows that Grade 3 (30, 40, 50) has shown a 10% gain each assessment year. Grade 4 mathematics (47, 48, 44) has been relatively stagnate. Grade 5 (44, 24, 43) mathematics had a significant decline from 2012-2013 to 2013-2014. The 2014-2015 scores show a significant gain (+ 21) that returned them to the same level of performance that they experienced in 2012-2013. The school has historically shown poor gains with regard to the exceptional education population in the areas of reading (13, 2, 24) and mathematics (8, 2,15) from 2012-13 to 2013-2014

and from 2013-2014 to 2014-2015. Over the three year period the level of achievement for the exceptional education population has not exceeded a 25% pass rate. It is with increased targeted intervention and strengthened tier I instruction through the provision of feedback, professional development, and accountability that the school will move forward to meet or exceed the FAMO targets.

(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.

1. Date built: 1958
2. # of classrooms: 36
3. Description of Media Center:
The media center has a collection of over 9,189 books including fiction, nonfiction, periodicals, and reference materials. Is also has seven computers for student use and a reference section.
4. Description of the cafeteria:
The Cafeteria holds approximately 240 people. The kitchen is located in the back of the Cafeteria. There is an office for the manager. There are 2 serving lines. The cafeteria is also used to host programs for the students.
5. Description of areas for physical education and /or recess:
The physical education classes/recess classes are held outside where there are 2 playgrounds, a soccer field, a football field, and baseball field; instructional materials and sports equipment are stored in a storage closet; when the weather is not suitable for outside activities, physical education class/recess is held in the classroom for there is not gymnasium in the building. The physical education classes/recess classes are held outside where there are 2 playgrounds, a soccer field, a football field, and baseball field; instructional materials and sports equipment are stored in a storage closet; when the weather is not suitable for outside activities, physical education class/recess is held in the classroom for there is not gymnasium in the building.

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

Information about the types of technology that is available to students and instructional staff: One hundred percent of all teachers have a desktop computer and a Promethean Board with an LCD projector in their classrooms. There are 5 laptop carts with each containing 25 laptops and 126 desktop computers.

(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:	41	84%
Teachers Not Highly Qualified:	8	16%

SET 2:

Category	Number of Teachers	Percentage of All Teachers
Teachers with Less Than 3 Years in Grade/Subject:	12	24%
Number of Teachers with a Provisional License:	8	16%

(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 (3) Grade 1 (1) Grade 2 (2) Grade 3 (2) Grade 4 (2) Grade 5 (1) Exceptional Ed (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	10
1	8
2	7

Years	# Instructional Staff
7	2
8	2
9	3

Years	# Instructional Staff
14	0
15	0
16	0

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

3	3	10	1	17	0
4	2	11	1	18	0
5	2	12	1	19	0
6	6	13	1	20	0

(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
8,330	7,746	93%

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.

The district followed the process outlined by VDOE to select our Lead Turnaround Partner. A rubric was developed to evaluate the LTPs. Seven Lead Turnaround Partners were interviewed and based on results of the rubric, the top three were interviewed again by a parent and community partner group. This group’s top LTP was NCS Pearson, Inc. which also was the highest ranking LTP from round one of the interview process. The principals made a recommendation for service. The final selection of Pearson, Inc. was presented to the Superintendent and the school board in March 2014. Once the ELTP was selected, a needs assessment was conducted in order to analyze the operational needs of the school and to make the recommendation for services.

- (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.**

The OSI² team and district designees will support the school in the following ways: monitor LTP staff and interventions; participate in the school's transformational team meetings; strategically align deployment of resources based on data-driven need; continue to research instructional best practices; develop and provide leadership and instructional development. The OSI² will:

1. determine level of oversight, support strategic allocation of resources, identify additional supports that are required by district, Title IA, etc.
2. provide oversight support, and strategic resource allocation (human, material, etc.) to schools
3. provide onsite monitoring by OSI² staff, Executive Directors of Elementary and Secondary or Director of Curriculum and Instruction, to ensure the school is effectively and efficiently addressing the leading and lagging indicators.
4. monitor the utilization of the longitudinal data system to monitor interventions, attendance, discipline, grades, benchmarks, student academic growth, teacher observations and proficiency ratings, instructional time (extended learning time and additional core minutes), teacher feedback provided on lesson planning and observations, parental involvement activities, etc.
4. review and provide feedback on the school improvement plan and feedback to teachers, required VDOE reports and district-level quarterly data analysis meetings to principals
5. promote a collaborative partnership among VDOE facilitator, LTP, district and school with a focus on accountability (includes attendance at VDOE-required trainings, regularly scheduled checkpoint meetings with the ELTP).
6. ensure that parents serve on a variety of committees and that various modalities of communication are disseminated to parents in order to foster parent engagement in the decision-making process.

- (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.

The district will ensure implementation of the LTP's intervention model and external facilitators by establishing a district-level turnaround office. The newly created Office of School Improvement and Innovation (OSI²), composed of an Executive Director, two Program Managers, Data Instructional Specialist, Grants Manager, will:

1. tier all priority schools (to determine level of oversight, support strategic allocation of resources, identify additional supports that are required by district, Title IA, etc.)
2. provide oversight (based on tier), support, and strategic resource allocation (human, material, etc.) to schools
3. provide onsite monitoring by OSI² staff, Executive Directors of Elementary and Secondary or Director of Curriculum and Instruction, to include:
 - a) attending monthly or bi-weekly Transformation Leadership Team (TLT) meetings
 - b) using the longitudinal data system to monitor interventions, attendance, discipline, grades, benchmarks, student academic growth, teacher observations and proficiency ratings, instructional time (extended learning time and additional core minutes), teacher feedback provided on lesson planning and observations, parental involvement activities, etc.
4. review and provide feedback on the school improvement plan and feedback to teachers, required VDOE reports and district-level quarterly data analysis meetings to principals
5. promote a collaborative partnership among VDOE facilitator, LTP, district and school with a focus on accountability (includes attendance at VDOE-required trainings, regularly scheduled checkpoint meetings with LTP).

Timeline:

June 2015: Pearson, Inc. /OSI² will review contract, deliverables and expectations and establish metrics of measurable impact, set goals

June 2015-July 2015: Pearson, Inc. is supporting job-embedded professional development and data driven training based on evidence collected from observations during the summer school session. They provide 4 hours of training per week.

June 2015 - June 2016: Pearson, Inc. implementation of LTP services

June 2015 - September 2015: Pearson, Inc. implementation, targeted professional development, goal-setting for 2015-2016

Monthly meetings with Pearson, Inc. and OSI²: review of LTP support and measures of growth, recommendations and suggestions

June/July 2016: Pearson, Inc. reviews results of impact for second year, revisit service contract
 September 2015 -2016: attend AARPE training and conduct required follow-up
 Weekly: Onsite monitoring by OSI² staff/designees to schools

- (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.

Not Applicable

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.	Not Applicable
2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.	Not Applicable

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

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).	Not applicable
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.	Not applicable

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.

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

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): Richmond City Public School

Priority School: G. H. Reid Elementary School

Principal’s Typed Name: Mrs. Angela Delaney

Principal’s Signature: _____

Date: _____

Superintendent’s Typed Name: Dr. Dana Bedden

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

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

BUDGET SUMMARY FOR: G. H. Reid Elementary
(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	\$ 246,421.13	\$ 239,741.13	\$ 73,692.16	\$ 559,854.42
2000	Employee Benefits	\$ 36,796.01	\$ 35,638.06	\$ 22,243.40	\$ 94,677.47
3000	Purchased Services	\$ 516,313.00	\$ 503,767.00	\$ 393,325.00	\$ 1,413,405.00
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ 35,328.68	\$ 35,072.89	\$ 4,174.38	\$ 74,575.95
6000	Supplies & Materials	\$ 3,000.00	\$ 3,000.00	\$ -	\$ 6,000.00
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 837,858.82	\$ 817,219.08	\$ 493,434.94	\$ 2,148,512.84

School Improvement Grant Application

School Year 2015-2016

Budget Request for: G. H. Reid 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
OSII Staff Salaries	OSI&I (5 persons 1- Executive Director (12 mos), 2 Program Managers (12 mos), 1 Instructional Data Specialist (12 mos), 1 Grants Manager (12 mos) (Split between 9 Priority Schools for 12 months) = \$519,239 (less division approx. 4% of salary \$20,000) = \$499,239/9	\$ 55,471.00	\$ 53,471.00	\$ 51,332.16	\$ 160,274.16
Teacher Stipends	Transformational Leadership Team Stipends 10@\$1000 = total \$10,000 Process Manager: 1 teacher @ (\$3,000.00) to manage Indistar, develop (with principal) agendas and disseminate minutes, ensure timely submission of reports (cannot receive the \$1,000.00)	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 39,000.00
Teacher Stipends for PD	Teacher Stipends for LTP-supported professional development in relation to school improvement efforts outside of contract hours (49 teachers for 12 hours for LTP training/planning (October 2015-September 2016) @ \$40/hour)= \$ 23,520 and 12 teachers (2 per grade level) for 16 hours for LTP training/planning of school-wide initiatives for Fall 2016 during summer 2016 @ \$40 = \$7,680) = \$31,200	\$ 31,200.00	\$ 31,200.00	\$ -	\$ 62,400.00
Teacher Stipend for Summer School 2016	Summer Program (See RPS Priority School Summer Programs, Training and Initiatives): (25 regular/special education teachers (25 teachers*\$40/hr*6 hrs/day [Inclusive of 1 hr/day of PD from LTP]*19 days =\$114,000.00). 2 PD Sessions @ 8 hour days/day for 25 teachers @\$40/hr. = \$16,000.00; 2 instructional aides for 19 (4.5 hour) days@\$15.85= \$2710.35. Total = \$132,710.13)	\$132,710.13	\$ 132,710.13	\$ -	\$ 265,420.26
Stipends for Substitute Teacher for Teacher Planning/PD Days	Substitutes for 6 full days of data analysis, coaching/modeling, professional development and planning throughout the year (5 substitutes x 6 (K, 1, 2, 3, 4, 5) days @ \$78/day x 6 planning/PD days	\$ 14,040.00	\$ 9,360.00	\$ 9,360.00	
Total Compensation		\$ 246,421.13	\$ 239,741.13	\$ 73,692.16	\$ 559,854.42

Personal Services

supported from other
funding sources:

Other Expenses: \$246,850

Executive Admin for OSII Office (Title I \$6,500); Division Ex ED's (\$10,000); Division Specialists Reading/Math (Division \$5,500); Reading (2) and Math Coaches (1) (Title I @ 43,200 x 3 = \$131,600); Afterschool remediation (District \$18,000); Professional development teacher stipend (Title II \$5,250) 35 x 2 days @ \$75/day; Tutors (Title I: \$70,000) (non-degree \$15/hr and degree \$21 hrs/wk for 20 weeks)

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
Benefits for OSII Staff Salaries	OSI&I (5 persons 1- Executive Director (12 mos), 2 Program Managers (12 mos), 1 Instructional Data Specialist (12 mos), 1 Grants Manager (12 mos) (Split between 9 Priority Schools for 12 months/calculated at 40% of salary) = \$499,239/9	\$ 22,188.33	\$ 21,388.40	\$ 20,532.86	\$ 64,109.59
FICA for Teacher Stipends	Transformational Leadership Team Stipends 10@\$1000 = total \$10,000 Process Manager: 1 teacher @ (\$3,000.00) to manage Indistar, develop (with principal) agendas and disseminate minutes, ensure timely submission of reports (cannot receive the \$1,000.00)	\$ 994.50	\$ 994.50	\$ 994.50	\$ 2,983.50
FICA for Teacher Stipends for PD	Teacher Stipends for LTP-supported professional development in relation to school improvement efforts outside of contract hours (49 teachers for 12 hours for LTP training/planning (October 2015-September 2016) @ \$40/hour)= \$ 23,520 and 12 teachers (2 per grade level) for 16 hours for LTP training/planning of school-wide initiatives for Fall 2016 during summer 2016 @ \$40 = \$7,680) = \$31,200	\$ 2,386.80	\$ 2,386.80	\$ -	\$ 4,773.60
FICA for Teacher Stipend for Summer School 2016	Summer Program (See RPS Priority School Summer Programs, Training and Initiatives): (25 regular/special education teachers (25 teachers*\$40/hr*6 hrs/day [Inclusive of 1 hr/day of PD from LTP]*19 days =\$114,000.00). 2 PD Sessions @ 8 hour days/day for 25 teachers @\$40/hr. = \$16,000.00; 2 instructional aides for 19 (4.5 hour) days@\$15.85= \$2710.35. Total = \$ \$132,710.13)	\$ 10,152.32	\$ 10,152.32	\$ -	\$ 20,304.64
FICA for Stipends for Substitute Teacher for Teacher Planning/PD Days	Substitutes for 6 6-hour days of data analysis, coaching/modeling, professional development and planning throughout the year (5 substitutes x 6 (K, 1, 2, 3, 4, 5) days x 6 planning/PD dates	\$ 1,074.06	\$ 716.04	\$ 716.04	\$ 2,506.14
Total Employee Benefits		\$ 36,796.01	\$ 35,638.06	\$ 22,243.40	\$ 94,677.47
Employee Benefits supported from other funding sources:	Other Expenses: \$68,361.63 Executive Admin for OSII Office: (Benefits \$2,800: Title I); Division Ex ED's (\$5,000); Reading (2) and Math Coaches (1) (Benefits \$52,640: Title I); Afterschool remediation FICA \$1,400: District); Professional development teacher stipend (FICA \$401.63: Title II); Tutors (FICA \$6,120: Title I)				

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	Pearson LTP Services per VDOE approved SOW: 12 months, 40 hours per week @ \$703/student x 697 students = \$489,991/ year (\$40,832.58/mo)	\$ 489,991.00	\$ 477,445.00	\$ 374,986.00	\$ 1,342,422.00
VDOE Contractor As prescribed by the Office of School Improvement	Contractor orientation, Reports/data review, Continuous monitoring the alignment of the division, LTP, and the school (300 hours*\$61.13/hr = \$18,339.00)	\$ 18,339.00	\$ 18,339.00	\$ 18,339.00	\$ 55,017.00
Math software licensing (continuation of pilot)	DreamBox web-based intervention math program (continuation of pilot for priority elementary and middle schools) subscription (\$6,100) ... referenced under Instruction #2	\$ 6,100.00	\$ 6,100.00	\$ -	\$ 12,200.00
Summer School Curriculum Embedded Field Trips	Science Museum curriculum embedded visit (Gr 4/5) \$17 x \$75 students = (\$1,275); Gr K-2 VA Rep Theater curriculum embedded presentation 2 days/5 schools (approx. 380 students) \$3,040/5 elementary schools = (\$608 each school) = \$1,798	\$ 1,883.00	\$ 1,883.00	\$ -	\$ 3,766.00
					\$ -
Total Purchased Services		\$ 516,313.00	\$ 503,767.00	\$ 393,325.00	\$ 1,413,405.00
Purchased Services supported from other funding sources:	Other Expenses: \$31,987 Professional Development/Conferences (Title IIA: \$5,000); Title I Institute Professional Development (Title I: \$2,000); MAP Assessment (Title I: \$3,487); Other professional development offsite (Title I: \$15,000); istation (K-2) (Title I: \$6,500 TI)				

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
Summer School Transportation	Summer Program Transportation (19 days w/5 buses and 2 Field Trips w/5 buses) = (\$25,100)	\$ 25,100.00	\$ 25,100.00	\$ -	\$ 50,200.00
Indirect Costs	Based on RPS indirect costs rate of .26 (Restricted Rate)	\$ 9,553.68	\$ 9,297.89	\$ 3,499.38	\$ 22,350.95
Cost Associated with AARPE Training Sessions [food]	The VDOE AARPE Sessions are held at a site provided by Richmond City Public Schools to accommodate the provision of the VDOE Technical Assistance. Sessions are 8 hours in length. (\$1350 per session * 5 Sessions = \$6750.00)	\$ 675.00	\$ 675.00	\$ 675.00	\$ 2,025.00
					\$ -
					\$ -
Total Other Charges		\$ 35,328.68	\$ 35,072.89	\$ 4,174.38	\$ 74,575.95
Other Charges supported from other funding sources:	Insert response here: None				

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
Summer Attendance Incentives	Summer Program: 3 attendance incentive celebrations (3 @ \$1,000) - i.e., Sundae Party (5th grade to plan - measurement, cost, setup, etc.) = \$3,000. .Funding will support instructional items that are tied to the incentive activity	\$ 3,000.00	\$ 3,000.00	\$ -	\$ 6,000.00
				\$ -	\$ -
					\$ -
					\$ -
					\$ -
Total Supplies		\$ 3,000.00	\$ 3,000.00	\$ -	\$ 6,000.00
<u>Materials/Supplies</u> supported from other funding sources:	Other Expenses: \$23,000 Certificates/school supply incentives (larger prizes for drawings provided by community partners)= (\$3,000); Curriculum materials (Title I \$20,000)				

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**



TABLE OF CONTENTS

Submission Requirements	p. 3
Application Materials	
Cover Page	p. 4
Section 1: Reflection & Planning	p. 5
Section 2: Required Elements, Part 1	p. 7
Required Elements, Part 2	p. 10
Section 3: Explanation of Lack of Capacity to Implement	p. 12
Section 4: Budget	p. 14
Section 5: Assurances & Certifications	p. 15
Resource Information	p. 19

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: Richmond Public Schools

Contact Name: Dr. Shannon Smith McCall **Phone:** (804) 780-8592

Address: Office of School Improvement **Email:** ssmith2@richmond.k12.va.us
301 N. 9th Street, Richmond VA 23219

Priority School Information

School Name: Woodville Elementary **Cohort:** V

Principal Name: Ms. Vercynthia Penn **Phone:** 804-780-4821

Address: 2000 North 28th St **Email:** Vbrandon2@richmond.k12.va.us
Richmond, VA 23223

NCES #: 510324001407

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: By the end of the 2015-2016 academic school year, the reading AMO for all students will increase from 30% to a minimum of 50% as measured by the Spring 2016 Standards of Learning Assessment.

Goal 2: By the end of the 2015-2016 academic school year, the math AMO for all students will increase from 32% to a minimum of 52% as measured by the Spring 2016 Standards of Learning Assessment.

Goal 3: By the end of the 2015-2016 academic school year, total days of out of school suspensions will decrease 20%, from 689 to 551, as measured by end of the year discipline data from ASPEN.

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. **Change in School Climate:** At the beginning of the school year, Woodville had many challenges preserving instructional time. In previous years, parents have been allowed to go to the classrooms at any time during the day, which causes an interruption of instruction, pulls teachers away from supervising their students, and can be a forum for inappropriate conversations or actions in front of students. Many students have been sent home for OSS for aggressive, disrespectful, and defiant behavior throughout the school year, which inconveniences the parents, therefore causes friction

between home and school. As the year has progressed, administration has had the opportunity to talk to many parents regarding some misconceptions and have explained the reasoning behind the decisions that are made. There is still a lot of work to do to improve the climate of the school, but with the new procedures and structures in place, hopefully, we will see more of the desired school climate increase. Also the lack of implementation of the Positive Behavior Intervention System (PBIS) was integral in the lack of student behavioral success. The school must make a concerted effort to implement PBIS to fidelity in order to meet or exceed the goal listed above so that student achievement will significantly improve accordingly. To these ends, a PBIS behavioral specialist would be instrumental in realizing the effective implementation of the much needed PBIS.

2. **Successful Strategies:** The school has sent home various communications. The school has staff members strategically placed around the building to monitor the hallways during arrival and dismissal, and are diligently working on preserving the instructional day. Visitors are instructed to leave their name and number and the teacher will schedule a time that is best to meet with them. Chat and Chews are held once a month to provide an intimate forum for parents to express concerns or to ask specific questions to administration. This has allowed the administration to develop a relationship with the parents. The monthly Citizen of the Month program allows parents to come and celebrate how their child demonstrates the character trait of that month. One student is chosen from each classroom every month and they get to take home a sign to place in their yard for the month. When students earn five Caught Being Goods, they go to the office and administration calls home with a positive report.
3. **Unsuccessful Attempts:** This is a constant work in progress therefore Woodville is remaining focused and it is believed that this change will simply take time. Once the parents see success in academic performance and discipline, the climate will improve.
4. **Anticipated Barriers:** One barrier is the fidelity of implementation of PBIS. The staff is new, and many have not been formally trained in PBIS. A team of 12 teachers participated in the PBIS training facilitated by VDOE and TTAC. Next steps would include making sure that everyone is following through with the expectations established. Review 360 will be introduced to support the monitoring of the PBIS implementation. A high number of OSS referrals resulted in a loss of instructional time. Review 360 will support the effective implementation of the PBIS initiative.

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) **Solicit Input:** The Transformation Leadership Team/Improvement Team solicits input from stakeholders through attendance at grade level meetings, faculty meetings, and surveys from the staff.

- 2) **Decisions:** Decisions are shared through minutes that are posted in Dropbox, emailed, or posted in the teacher sign in area, communicated through weekly faculty meetings, grade level chair meetings, monthly Chat and Chew sessions with community and parents, PTA meetings, Parent Forums, weekly newsletter, and through email communication. Data walls and class grade level academic progress incentives that are posted in the halls are other ways to share data and support the progress of the school.
- 3) **Responsibilities:** The responsibilities are divided by areas of interest and expertise in the area of need. Through a collaborative and transparent meeting structure, the needs are discussed and members of the team work together to decipher what needs to be done and who will be responsible for that task.

Description of Team Members:

Principal: responsible for the following goals: 1) Number of minutes within the school year 8) Distribution of teacher performance level on LEA's teacher evaluation system.

AP #1: responsible for the following goals: 2) Student participation rate on State assessments in reading/language arts and in mathematics 4) Student attendance rate 7) Truants

AP #2: responsible for the following goals: 9) Teacher attendance rates

Math Coach: responsible for the following goals: 2) Student participation rate on State assessments in reading/language arts and in mathematics

Counselor: 6) Discipline incidents

LTP: responsible as a support for instructional fidelity and leadership

Division LEA: responsible for giving feedback to administration and for soliciting division level support. . The district level representatives provide (fiscal and human) support to ensure that the barriers toward implementation of next steps are minimized or eliminated. They also provide meaningful feedback that can assist with the decision making process that will impact student achievement (academically and behaviorally).

VDOE Contractor: responsible for monitoring support of the LTP and division LEA

- 4) New strategies and practices are carefully monitored and tracked with the use of data. At each meeting, the strategy or practice was put on the agenda for an update. Although many strategies led to improvement, not all provided the expected gains. The less successful ideas were discussed and tweaked or discarded. The team brainstormed replacement ideas. Each team's strategies are collaboratively monitored and refined by the Grade Level Chair and the Title I Teacher. If a strategy is not working at the grade level, modifications are made. If these strategies have a school-wide impact, their progress (or lack of) are reported in the Transformation Leadership Team meetings so that further ideas for improvement can be integrated into the solution. Strategies are monitored at two levels. The division level: Division-Instructional Support Team visits the schools to monitor implementation of strategies and research-based practices as well as ensure fidelity to the process. This team will also attend grade level meetings and PLC's. The site level: The External Lead partners and the Literacy and Math Coaches will provide feedback as well. The school based administrator monitors the process by conducting walk-throughs, conducting formal observations and disaggregating formative assessments. The Transformation Leadership Team monitors the data to determine the effectiveness of the implementation of strategies used to raise student achievement. If the strategies do not seem to be working, the Instructional Support Team make suggested revisions to the school administrators. Supported by the LEA, the

Transformation Leadership Team's recommendations are considered when any revisions relative to instruction are made and are proactively ready to address the problems and eliminate strategies that do not work. The administration provides feedback to individual teachers based on student performance and classroom observations. Specialists and coaches are used to provide assistance to individual teachers. If found that the new strategies are more than an individual concern, professional development is planned and implemented to support the fidelity of implementation and to further determine the effectiveness of the strategy..

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?

TA01 - REQUIRED - The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. (2931)(REQ-Priority)

- 1) Student Identification:** Students are required to take the following district wide mandated assessments: PALS, NWEA MAP Reading and Math, and Quarterly benchmark assessments to assess what has been taught for the quarter. PALS and NWEA MAP Reading and Math assessments are given at the beginning of the school year, mid-year, and at the end of the year. Bi weekly assessments are developed by the Reading and Math Specialists, and are given to the students. Administration created a guideline to determine Tiers for each assessment. Admin created a spreadsheet template for all teachers to input their data from each assessment. The data is color coded to designate which students are in Tier 1, 2, or 3 on each district mandated assessment. Each teacher is responsible for inputting their student data from the assessments. The Transformation Leadership Team meets with each grade level every other week to discuss the bi weekly data from their spreadsheets and meets after each district wide assessment is given to discuss data obtained from each assessment.

TA02 - REQUIRED - The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)(REQ-Priority)

- 2) Differentiated Learning:** Teachers utilize the baseline data from all district wide assessments and baseline assessments and create differentiated activities for center work, independent practice, and small group instruction as evidenced by lesson plans. Parameters were set to say:

- a) All **K-5 Tier 2** students in **Reading** will get an additional small group session with the classroom teacher for 30 minutes, 5 times a week.
- b) All **K-2 Tier 3** students in **Reading** will get an additional small group session with the classroom teacher for 30 minutes, 5 times a week and 30 minutes of iStation for 30 minutes, 5 times a week
- c) All **Gr. 3-5 Tier 3** students in **Reading** will get an additional small group session with the classroom teacher for 30 minutes, 5 times a week and 30 minutes of Achieve 3000 for 30 minutes, 5 times a week
- d) All **K-5 Tier 2** students in **Math** will get an additional small group session with the classroom teacher for 30 minutes, 5 times a week.
- e) All **K-5 Tier 3** students in **Math** will get an additional small group session with the classroom teacher for 30 minutes, 5 times a week and 30 minutes of Compass Learning for 30 minutes, 5 times a week

Also, Dreambox will be utilized as the research-based mathematics program to support the math achievement of the RPS Priority Summer School students.

TA03 - REQUIRED - The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness. (2933)(REQ-Priority)

- 3) Formative Assessments:** During the 2015-2016 school year, formative assessments will be reviewed for alignment with VDOE Curriculum Framework as evidenced by feedback provided. Formative assessments are used throughout the week in all core content areas to check and monitor understanding. The results of the formative assessments are used to drive instruction for the next day and future instruction. The results of the formative assessments are discussed and analyzed during bi-weekly grade level meetings with administration.
- 4) Goal Setting:** Each teacher established a SMART goal to focus on academic achievement in either Reading or Math and established a professional goal as well. These goals are revisited and discussed after administration observes the teacher and at designated times of the year. Administrators and teachers use the goals that have been set as a working document to continually assess and monitor the progress of the students. Each student in grades K-5 have been given a Data Folder. This is used to track their individual data from quarterly benchmark assessments, determine goals for the next assessment, and to designate their own action plan to reach their academic goal. Teachers use this to meet with students and to instill accountability for their learning.

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 volunteer force continues to grow as new volunteers are matched to assist teachers and work with our students. Woodville currently has over 70 volunteers serving as tutors/mentors, classroom assistants, library assistants, “adopting” classrooms, and organizing collections of supplies and clothing. Many of our volunteers are also active on our Citizen Advisory Group, Micah, or Summer Camp Committees. **This year, our focus for volunteers is literacy and math. Over 20 volunteers have been trained on reading strategies and how to engage our students in reading activities.**

Student Assistance Team (SAT)

The issues, problems and concerns of our students and their families are complex and layered requiring an integrated and multi-disciplined intervention response. Woodville partners with various human service agencies, which bring unique skill sets and expertise to the SAT creating a wrap-around/holistic approach in the way we deliver services. The purpose of the team is to ensure all case managed students receive effective intervention support. The site coordinator case manages all students with an intervention plan through the SAT. Team meetings are held with each service provider every month, as well as a full group meeting with the school counselor, administration, and social worker twice a year.

MARSS Reading Program: With a grant from the Richmond Educational Foundation, Woodville is able to participate in a special tutoring program. Twice a week, tutors from Armstrong High School come to Woodville to work with 10 first grade students on reading. They do activities together, read together, and each week, our first grader gets to take a book home to add to their home library. The MARSS (Mentoring and Reading Student to Student) Program is a wonderful way for our high school students (many of whom attended Woodville as a young child) to give back to their community.

Blue Sky Explorers Fund: The third and fifth graders at Woodville will once again be participating in the monthly Blue Sky Fund Explorers Program. Explorers is a science-based field trip program providing opportunities for the entire third and fifth grade class to explore more of their SOL lessons outdoors and through experiential lesson plans. Planned trips include Belle Isle, Reedy Creek, Tredegar Ironworks, VA State University, Shalom Farm, Forest Hill Park, and Roslyn Center. 5th grade went to Lewis Ginter Botanical Gardens last week and 3rd grade will be visiting Reedy Creek this week to explore the scientific method.

Transition Programs: This year, several transition programs will be implemented for students to encourage growth and partnership throughout our students’ educational careers. One upcoming program is our Fifth Grade Installation Dinner on October 21st, from 5 – 6pm. This program is meant to encourage and motivate our fifth graders to succeed in school and to begin thinking about middle school. The school is seeking partners to provide dinner and help to serve students and their families. This will let our 5th graders know who is available in the community to support them along their academic path by inviting partners to have informational tables at the event.

Say It With Heart: Say It With Heart provides a school-based violence and bullying prevention program to third and fifth grade classes at Woodville. The overarching goal is to reduce the number of violent physical and emotional incidents between students. It strives to reach this goal by imparting

emotional and character education, teaching conflict resolution strategies, and modeling healthy relationship techniques. SIWH has facilitated a program for Woodville for 7 consecutive years, and Woodville is happy to welcome the program back for the 2014-2015 school year.

Our Annual Holiday Dinner: The Annual Family Holiday Dinner will be held on **Tuesday, December 9th from 6:00 – 7:00 p.m.** at Woodville School. This event always promises a large turnout of Woodville families because it is a joyous gathering filled with wonderful student performances.

The Commonwealth Chapter of the LINKS, Inc. HERO Project: The Commonwealth Chapter of the Links, Inc. will once again begin it's HERO Project at Woodville at the end of October. Health for life, Educational enrichment, Reading is fun, and Opportunities to accelerate the arts, cultural enrichment and global initiatives are the goals of this group. The Links have followed this group of 15 students from 2nd grade into their 4th grade year, emphasizing citizenship, reading skills, and cultural enrichment through an afterschool mentoring program.

Meals in a Back Pack Program: Woodville is fortunate enough to participate in the Central Virginia Food Bank's Meals in a Back Pack Program this school year. Volunteers from the Food Bank deliver 90 backs of food to the school each week filled with meals for chronically hungry children to have over the weekend. This program is critical in our community, which is one of the most concentrated high poverty areas in Richmond.

The Junior League Families First Events: The Junior League of Richmond hosts Families First Fun Nights for 3rd and 4th graders and their families. The program is designed to foster positive relationships between families and the school and welcomes the whole family to enjoy hands-on activities, games that reinforce 3rd grade SOL objectives, and a family style dinner.

Axiom Tutors work with students in grades K-2. Tutors spend 1-2 hours with designated teachers to assist with reading groups and basic reading instruction.

2) Our LTP (Lead Turnaround Partners - Pearson consulting company) will work collaboratively with the principal, assistant principal (who will serve as the Summer School Principal), and Title I Math teacher (who will serve as the Priority School Lead Teacher) to analyze the SDBQ SOL reading and math data and other end of the year data such as PALS, NWEA MAP Assessment, along with and bi-weekly assessment data to identify strands needed to focus on while at summer school and throughout the school year. Our LTP will work side by side with the administrative staff and summer school teachers to improve instructional practices, strengthen rituals, routines, classroom structures, and provide appropriate training for effective planning and formative assessment development. This will be in the form of teacher and administrator training and support, planning and observation feedback, and data analysis throughout the five week summer program. Intentional instructional coaching and on-site professional development in professional learning communities, development of formative assessment, data analysis, and inclusion/co-teaching best practices to integrate exceptional education students into the regular education setting will also occur. Four additional hours each week will be dedicated to staff development in order to enhance teacher capacity, provide a foundation for PLC work, and support for the inclusion model. The LTP will work specifically with our administrative team and leadership team to develop a succinct instructional monitoring tool to ensure time is made EVERY WEEK for appropriate observations, coaching, effective feedback, and follow through to ensure the feedback from administration is carried out by the teacher. Electronic copies of lesson plans will be uploaded to Dropbox or the Google drive and monitored by the Principal and Assistant Principals

prior to the instructional week. Feedback will be provided and corrections/enhancements will be made for the upcoming week. Lesson plans will also be forwarded to the Title I Reading and Mathematics Specialists in an effort to assist teachers with rigor and relevance to the standards. The principal will monitor Title I and support plans and may provide direction for modeling, collaborative planning or push-in services. The administrative team will be working closely with the RPS Office of School Improvement and Innovation and our LTP to create a Professional Learning Community Planning day each month for each grade level. We will propose this PLC day through SIG funding. This will allow sufficient time each month to delve into data analysis, student work, lesson study, and effective teaching and learning strategies to improve academic performance. Professional development for the 2015-2016 school year will be differentiated to address the levels of experience and needs of the staff. There will be follow up procedures and monitoring tools in place to track the use of the professional development training being provided. The LTP will provide the bulk of this training through the Scope of Work. Data, observations, and instructional conversations during grade level planning meetings and PLC's are used to determine teachers' understanding of the standards and differentiated support is provided. Woodville Elementary School has selected NCS Pearson, Inc as their External Lead Turnaround Partner. Pearson will work side by side with our school to increase academic success. As outlined in the Scope of Work for the period of October 1, 2015-September 30, 2016 the following has been identified as school needs as a result of initial interviews and discussions:

- Focus on aligning the written, taught and assessed curriculum
- Support high performance leadership, management and organization
- Strengthen student engagement
- Promote a data driven culture

To these ends Pearson, Inc. will provide coordinators to oversee the overall turnaround effort and to serve as liaisons between the division and the ELTP. There will be a reading and mathematics coach on site to provide professional development, coaching and modeling. An ESL Coach will be present to provide support to increase the academic success of the growing ELL population. A leadership coach will provide mentoring and support for administrators (signed into effect July 7, 2015).

The Leadership Team will continue to enhance the PBIS efforts already established. PBIS will assist in maintaining an environment that is conducive to learning. It is a system that will be easily integrated into the work of the Pearson, Inc. and the overall programming at G. H. Reid Elementary School.

Review 360-Behavior Improvement Platform would be instrumental in assisting with reporting as it pertains to the level of implementation and effectiveness of PBIS.

3) Parent & Community Involvement:

- a) Designated parents will be invited to Transformation Team Meetings to offer input and to collaborate with the Transformation Team when creating, assessing, and monitoring our plan for academic improvement and student intervention efforts
- b) Surveys to gather needs identified by the stakeholders
- c) We will further communicate our plans for intervention through monthly Chat & Chews, monthly Parent Newsletters, parent/teacher conferences, and PTA events and activities.

In addition to the afore mentioned strategies, Pearson has outlined their role in the provision of ongoing opportunities for family and community engagement/input. The Scope of Work indicates that the LTP will support the school in the development of an effective Engagement Workgroup charged

with driving school change that fosters expanded parent and community engagement. This group specializes in building school and community support for improved outcomes and in data analysis that will speak to the need for tiered learning and behavioral 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) Staff Reassignments:** Select teachers were moved to different grade levels to ensure that the best team was constructed for student achievement. These staff reassignments will have one teacher from each primary grade (K-2) looping with their class because they have already developed relationships with the students and parents and know the instructional level of each, so more succinct instruction can take place. Other teachers were reassigned to different levels based on their classroom management skills, instructional strength, and “fit” with an age level that better suits their teaching style and personality.
- 2) Teacher Evaluation System:** The principal has distributed the instructional staff between the 3 administrators. A schedule has been made for all formal observations schedule and walkthroughs. Administrators meet with the instructional staff after each observation and walkthrough to provide feedback. Administrators meet before school at the beginning of each week to discuss the observations from the previous week and to discuss any areas of strength and areas of concern. For the instructional staff not adhering to the standards indicated on the division’s teacher evaluation system, administration addresses the staff member immediately and appropriate action is taken. In summation, a mid-year review of the teacher’s goal and progress is completed and if necessary additional assistance is provided by school based and the central office Instructional Support Team. At the start of each academic year and as driven by data, the school administrator goal sets with the teacher. An established measure for monitoring student progress and teacher effectiveness is implemented. Support or additional assistance is provided as needed.
- 3) Reward Staff:** Instructional staff members are recognized in weekly faculty meetings, weekly newsletter, and in meetings with the administration for increased academic improvement. Administration meets with all grade levels every other week to monitor and discuss data from their bi-weekly assessments and meet with each grade level at the conclusion of the testing

sessions for all district wide mandated assessments at the beginning of the year, mid-year, at the end of each quarter, and at the end of the year. When progress is made, the teachers are celebrated.

- 4) Teachers In Need of Support:** The principal has distributed the instructional staff between the 3 administrators. A schedule has been made for all formal observations schedule and walkthroughs. Teachers in need of support are identified based upon classroom data, the seven teacher performance standards, student assessment data and teacher conferences. Formative assessments and strategy implementations are also used to evaluate the success or lack of success of a teacher. Administrators meet with the instructional staff after each observation and walkthrough to provide feedback. Administrators meet before school at the beginning of each week to discuss the observations from the previous week and to discuss any areas of strength and areas of concern. For the instructional staff not adhering to the standards indicated on the division's teacher evaluation system, administration addresses the staff member immediately and appropriate action is taken. Professional development opportunities are designed or assigned to teachers according to student performance data. The approach to planning teacher professional development /goals for the school year will be driven by the individual needs of teachers, efforts to change teacher behaviors, and to improve the quality of instruction to increase student performance. Data gathered from teacher evaluations and classroom observations will be analyzed to pinpoint the individual needs of teachers. This tailored approach of developing professional development goals will include an opportunity for teachers to self-reflect on their development and express their thoughts on areas where they would like to further development.
- 5) Principal Evaluation:** The Director of Elementary Instruction is primarily responsible for evaluations of the principal. The principal submits and reviews a self-evaluation with all necessary updates, with the Director of Elementary Instruction at the beginning of the school year, mid-year, and end of the year. The principal established SMART goals that are reviewed, discussed and monitored, at the beginning of the year, mid- year, and end of the year.
- 6) LTP:** The relationship has been very positive. They arrived at the end of April, which was right before the end of the year SOL assessments. From day one, they have worked with administration and teachers to determine necessary goals, timelines, data, and professional development. In June, at the conclusion of services for the 2014-15 school year, the OSII Office convened a meeting with the External Lead Turnaround Partner to revisit expectations, efficiency of communication, accountability and reporting. Following this meeting, the OSII Office met with principal to address the outcomes of the previous meeting between the ELTP and the OSII Office. As a result, the heightened expectations of the ELTP are being realized as of June 22, 2015.

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) Decision-making process:** The Transformation Team meets twice a month to create, assess, and monitor the school improvement process and plan. The indicators drive the work of the Transformation Leadership Team and tasks outlined in the Indistar plan. The team works collaboratively to analyze data, make informed decisions based on the data, and to provide the necessary interventions and remediation to best meet the needs of the students. The Transformation Team shares all information, progress, and lack thereof, with all stakeholders through various formats. The information is shared through monthly Chat & Chews, Staff Weekly Newsletters, Parent Monthly Newsletters, monthly CAG meetings, grade level chair meetings, parent/teacher conferences, weekly faculty meetings, etc.
- 2) Barriers:**
- a)** At the beginning of the school year, the school had many challenges preserving instructional time. In previous years, parents have been allowed to go to the classrooms at any time during the day, which causes an interruption of instruction, pulls teachers away from supervising their students, and can be a forum for inappropriate conversations or actions in front of students.
- b)** Discipline is a major concern. Being that there are many new teachers, there are challenges because they are new to teaching and seem to be having difficulty adjusting to the behavioral needs of the at risk population. Woodville has created a School-Wide Discipline Plan that sets clear expectations of the desired behavior in all locations in the building. Each teacher developed a succinct classroom management plan with rewards and consequences that will promote self-respect, dignity, respect to others, teamwork, and appropriate school behavior. *All disciplinary infractions will follow the *Student Code Of Responsible Ethics* (score), which is the 2014-15 standard that governs expectations for student behavior in Richmond Public Schools. Within the school-wide discipline program, there is a "Caught Being Good" positive incentive reward for individuals and entire classes. We have instituted a Citizen of the Month Program to celebrate positive behavior and are increasing the amount of academic praise for academic success. Many students have been sent home for OSS for aggressive, disrespectful, and defiant behavior throughout the school year, which inconveniences the parents, therefore causes friction between home and school. As the year has progressed, administration has had the opportunity to talk to many parents regarding some misconceptions and have explained the reasoning behind the decisions that are made. The new procedures and structures in place will result in an increase in the desired school climate. The fidelity of implementation of PBIS is also a barrier.
- c) Process to remove barriers:** The school has sent home various communications, staff members are strategically placed around the building to monitor the hallways during arrival and dismissal, and are diligently working on preserving the instructional day. Visitors are instructed to leave their name and number and the teacher will schedule a time that is best to meet with them. Chat and Chews are held once a month to provide an

intimate forum for parents to express concerns or to ask specific questions to administration. This has allowed the administration to develop a relationship with the parents. The monthly Citizen of the Month program allows parents to come and celebrate how their child demonstrates the character trait of that month. One student is chosen from each classroom every month and they get to take home a sign to place in their yard for the month. When students earn five Caught Being Goods, they get to go to the office and administration calls home and shares positive information about the child. The school has a new staff, and many have not been formally trained in PBIS. A team of 12 teachers went to the PBIS training facilitated by VDOE and TTAC. Next steps include making sure that everyone is following through with the expectations established. Review 360 will be introduced to support the monitoring of the PBIS implementation. Being that there was such a high number of OSS referrals, which resulted in a loss of instructional time, this will support the implementation.

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. Support staff from the district level, in consultation with the School Improvement Team, External Lead Partners and the Transformation Leadership Team, will meet to determine the services that should be maintained and/or eliminated after such federal funds and supports ends. Funding will be sought by the LEA as needed to maintain any supports (fiscal/human) that the teams deem appropriate in an effort to continue to promote student achievement. Multiple data sources will be utilized to help make decisions on a continuum. We also will continue to receive access to content related academic resources. The principal's leadership team, central administration, and the partners should be involved in this process.
2. In preparation for the phase out of funds, supports and services, the Leadership Team, led by the school principal will review the effectiveness of support services rendered. The team will review performance of staff and impact on student achievement to determine programs to sustain or phase out. Instructional resources and materials will be evaluated to determine the need for continued implementation and cost effectiveness. Transition/ Exit conferences with community/school based partnerships will be held to discuss the level of services that will continue. The LEA will provide support for programs and materials that had a positive impact on student achievement by seeking additional grant funds and leveraging existing resources.
3. Additional funding for literacy and math coaches would be helpful. Based on analysis of data, the LEA and school will determine the specific level of technical and financial assistance needed from the state. Schools in improvement will benefit from state support that offers

professional development webinars, extended learning experiences, and professional growth conferences for teachers to ultimately increase student learning. Next year, educational forums facilitated by the state that focus on the features of outstanding schools would be beneficial in discussing best school practices. Additional funding for The Say It With Heart Violence & Bullying Prevention Program for grades 2-5, which is a school-based program that is designed to reduce the number of violent physical and emotional incidents between students through emotional and character education, teaching conflict resolution strategies, and modeling healthy relationship techniques.

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.

Not Applicable

(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)

Reading			
	2012-2013	2013-2014	2014-2015
All Students	31	27	29
Asian	TS	TS	TS
Economically Disadvantaged	28	27	27
Gap Group 1 (Disabled, LEP or Disadvantaged)	30	26	28
Gap Group 2 (formerly Black)	30	25	28
Gap Group 3 (formerly Hispanic)	100	67	50

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

Limited English Proficient	57	TS	TS
Students with Disabilities	18	8	31
White	0	0	67
Math			
All Students	36	40	30
Asian	TS	TS	TS
Economically Disadvantaged	33	40	30
Gap Group 1 (Disabled, LEP or Disadvantaged)	36	39	29
Gap Group 2 (formerly Black)	36	39	29
Gap Group 3 (formerly Hispanic)	67	60	50
Limited English Proficient	38	TS	TS
Students with Disabilities	27	16	13
White	0	100	100

(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 the school year required to attend:
 Daily= 360 minutes * 170 days=61,200 minutes/day {the master schedule was altered thus allowing for an additional 5 minutes per day which equaled **62,050 minutes/day** (+850 minutes for 2014-15)}
 Afterschool =120 minutes*48 days=**5,760 minutes/day** {November –May at 2 days/week}
 Summer School =240 minutes*19 days =**4,560 minutes/day** {June-July 4 days/week}
 It is anticipated that Afterschool tutorial will begin in late September or October and provide additional learning time in 2015-2016 = 120 minutes *10 days = 1200 additional minutes. Also an additional day of Saturday Academy will occur in 2015-2016 = 180 minutes * 1 day = 180 minutes/day.

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

Total Enrollment	521
Male	248
Female	273
Asian	0
Black	494
Hispanic	7
White	6

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

Students with Disability	86
English Language Learner	8
Economically Disadvantaged	494
Migrants	ND
Homeless	16

- (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 - Reading: Annual reading scores for the All Students Group in grade 3 from 2012-13, 2013-14, and 2014-15 indicate a low and declining pass rate of 31%, 24%, & 22% respectively. The pass rate in 4th grade over the same period of time showed a similar trend to 3rd with regards to low pass rates of 28%, 25%, & 28%. Finally, 5th grade demonstrated a low pass rate with just a slight decline for the first 2 years (2012-13 to 2013-14) with a minimal increase of 4% this past year as evidenced by the following yearly pass rates of 34%, 33%, & 37% respectively. Our goal for the 2015-2016 school year is as follows: **By the end of the 2015-2016 academic school year, the reading AMO for all students will increase from 29% to a minimum of 50% as measured by the Spring 2016 Standards of Learning Assessment.**

Area 2 - Math: Annual math scores in grade 3 indicate a low but increased pass rate for the first 2 years with 23% (2012-13) & 33% (2013-14), but a larger decline as a result of the 2014-15 administration of 16%. The 4th grade pass rates show a negligible decline from 42% (2012-13) to 40% (2013-14) and a 3% increase to 43% on the 2014-15 SOL test administration. Fifth grade mirrored 3rd grade with a slight increase for the first 2 years (2012-13 to 2013-2014) with 44% & 49% respectively, but a large decline this past year (2014-15) evidencing a 31% pass rate. Our goal for the 2015-2016 school year is as follows: **By the end of the 2015-2016 academic school year, the math AMO for all students will increase from 30% to a minimum of 52% as measured by the Spring 2016 Standards of Learning Assessment.**

- (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.

1) Woodville Elementary School was built in 1954. 2) There are 33 classrooms in the building (including 2 which are used for Art and Music). The building consists of two round buildings connected to the main building. The school also has a teacher's lounge, a clinic, the main office, a conference room, guidance office, computer lab, library and a Community in Schools Office. 3) The library media center is a newer section that was added on to the building. It had a seating capacity to seat the entire staff in the building. 4) The cafeteria is large enough to hold approximately 3 grade levels of students at one time. There is a stage area off the side of the cafeteria and also a kitchen area where all of the lunches are prepared on the premises. 5) The physical education classes are held in a large area off the side of the cafeteria. This area is actually a part of the cafeteria but is sectioned off for this purpose. There are two areas outside the building which are used for recess and contain playground equipment.

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

EQUIPMENT:

- **CMS Cart:** Every classroom teacher has a CMS cart for instruction with a laptop, document camera, and projector. There are a few teachers missing a component from this cart at the moment. The Media Specialist also has a CMS cart with all components.
 - Document Camera: The document camera can be used not only by the teacher to present information and model with manipulatives, but should also be used by the students. Students can share work with their classmates, solve problems using manipulatives, demonstrate science experiments, model writing skills. . . The possibilities are endless.
- **SMART Board/Mimio:** Almost every Regular and Exceptional Ed classroom has either a SMART Board or Mimio for interactive learning. The Media Specialist also has a SMART Board. These are wonderful, hands-on tools that motivate students and help to reach all learning styles. They can be utilized during whole group teaching or implemented into small group learning stations. Once students are taught how to properly use these resources independently, they can be used as a small group rotation across the curriculum in grades K-5.
- **Computer Station:** Most teachers have at least 4 desktop computers in their classroom that can be utilized during small group learning stations.
- **Mobile Lab Carts:** There are 7 Mobile Lab laptop carts in the building, each with 30 laptops. 2nd-5th grade students have access to these laptops.
- **Computer Lab:** Woodville has a computer lab with 21 desktop computers that can be utilized by K-5th grade students.

(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.

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

SET 1:

Category	Number of Teachers	Percentage of All Teachers
Highly Qualified Teachers:	42	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:	10	26%
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) Grade 1 (3) Grade 3 (3) Special Education (1) Physical Education (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	0
1	12
2	2
3	4
4	1
5	1

#	
Years	Instructional Staff
7	2
8	3
9	6
10	1
11	3
12	2

#	
Years	Instructional Staff
14	1
15	3
16	2
17	0
18	1
19	1

6	0
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13	1
----	---

20	6
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(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
7140	6771	94%

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.

The district followed the process outlined by VDOE to select our Lead Turnaround Partner. A rubric was developed to evaluate the LTPs. Seven Lead Turnaround Partners were interviewed and based on results of the rubric, the top three were interviewed again by a parent and community partner group. The division held an interview session for all priority school principals to see which LTP’s were available to work in our school. Each principal had input in the selection of the final candidates. The final candidates visited the school and created a proposal to determine a scope of work. The final candidates met again with the school to gather further detail for the scope of work in the building. The principal has given input in the entire process to determine the best fit for the work that needs to be done in the school. Parents were invited to hear the two final candidates pitch their services and provide input in the selection of the external partners. Once the LTP was chosen, they presented an overview of the services they will provide and gave parents and community members an opportunity to ask any questions they had.

- (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.**

The OSI² team and district designees will support the school in the following ways: monitor LTP staff and interventions; participate in the school's transformational team meetings; strategically align deployment of resources based on data-driven need; continue to research instructional best practices; develop and provide leadership and instructional development. The OSI² will:

1. determine level of oversight, support strategic allocation of resources, identify additional supports that are required by district, Title IA, etc.
2. provide oversight support, and strategic resource allocation (human, material, etc.) to schools
3. provide onsite monitoring by OSI² staff, Executive Directors of Elementary and Secondary or Director of Curriculum and Instruction, to ensure the school is effectively and efficiently addressing the leading and lagging indicators.
4. monitor the utilization of the longitudinal data system to monitor interventions, attendance, discipline, grades, benchmarks, student academic growth, teacher observations and proficiency ratings, instructional time (extended learning time and additional core minutes), teacher feedback provided on lesson planning and observations, parental involvement activities, etc.
4. review and provide feedback on the school improvement plan and feedback to teachers, required VDOE reports and district-level quarterly data analysis meetings to principals
5. promote a collaborative partnership among VDOE facilitator, LTP, district and school with a focus on accountability (includes attendance at VDOE-required trainings, regularly scheduled checkpoint meetings with the ELTP).
6. ensure that parents serve on a variety of committees and that various modalities of communication are disseminated to parents in order to foster parent engagement in the decision-making process.

- (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.

The district will ensure implementation of the LTP's intervention model and external facilitators by establishing a district-level turnaround office. The newly created Office of School Improvement and Innovation (OSI²), composed of an Executive Director, two Program Managers, Data Instructional Specialist, Grants Manager, will:

1. tier all priority schools (to determine level of oversight, support strategic allocation of resources, identify additional supports that are required by district, Title IA, etc.)
2. provide oversight (based on tier), support, and strategic resource allocation (human, material, etc.) to schools
3. provide onsite monitoring by OSI² staff, Executive Directors of Elementary and Secondary or Director of Curriculum and Instruction, to include:
 - a) attending monthly or bi-weekly Transformation Leadership Team (TLT) meetings
 - b) using the longitudinal data system to monitor interventions, attendance, discipline, grades, benchmarks, student academic growth, teacher observations and proficiency ratings, instructional time (extended learning time and additional core minutes), teacher feedback provided on lesson planning and observations, parental involvement activities, etc.
4. review and provide feedback on the school improvement plan and feedback to teachers, required VDOE reports and district-level quarterly data analysis meetings to principals
5. promote a collaborative partnership among VDOE facilitator, LTP, district and school with a focus on accountability (includes attendance at VDOE-required trainings, regularly scheduled checkpoint meetings with LTP).

Timeline:

June 2015: Pearson, Inc. /OSI² will review contract, deliverables and expectations and establish metrics of measurable impact, set goals

June 2015-July 2015: Pearson, Inc. is supporting job-embedded professional development and data driven training based on evidence collected from observations during the summer school session. They provide 4 hours of training per week.

June 2015 - June 2016: Pearson, Inc. implementation of LTP services

June 2015 - September 2015: Pearson, Inc. implementation, targeted professional development, goal-setting for 2015-2016

Monthly meetings with Pearson, Inc. and OSI²: review of LTP support and measures of growth, recommendations and suggestions

June/July 2016: Pearson, Inc. reviews results of impact for second year, revisit service contract

September 2015 -2016: attend AARPE training and conduct required follow-up

Weekly: Onsite monitoring by OSI² staff/designees to schools

- (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.

Not Applicable

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.	Not Applicable
2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.	Not Applicable
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).	Not Applicable

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.	Not Applicable
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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.

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

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): Richmond City Public Schools

Priority School: Woodville Elementary School

Principal’s Typed Name: Dr. Joanne Pererria

Principal’s Signature: _____

Date: _____

Superintendent’s Typed Name: Dr. Dana Bedden

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

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

BUDGET SUMMARY FOR: Woodville Elementary
(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	\$ 222,186.18	\$ 232,186.18	\$ 122,372.16	\$ 576,744.52
2000	Employee Benefits	\$ 41,454.04	\$ 44,014.11	\$ 34,921.42	\$ 120,389.57
3000	Purchased Services	\$ 390,221.00	\$ 380,897.00	\$ 297,023.00	\$ 1,068,141.00
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ 24,016.00	\$ 24,016.00	\$ 8,557.00	\$ 56,589.00
6000	Supplies & Materials	\$ 51,950.00	\$ 1,950.00	\$ -	\$ 53,900.00
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 729,827.22	\$ 683,063.29	\$ 462,873.58	\$ 1,875,764.09

School Improvement Grant Application

School Year 2015-2016

Budget Request for: Woodville 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
OSII Staff Salaries	OSII (5 persons 1- Executive Director (12 mos), 2 Program Managers (12 mos), 1 Instructional Data Specialist (12 mos), 1 Grants Manager (12 mos) (Split between 9 Priority Schools for 12 months) = \$519,239 (less division approx. 4% of salary \$20,000) = \$499,239/9 schools	\$ 55,471.00	\$ 53,471.00	\$ 51,332.16	\$ 160,274.16
Teacher Stipends	Transformational Leadership Team Stipends 10@\$1000 = total \$10,000 Process Manager: 1 teacher @ (\$3,000.00) to manage Indistar, develop (with principal) agendas and disseminate minutes, ensure timely submission of reports (will not receive the \$1,000.00)	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 39,000.00
PBIS Behavioral Specialist	Support the teachers with professional development and monitoring to implement the PBIS to fidelity. Generate reports to progress monitor. Assist teams with using data to make decisions to ensure that all students excel behaviorally and academically. 11 month position to be prorated (Feb-Sept) for the initial grant period. (\$44,000 per year ie. \$4000.00 per month).. referenced in application School Climate#4	\$ 32,000.00	\$ 44,000.00	\$ 44,000.00	
Teacher Stipends for PD	Teacher Stipends for LTP-supported professional development in relation to school improvement efforts outside of contract hours (43 teachers for 12 hours for LTP training/planning (October 2015- September 2016) x \$40)= \$ 20,640 and 12 teachers (2 per grade level) for 16 hours for LTP training/planning of school-wide initiatives for Fall 2016 during summer 2016 @\$40 = \$7,680 = \$28,320	\$ 28,320.00	\$ 28,320.00	\$ -	\$ 56,640.00
Teacher Stipend for Summer School 2016	Summer Program (See RPS Priority School Summer Programs, Training and Initiatives): (15 regular/special education=15 teachers*\$40/hr*6 hrs [inclusive of 1hr/day PD from LTP]*19 days =\$68,400). 2 PD sessions @ 8 hour days/day for 15 teachers at the same rate of pay = \$9600.00; 1 instructional aide (1 aide * \$15.85/hr * 4.5 hrs/day * 19 days= \$1355.18) Total =\$79,355.18	\$79,355.18	\$ 79,355.18	\$ -	\$ 158,710.36

Stipends for Substitute Teacher during Teacher Planning/PD Days	Substitutes for 6 full days of data analysis, coaching/modeling, professional development and planning throughout the year (5 substitutes x 6 (K, 1, 2, 3, 4, 5) days @ \$78/day x 6 planning/PD days	\$ 14,040.00	\$ 14,040.00	\$ 14,040.00	
Total Compensation		\$ 222,186.18	\$ 232,186.18	\$ 122,372.16	\$ 576,744.52
Personal Services supported from other funding sources:	Other Expenses: \$246,850 Executive Admin for OSII Office (Title I \$6,500); Division Ex ED's (\$10,000); Division Specialists Reading/Math (Division \$5,500); Reading (2) and Math Coaches (1) (Title I @ 43,200 x 3 = \$131,600); Afterschool remediation (District \$18,000); Professional development teacher stipend (Title II \$5,250) 35 x 2 days @ \$75/day; Tutors (Title I: \$70,000) (non-degree \$15/hr and degree \$21 hrs/wk for 20 weeks)				

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
Benefits for OSII Staff Salaries	OSI&I (5 persons 1- Executive Director (12 mos), 2 Program Managers (12 mos), 1 Instructional Data Specialist (12 mos), 1 Grants Manager (12 mos) (Split between 9 Priority Schools for 12 months/calculated at 40% of salary) = \$499,239	\$ 22,188.33	\$ 21,388.40	\$ 20,532.86	\$ 64,109.59
FICA for Teacher Stipends	Transformational Leadership Team Stipends 10@\$1000 = total \$10,000 Process Manager: 1 teacher @ (\$3,000.00) to manage Indistar, develop (with principal) agendas and disseminate minutes, ensure timely submission of reports (cannot receive the \$1,000.00)	\$ 994.50	\$ 994.50	\$ 994.50	\$ 2,983.50
PBIS Behavioral Specialist	Support the teachers with professional development and monitoring to implement the PBIS to fidelity. Generate reports to progress monitor. Assist teams with using data to make decisions to ensure that all students excel behaviorally and academically. 11 month position to be prorated for the intial grant period. (\$44,000 per year ie. \$4000.00 per month).. referenced in application School Climate#4	\$ 8,960.00	\$ 12,320.00	\$ 12,320.00	
FICA for Teacher Stipends for PD	Teacher Stipends for LTP-supported professional development in relation to school improvement efforts outside of contract hours (43 teachers for 12 hours for LTP training/planning (October 2015- September 2016) x \$40)= \$ 20,640 and 12 teachers (2 per grade level) for 16 hours for LTP training/planning of school-wide initiatives for Fall 2016 during summer 2016 @\$40 = \$7,680 = \$28,320	\$ 2,166.48	\$ 2,166.48	\$ -	\$ 4,332.96
FICA for Teacher Stipend for Summer School 2016	Summer Program (See RPS Priority School Summer Programs, Training and Initiatives): (15 regular/special education=15 teachers*\$40/hr*6 hrs [inclusive of 1hr/day PD from LTP]*19 days =\$68,400). 2 PD sessions @ 8 hour days/day for 15 teachers at the same rate of pay = \$9600.00; 1 instructional aide (1 aide * \$15.85/hr * 4.5 hrs/day * 19 days= \$1355.18) Total =\$79,355.18	\$ 6,070.67	\$ 6,070.67	\$ -	\$ 12,141.34
FICA for Stipends for Substitute Teachers for Teacher Planning/PD Days	Substitutes for 6 6-hour days of data analysis, coaching/modeling, professional development and planning throughout the year (5 substitutes x 6 (K, 1, 2, 3, 4, 5) days x 6 planning/PD dates	\$ 1,074.06	\$ 1,074.06	\$ 1,074.06	\$ 3,222.18
Total Employee Benefits		\$ 41,454.04	\$ 44,014.11	\$ 34,921.42	\$ 120,389.57

Employee Benefits
supported from other
funding sources:

Other Expenses: \$68,361.63
Executive Admin for OSII Office: (Benefits \$2,800: Title I); Division Ex ED's (\$5,000); Reading (2) and Math Coaches (1) (Benefits \$52,640: Title I);
Afterschool remediation FICA \$1,400: District); Professional development teacher stipend (FICA \$401.63: Title II); Tutors (FICA \$6,120: Title I)

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	Pearson LTP Services per VDOE approved SOW: 12 months, 40 hours per week @ \$703/student x 518 students = \$364,154/ year (\$30,346.17/mo))	\$ 364,154.00	\$ 354,830.00	\$ 278,684.00	\$ 997,668.00
VDOE Contractor As prescribed by the Office of School Improvement	Contractor orientation, Reports/data review, Continuous monitoring the alignment of the division, LTP, and the school (300 hours*\$61.13/hr = \$18,339.00)	\$ 18,339.00	\$ 18,339.00	\$ 18,339.00	\$ 55,017.00
Math software licensing (continuation of pilot)	DreamBox web-based intervention math program (continuation of pilot for priority elementary and middle schools) subscription (\$6,100) ...Notes under Instruction #2	\$ 6,100.00	\$ 6,100.00	\$ -	\$ 12,200.00
Summer School Curriculum Embedded Field Trips	Science Museum (Gr 4/5) \$17 x 60 students = (\$1,020); Gr K-2 VA Rep Theater presentation 2 days/5 schools (approx. 380 students) \$3,040/5 elementary schools = (\$608 each school) = \$1,628	\$ 1,628.00	\$ 1,628.00	\$ -	\$ 3,256.00
					\$ -
Total Purchased Services		\$ 390,221.00	\$ 380,897.00	\$ 297,023.00	\$ 1,068,141.00
Purchased Services supported from other funding sources:	Other Expenses: \$31,987 Professional Development/Conferences (Title IIA: \$5,000); Title I Institute Professional Development (Title I: \$2,000); MAP Assessment (Title I: \$3,487); Other professional development offsite (Title I: \$15,000); istation (K-2) (Title I: \$6,500 TI)				

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
Summer School Transportation	Summer Program Transportation (19 days w/5 buses and 2 Field Trips w/3 buses) = (\$15,060.00)	\$ 15,060.00	\$ 15,060.00	\$ -	\$ 30,120.00
Indirect Costs	Based on RPS indirect costs rate of .26 (Restricted Rate)	\$ 8,281.00	\$ 8,281.00	\$ 7,882.00	\$ 24,444.00
Cost Associated with AARPE Training Sessions [food]	The VDOE AARPE Sessions are held at a site provided by Richmond City Public Schools to accommodate the provision of the VDOE Technical Assistance. Sessions are 8 hours in length. (\$1350 per session * 5 Sessions = \$6750.00)	\$ 675.00	\$ 675.00	\$ 675.00	\$ 2,025.00
					\$ -
					\$ -
Total Other Charges		\$ 24,016.00	\$ 24,016.00	\$ 8,557.00	\$ 56,589.00
Other Charges supported from other funding sources:	Insert response here: None				

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
Summer Attendance Incentive	Summer Program: 3 attendance incentive celebrations (3 @ \$650) - i.e., Sundae Party (5th grade to plan - measurement, cost, setup, etc.) = \$1,950. Funding will support instructional items that are tied to the incentive activity.	\$ 1,950.00	\$ 1,950.00	\$ -	\$ 3,900.00
Differentiation Materials	Alg/Math Manipulatives and Resources (\$200/classroom K-5) = (\$5,000) Content Aligned Resources materials (leveled texts/non-fiction for thematic unit planning) (\$500 per classroom K-5) = (\$15,000) Materials and Resources for development of consistent math and reading centers across each grade level K-5 - (\$1,000 per classroom) = (\$30,000)	\$50,000			\$ 50,000.00
					\$ -
					\$ -
					\$ -
Total Supplies		\$ 51,950.00	\$ 1,950.00	\$ -	\$ 53,900.00
Materials/Supplies supported from other funding sources:	Other Expenses: \$23,000 Certificates/school supply incentives (larger prizes for drawings provided by community partners)= (\$3,000); Curriculum materials (Title I \$20,000)				

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:				