

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

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



School Year 2015-2016

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



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SUBMISSION REQUIREMENTS

1. Submission Deadlines

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

2. Submission Process

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

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

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

- Kristi D'Souza, ESEA Lead Coordinator at kristi.dsouza@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: Newport News Public Schools

Contact Name: Keith Hubbard **Phone:** (757) 283-7788 x 12187

Address: 12465 Warwick Boulevard **Email:** Keith.hubbard@nn.k12.va.us
Newport News, VA 23606

Priority School Information

School Name: Horace Epes Elementary School **Cohort:** VI

Principal Name: Camisha Davis **Phone:** 757-886-7755

Address: 855 Lucas Creek Road **Email:** Camisha.Davis@nn.k12.va.us
Newport News, VA 23608

NCES #: 510264001054

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.
- (2) Goal 1: Increase the percentage of students passing the English SOL assessment from 54% to 66%. in alignment with the target for FAMO's
- (3) Goal 2: Increase the percentage of students passing the Mathematics SOL assessment from 60% to 71%. in alignment with the target for FAMO's
- (4) Goal 3: Increase the percentage of students meeting the spring PALS benchmark from 82% to 90%.
- (5) Goal 4: Reduce the number of student discipline referrals from 150 to 90.

II. School Climate

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

(1) The general school climate, including the physical plant, is markedly improved from last year. Several areas in the building were identified as needing physical upgrades to provide a more conducive climate to boost moral for all stakeholders as they enter and exit the facility. The building has undergone many upgrades based on needs identified by staff at the end of the year through survey. Areas inside the building were painted, new signs were mounted on the wall to indicate teacher names, the office was rearranged to be more welcoming of parents, and the foyer was freshened up with new artwork and recognition for students. Students, teachers, and parents have provided positive comments based on the upgrades to the building from conversations and surveys on the schools appearance. **(2)**The most successful strategies used to change the school climate

were the beginning of our Positive Behavior Intervention Supports initiative and our school's student goal setting project. Both strategies were successful in getting the student body more involved with creating an environment conducive to teaching and learning. The school adopted the slogan "Being a Safe, Respectful Learner" to represent the environment we wanted to create. Class meetings, community established rules and routines, rewards, and the use of logical consequences served as the foundation for our work with Responsive Classrooms and "Being a Safe, Respectful Learner" work. Equally successful was our monthly student goal setting. Student SOL Tracker pages were used by 3rd-5th Grade students. Teachers, administrators and students determined 1-2 goals that reflected "Being a Safe, Respectful Learner" on Student Success Plans. Students Success Plans created action steps for the goals and recorded the extent to which goals were met each month. **(3-4)** While these projects resulted in a decrease in the number of incident referrals for behavior, there continues to be a number of children who have not responded to the efforts in a positive manner. While it represents a small percentage of the population (approximately 7%), it requires a great deal of time from administrators and teachers. Additional resources, practices, and structures are being brainstormed and explored to provide support for identified students. Indicators in strands D: Working with Stakeholders and Building Support for Transformation and I: Providing Rigorous Staff Development support the work related school climate and culture.

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 school leadership team, consisting of administrators, specialists, and teacher leaders meet weekly with school staff during our Striving for Excellence Sessions and planning structure. In most cases, decisions are made with input from the large group, as opposed to only the leadership team. Several Total Quality Management Tools (Process Maps, Brainstorming and Plan-Do-Check-Act Cycle) are used to gather and organize feedback and ideas from staff members. **(2)** The leadership team uses a Striving for Excellence document of the work accomplished during our Striving for Excellence Sessions and other professional development opportunities. The Striving for Excellence document serves as the basis for "look fors" as classroom visits are made and teachers receive feedback and engage in conversations related to teaching and learning. Also during weekly grade level meetings

school based decisions are shared by the administrator in charges of that instructional area. A staff newsletter is published weekly and pertinent information is shared through that form of communication as well as through email, and feedback from observations. **(3)** As the staff collaborates and learns new strategies, they are added to the Striving for Excellence document and the specific teacher leader for a team or grade level monitors the progress. This ensures that conversations continue to take place throughout the year as we build upon our knowledge and practice of effective teaching. Responsibilities are divided amongst team members through interest and identified strengths. Teachers are distributed a survey to determine areas of interest in leadership. Once that data is compiled responsibilities are then divided amongst interested staff members. Each grade level has a grade level chair that is responsible for sharing all pertinent information with the grade level and is responsible for the grade levels contribution to all media that represents their grade levels views, details and facts. **(4)** Effective teaching and learning practices are being identified as all staff members work together to gain a better understanding of the Standards of Effective Teaching. With an emphasis on standards 1-5, all staff members are developing a common language and understanding of what effective teaching and learning looks like (look fors). Regular walkthroughs with the building administrators, teacher coaches, RTI specialist, central office staff, and teacher leaders provided the basis for collaborative conversations related to the implementation of high yield strategies. Specific and timely feedback is a critical component of ensuring that newly discussed or learned strategies are implemented with fidelity. When the process does not seem to be working, additional support will be provided to the appropriate grade level team or individual team to determine the reason for lack of implementation.

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 as needing additional support in reading and math in multiple ways. At the beginning of the year, screening assessments are used to determine which students do not meet fall benchmarks. Screening assessments such as spelling inventories, the Phonological Awareness Literacy Screening, and DRA 2 are used as reading screening assessments. Spring 2014 SOL reading test scores were also used for students in grades 4th and 5th. In math, teachers use the division's problems solving assessment tasks to determine which students are at risk of not meeting benchmarks. As the year progresses, other students are identified and some students exit interventions based on regular progress monitoring assessments. Division benchmark assessments, teacher created assessments from Interactive Achievement's OnTRAC system, curriculum based assessments, and a variety of quick checks and inventories are used depending on the specific skills and strategies. We are requesting SIG

funding to hire a RTI Specialist at Epes Elementary School. The RTI Specialist will coordinate the intervention and enrichment block through scheduling and identifying students in need of additional reading and math support. This position will be responsible for data monitoring, reporting and observations of the interventions delivered by staff. They will also serve as an instructional coach to identified teachers in the areas of reading and math in an effort to improve the quality of Tier 1 instruction. They will also be responsible for leading grade level meetings through data talks on formative daily assessments, intervention/enrichment cycle block data and quarterly benchmark data. This position led to double digit growth over two years in the areas of reading and math on the Virginia SOL test in other schools within NNPS.

(2) While small group is the most effective way to differentiate learning for students, teachers present standards-based mini-lessons in whole group. To meet the needs of a variety of students, several techniques are used in whole group. Classroom libraries will need to be upgrade to improve the quality of literature within all classrooms. These materials are in alignment with the goal of increasing reading comprehension at all grade levels. The staff has participated in multiple workshops to learn about Total Participation Techniques to engage each student. Strategies such as teacher modeling think alouds, questioning, graphic organizers, and collaborative learning are used. Teachers will differentiate teaching and learning activities in at least four ways as determined by student readiness, interest, or learning profile. Based on student observations, whole class differentiation will be demonstrated through teacher planning, using questioning techniques, and scaffolding assignments as well as an evaluation process/instruments. Also, employed to assist with whole group differentiation will be the following: 1) content – what the student needs to learn or how the student will get access to the information; 2) process – activities in which the student engages in order to make sense of or master the content; 3) products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and 4) learning environment – the way the classroom works and feels. Even when instruction is differentiated, attention will be given to designing scaffolds that support students in achieving at the level of rigor noted in grade level standards in the curriculum framework. Teachers will also be professionally developed through the book notice and note and Marzano’s Classroom instruction that works. This is in an effort to improve the classroom instruction at the Tier 1 level in accordance with the reading goals of the school.

(3)Formative assessments are created by the teacher and will be used as the foundation for collaborative planning and conversations related to student achievement. Techniques such as individual white boards, thumbs up/down, and exit cards are used each day to measure the extent to which students met the learning targets for each lesson. Indicators: I-4, I-7, K-7, K-8. Teachers analyze formative data to provide additional assistance to students during intervention and enrichment (IE) sessions. Formative assessments are provided during the IE sessions and this data is analyzed along with unit and quarterly assessment to determine next steps towards academic improvement. Grade level and RTI analysis quarterly data to be shared during faculty meetings.

(4)Teachers will continue to follow the goal setting process outlined in our Teacher Development and Evaluation process for Math, Reading and Writing. Pre-assessments administered in the fall will provide a starting point for instruction and the foundation for goal setting activities. Mid-year assessments will provide information to teachers on the progress of students toward goals. This data will be used to adjust the instructional plan developed in the fall when specific student goals were set. This year we will add student-generated goal setting activities in an effort to involve students in initiative and self-direction. Teachers work with students to set 1-2 SMART goals each four and one half weeks. Recognition for achieving goals will take place. The combination of teacher and student created goals (student success plans) will provide a comprehensive look at the strengths and weaknesses of each student and be used to plan instruction for small groups.

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) Epes has partnered with Americorp, the Rotary Club, Fort Eustis, Alternatives, Inc., Books on Bikes, Chick-fil-a, Pizza Hut, Peninsula Foodbank and Calvary Baptist Church. These organizations have committed to supporting Epes Elementary School during the 2015-15 school year. The involvement of our community based organizations help emphasize our Being a Safe, Respectful Learner initiatives for our students. Through volunteering and connecting with our parents during our PTA events, school celebrations and activities, the academic support and mentoring provided by a caring adult for every student is essential. The emphasis is aligned with helping students develop academic behaviors that they need in order to make progress and is aligned to tasks in strand D: Working with Stakeholders and Building Support for Transformation. **(2)** Our Lead Turn around partner will be Cambridge Education. The support provided will align to the scope of work that is developed with a new contract. In general, the LTP will provide support to the school administrators by observing instruction and providing feedback, assisting with analyzing student data, participating in team planning meetings with teachers, and supporting professional development needs. **(3)(a)** The division selected to use the current Lead Turnaround Partner in the other priority schools in a capacity that will enhance targeted and specific professional development for teachers and administration. As a result, limited input was provided by parents and community partners as it related to the selection of the Lead Turnaround Partner for the new priority school. Moreover, agenda items on the meeting held in September, 2015 informed parents of the state and federal school accreditation status. Standards of Learning (SOL) and Federal Annual Measurable Objective (FAMO) were shared along with the transformation process. This information was also highlighted in a parent letter sent home and posted in the schools electronic school improvement plan (Indistar). **(b)** The Lead Turnaround Partner will conduct a school quality review and parents will be able to share their feedback as to how they feel the school is progressing as well as provide suggestions for improvement. Several parents will be interviewed as part of our quality review process and their feedback will be shared with teachers and school and division administrators and will be used to initiate upcoming work. Parents are able to provide feedback related to a multitude of issues through the annual Title I survey. **(c)** Parent and community members will maintain a level of involvement through the parent

representative and parent engagement specialist participating in school leadership meetings to share their observations as to progress being made and or suggestions to support student academic progress. A parent representative was selected as a liaison between PTA and the school to keep lines of communication open to parents concerning ongoing academic progress. This will be accomplished through a parent corner and in the monthly parent newsletter. Meeting agendas will highlight LTP's scope of work and progress on data the school's academic improvement through professional development as well as community involvement. Currently, the main form of communication with parents is through informational flyers that go home in Thursday folders and PTA/community events. Parents are in the building on a daily basis and feel comfortable interacting with staff. They are interested in additional ways to get involved in the work at Epes, but it has to be structured in a manner that is flexible for multiple schedules. Parents serve on the school improvement team and attend monthly meetings. Epes has a designated Family Engagement Specialist that works with families through the family engagement plan. Prior to the completion of the plan, surveys are given to parents on identified needs of the school. This information is used to develop the plan for the school's family engagement programs.

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) Teachers are assigned to positions based on level of expertise in a grade level as well as student needs. Some teachers loop with their students to provide 2 years of continuous instruction with the same students. The most skilled teachers based on the Teacher Evaluation Process are assigned to students that require more intervention. Over the past three years, 8 of the 25 classroom teacher positions have been refilled. Prior to being hired to teach at Epes, applicants go through a multi-step and rigorous interview process. Each candidate is required to complete a written sample and respond to a prompt regarding school culture. **(2)**The school monitors teacher development throughout the year by implementing the division's Teacher Development and Evaluation Process, following the guidelines established and the tool Talent Ed used to manage the data. Teachers are identified as

requiring the summative evaluation process based on the number of years of experience. Teachers are informed of the evaluation process for the year in September. All teachers set student progress goals and professional development goals. The administrators meet with all teachers to discuss goals and observations. An observation schedule is developed by the administrative team which allows teacher observations and walk-throughs to be completed with feedback and additional professional development opportunities shared. The school observation team is expected to complete a minimum of 64 observations a month. Teacher coaches, reading specialists, mentors and model teachers serve in this capacity, as well as professional development sessions offered at the school and division level.

(3) Teachers are identified as having improved student achievement based on formative and summative assessment data and the end of year analysis of student progress goals. Teachers establish learning targets to include success criteria. Teachers also use SOL Trackers for students and teachers to monitor the progress. Teachers and support staff are acknowledged in the weekly staff newsletters for their continued support of helping students Strive for Excellence. The school recognizes a support staff member of the year that has worked towards increasing student achievement. The principal is recognized on the division level by the superintendent at the General Administrative Staff meetings on a quarterly basis. An initiative that will be implemented this year will be to have E.P.E.S. K.O.A.L.A. Awards for identified staff members who have exhibited academic and/or professional growth.

(4) The seven standards of effective teaching are the guidelines used during observations and walk-throughs to identify teachers needing additional support. At the school and division level, there are multiple structures in place to assist and support teachers not meeting minimum performance expectations. The structures in place to help identified teachers are coaching (modeling, co-teaching, observations, video reflections and feedback) professional development, observation feedback and observing model teachers. Weekly common assessments, grade level team discussion and quarterly data are all used to identify teachers needing additional support. Academic progress is shared and celebrated at the school and division levels

(5) The school administrators are evaluated on a monthly basis using a 30 day monitoring process. The school and division administration observe and walkthrough classrooms, monitor the interventions/enrichment instructional blocks, monitor the school improvement plan in Indistar and review completed observations and walkthroughs for alignment of pacing and professional development. Principals are required to meet with executive directors to discuss data, professional development and the progress of school goals monthly. Principals also receive accommodations and recommendations as part of the 30 day monitoring rubric. The principal is evaluated by the Executive Director of Elementary School Leadership utilizing the VDOE Principal Performance Standards and Evaluation Criteria. The executive director evaluates principals following timelines in the division's Administrator Development and Evaluation Process handbook. Communication is provided regularly to principals.

(6) There is an open line of communication between the principal, the Office of School Improvement Personnel (OP) and the division point of contact. The OP and the division point of contact provide support to the school as requested by the principal. The OP, lead turnaround partners, and internal partners will work in support of the school's goals. The relationship between the lead turnaround partner and the school will be to provide professional development support as related to the results of the needs assessment, annual measurable objectives data (AMOs) and the annual Title I Parent feedback. LTP progress will be determined by observations and walkthroughs conducted by school and division administration and the OP. The work will be monitored during monthly meetings to identify the progress being made on targeted goals in the area of instruction and leadership. Meetings are conducted monthly with school administration,

division administration as well as with LTP and OSI contractors. Agendas are provided using Indistar framework and next steps established prior to the end of the meeting. Maintaining an open line of communication between division and partners is key to establishing continuous school improvement. Measurable targets will be identified and progress made toward these targets will be discussed with next steps planned to improve upon the identified areas.

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 leadership team is responsible for making decisions related to school improvement efforts at the school level with the principal having the final say. Based on summative data, goals for the year are established by the School Leadership Team. The goals then become part of the School Focus Plan which highlights professional development, assessing student progress, differentiated instruction and monitoring progress. The School leadership team meets every two weeks to evaluate progress of the School Focus Plan and develop next steps towards full implementation. During the meetings data is reviewed; initiatives and interventions are discussed and next steps for professional development are shared. Information from the School Leadership Team meetings is documented in the School Improvement Plan (Indistar). Feedback from the plan is provided to the principal during the monthly principal monitoring meetings. The school's leadership team works in conjunction with staff members from federal programs and elementary school leadership. The building principal, executive director of elementary and director of elementary leadership meet in the month of June, July to strategically plan efforts to move the school forward in making FAMO's. This plan is outlined in the school focus plan that establishes goals for the learning environment, instructional planning, instructional delivery, assessment, and intervention. Once the identified steps to accomplish these goals have been approved the building level administration then implements the plan. In addition, the thirty day monitoring rubric meeting led by the elementary leadership department is the districts monitoring and feedback system to schools on a monthly basis. The division conducts thirty day monitoring (October-May) rubrics that involve a review of classroom observations in reading and math and the feedback given to teachers on the observations, Indistar targets and the progress being made in the indicators around assessment, creating lessons and monitoring students' progress. Additionally in this plan the agendas for leadership team meetings and staff meetings are reviewed to see the level of professional development for the staff in moving toward the goals in the identified areas from the school focus plan. Classroom observations are conducted with the state contractor, principal, LTP and central office to determine how the efforts for school improvement are being implemented in classrooms as well. At the end of the Thirty Day Monitoring cycle recommendations are made to the principal on ways that their goals can be reached and

commendations are made on efforts that are moving the school toward meeting their goals. The plans are reviewed and revised as necessary during principal and district leadership meetings held quarterly.

(2) Continuous guidelines to adopt what works for students is necessary and practices allowed to be discontinued if indeed the particular practice is not showing results in schools' academic performance level. Currently, it is a division policy that teachers on improvement plans are not to be placed on a transfer list. At the grade levels of k-3 class size is controlled at a level in alignment with your free and reduced lunch population (20-1). However in grades 4-5 the class size increases and the cap rises to 35-1 per state SOA's and this is a barrier to improving academic achievement in 67% of the grade levels that affect the school performance. . In an effort to improve the quality of instruction teachers that are on improvement plans are required to complete hours in professional development through the districts course offerings in the areas that they are not performing at the required standard. The administration at the school level complete weekly observations on all teachers that are on improvement plans and offered feedback on their efforts to improve upon their craft. To improve the class ratio at the 4th and 5th grade level additional classroom reduction teachers are employed to keep the numbers at 4th and 5th grade comparable to that of k-3.

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) In this application we are asking for funds to hire a Response to Intervention Coach and Extended Learning Programs. Response to Intervention position for the school would be paid for with local educational funding. The school is in the process of gaining information to apply for the 21st Century Community Learning Center Grant to support the Saturday Academy and Extended School Day Programs. The train-the-trainer model will be used during professional development sessions. The division will continue to offer University of Employee Development sessions for staff. University of Employee Development is the division's staff development and professional enhancement program.

(2) When the funds are phased out, the division will have to be creative in establishing additional time for teacher planning at schools with a history of high failure. The department of curriculum and development continue to refine the written curriculum, the structure and manner in which instructional coaches and specialists work, and the development opportunities offered for teachers through our in district PD offerings in U of Ed. Teachers will need to continue conducting data analysis and intervention practices of early identification of students in need of additional support in reading and/or math. These are services and practices that would continue to be beneficial after the support of federal funds ends. The division continues to utilize a

train the trainer model and to offer a series of staff development opportunities throughout the school year. Division administrators are available to provide staff development in buildings based on needs. A practice that will assist in sustaining efforts once funding has been phased out is improving teacher quality through our district professional development. Another effort will be moving positions from SIG funding that have had a positive impact on student achievement and teacher development to local funding or other funding sources.

(3) Proactive professional development in the areas of new standards and increased rigor would be helpful from the state in the areas of content. Having an understanding of what is going to be assessed and the manner in which it will be taught and assessed prior to changing of the test format would give teachers and administrators an opportunity to align PD to meet the challenging rigor in the SOL Curriculum.

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).

Based on the preliminary data from the SOL test in 2014-15
All students: English (46, 42, 51), Math (49, 49, 59)
Gap group 1: English (42, 37, 45), Math (45, 46, 57)
Gap group 2: English (39, 41, 42), Math (42, 46, 56)
Gap group 3: English (56, 35, 52), Math (57, 35, 51)
Economically disadvantaged: English (41, 38, 44), Math (46, 46, 56)
Limited English Proficient: English (53, 36, 48), Math (82, 45, 59)
Students w/ disabilities: English (38, 21, 13), Math (32, 25, 39)
White: English (64, 46, 48), Math (52, 58, 64)
Asian: English (53, 64 , 90), Math (92, 82, 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.*

All students are required to attend school each day for 395 minutes. A minimum of 75% of the annual instructional time of 990 hours is given to instruction in English, mathematics, science, and history/social science. Additional intervention blocks, ranging in time from 30 minutes in first grade to 60 minutes in third, fourth and fifth grades, will be conducted to support the traditional instructional time. Additional instructional hours (4 hours per week) will be added through the use of after school activities. Saturday Academy will consist of eleven sessions for four hours in Reading and Math for students in grades 3rd-5th. These sessions will begin in January and ending in April, 2016. Benchmark data in Reading and Math will be used to determine students in need of remediation from the 1st and 2nd quarter curriculum in preparation for the third quarter curriculum and the end of year assessment. Students will be remediated in Reading and Math and enriched in Science through a partnership with the VA Air and Space Center. The class size for this program is 10 students with 1 teacher. During the summer, additional instructional hours will be added through the use of after school extended school day with the SPARK summer program. Summer Learning Academy will be held for all priority schools in the summer of 2016. This will be a six week program for eight hours a day enriching students in Mathematics and Reading through hands on approach with STEM related activities. Students in a regular summer program attend for four weeks at four hours a day. The extended learning time for SPARK will be for an additional four hours a day for four weeks (64 hours) and for an additional two weeks at eight hours a day (64 Hours) for a total of 128 additional extended hours for students.

The criteria for students entry is based on end-of-year SOL scores, and end-of-year grades. The goal of the program is to extend the learning for K-5 students to bridge learning gaps that occur during summer months when students are not engaged in any formal instruction. We have approximately 429 students that will be invited to this summer program of learning and engagement. Enrollment will be based on the amount of signed permission slips returned by parents for the program and student eligibility criteria.

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

Total Enrollment:	545
Male:	278
Female:	267
Asian:	24
Black:	273
Hispanic:	121
White:	85
Students with Disabilities:	102
English Language Learners:	71

Virginia Department of Education
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Economically Disadvantaged:	444
Migrant:	0
Homeless:	6

- (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).

3rd reading (47, 40, 66), 3rd math (39, 49, 53), 4th reading (42, 38, 50), math (50, 51, 64), 5th grade reading (49, 51, 64), math (58, 52, 81).

- Third, fourth and fifth grades saw gains in both math and reading.
- Reading gains in nonfiction in 4th and 5th grades.
- Reading gains in word study in 3rd grade.
- Math gains in 3rd Grade Probability and Statistics, 4th Grade Number and Number Sense and 5th Grade Measurement and Geometry.

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

The school was built in 1969, with a total of 39 classrooms. The library/media center is located on the middle of the school and has the potential to be a critical space for teaching and learning at Jenkins. There are two large areas that are used for instruction simultaneously. The layout of tables in the cafeteria changed for the 2013-2014 school year to reduce the number of classes having lunch at one time. Additionally, the timeframe for lunch was increased to make sure the noise level remains conducive for conversations among students and adults. The school's gym is in good condition and provides a large space for physical education when weather does not permit students to be outside. Two playgrounds are located outside, along with a field used for a variety of ball games.

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

The school has one computer lab that provides a location for classes to work at desktop computers with their teacher and our instructional technology coach. Each 3rd-5th grade classroom is equipped

with a set of five laptop computers. Primary classrooms have 3 desktop computers and 3 Chrome books to use during independent work. The school has 3 rolling laptop carts that can be checked out by teachers for classroom use. Each classroom has a SmartBoard, LCD Projector and a document camera. The school has several sets of student response tools, digital and flip cameras.

- (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:	57	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:	7	12%
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 (1), Grade 1 (2), Grade 2 (1), Grade 3 (2), Grade 4 (0) and Grade 5 (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	3
1	2

#	
Years	Instructional Staff
11	4
12	3

#	
Years	Instructional Staff
22	0
23	1

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2	2
3	7
4	5
5	5
6	2
7	3
8	3
9	3
10	3

13	1
14	1
15	1
16	1
17	1
18	1
19	1
20	1
21	1

24	1
25	0
26	0
27	0
28	0
29	0
30	1

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

Total # of Teaching Days	Total # of Days Worked	Teacher Attendance Rate
9918	9323	94%

180 x 25 divided by the total number of teaching days teachers were present

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.

A. (analyzing the LEA needs)- The division is currently working with one previously selected LTP for the additional three priority schools and has selected to adopt the current model being used to provide identified professional development support for this school. The LTP will focus their support based on the title I needs assessment of the school and necessary adjustments will be made during quarterly data reviews. **B. (Research external Partners)** Based on the current data and information

available, this priority school needs are to provide school wide strategic and intensive professional development in the areas of sustained student's achievement in reading and mathematics, student assessment strategies, and student's quality of learning. The selected LTP has provided exemplary professional development sessions following walkthroughs and observations of implementation in our existing schools. The LEA will provide identified whole and small group professional development and will participate in walkthroughs and observations and data talks. **C. (parent/community input)** The transformation model and expectations was shared with the faculty during the September, 2015 schools faculty and staff meeting. LTP presentations information was shared with the faculty during this meeting. School data and information on the expectations of a priority school was presented to the group. A timeline will be developed and updates of the schools progress will be presented along the way. The schools leadership team will meet on a weekly basis to keep all informed of ongoing expectations and progress. Teachers and Parents will participate in the School Quality Review and will share their voice on the progress and academic status of the school. Information will continually be shared regarding the LTP support through parent link, newsletters and the parent liaison. Parents will continuously be engaged in this process by input through surveys, monthly parent advisory team meetings and a parent representation on the school leadership team.

- (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.**

(A)- Adequately research-At the division level NNPS has a Chief of Academics, 2 Executive Directors for Elementary Leadership (1 assigned to each school) 1 Director of Elementary Leadership; 1 Executive Director for Elementary Curriculum and Instruction; Supervisors, Math Coaches and Data Analyst which are assigned to each priority school based on areas of greatest needs. At the building

level there are identified School Improvement Teams, Grade Level Leads, Parent Liaison Specialists, Interventionist and Reading Specialists. The VDOE School Liaison and Indistar Supervisor also support the priority school. There is a 17:1 student-teacher ratio. **(B)-Engage Stakeholders-** The reform model selected was the transformation model. Parent and other stakeholders were provided information of this model during the 2014-15 school year as the school was in transition from a warned to priority status school. Parent advisory team meetings continue to be held share information regarding schools progress in all identified student performance groups as well as academic areas. A more detailed explanation and input of this model to faculty and staff during faculty meetings as well as to external state holders (parent and community partners) during monthly meetings will be shared as the schools continues to fully transition into the transformation model. PTA representative and an All Pro Dad representative will provide input to and keep stakeholders actively informed about the transformations progress at Epes. In addition regularly scheduled monthly meetings are scheduled with parents to disseminate information regarding the school's transition. Parent link, email and newsletters will also provide them with pertinent information. Also each Title I school completes a Family Engagement Plan Annually that outlines activities and workshops throughout the year designed to inform, empower and engage parents within each building. **(C)-Monitor Implementation-** School Administrations, Division administration and the LTP all participate in the 30 day monitoring meetings. This will allow the LTP relevant information to assist with providing needed staff development and/or additional technical assistance. Thirty day Monitoring Rubrics are conducted every thirty days beginning in September and ending in March to monitor the entire instructional program (Observations and Feedback, School Improvement Plan-Indistar-Targeted Intervention Indicators, Math and Reading Intervention data, Walkthroughs and Professional Development, Lesson Delivery and assessment, Leadership/Data Meetings). A score is compiled and Commendations and Recommendations are left with the building principal. The O P will be made aware of the PD provided by the LTP and have access to the 30 day monitoring rubric feedback sheet provided to the principal. The O. P. principal and division administration will observe classroom and conduct walkthroughs to assess the effectiveness and implementation of identified PD conducted by the LTP. Feedback from the observations, 30 day monitoring rubric, formative and quarterly student assessments will be analyzed to determine schools and LTP's effectiveness and next steps.

- (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.

Lead Turnaround Partner:

January 2016: Begin Partnership

January and February 2016: Observation of Teachers to look for alignment of professional development based on the School Focus Plan. The School Focus Plan focuses on the Learning Environment, WHAT is being taught, HOW it is being taught, Assessments and Interventions. They will prepare a monthly report to give to the principal of factors that are supporting learning and factors limiting learning.

March 2016: Conduct a School Quality Review that will assess all levels of stakeholders and programs within the building. They will observe all classroom teachers, conduct interviews and surveys with a parent group, 2 student groups, teachers and administrators. They will then complete a detailed School Quality Review Report to address all factors that are limiting learning and supporting learning. They will also review the division's curriculum.

April-August 2016: The LTP will conduct Professional Development to improve the areas that are limiting learning and will also follow up with observations of teachers to assess the implementation of the professional development that has been conducted. The observations will take place in April of 2016 and will resume in September 2016.

September 2016: The LTP will resume classroom observations and provide the principal a monthly school report.

Transformation Model

August 2015: The division decided to use the Transformation Model. During the selection time of the transformation model the decision to retain the Principal at EPES was decided due to the academic progress the school made in the 2014-15 school year in the areas of reading and math.

September 2015-August 2019: The school will use the 30 day monitoring meetings rubric to assess the administrator's progress in academic areas and towards school improvement. The principal will participate in monthly professional development and Principal Meetings. The principal will participate in quarterly General Administrative Staff Meetings. The School Improvement Plan will be updated in Indistar Tool. The principal will participate in quarterly data meetings with central office.

Increased Learning Time:

Refer to Question 3 in section 2 SPARK and Saturday Academy

Rewarding Teaching:

Refer to Question 3 in section 1 VI Staffing and Relationships.

Parental Involvement

Refer to Question 3 section 5 V External Supports

August 2015-August 2019

Monthly meetings will be held with LTP, Central Office Personnel and Building level Administrators to review all data in required reports and set appropriate steps and or goals. Items to include are enrollment, discipline, attendance, student achievement, tiered intervention, teacher recruitment activities, teacher evaluation and or observations, core curriculum taught, minutes for extended learning, Role of supporting partnerships, parent development activities, and budget as appropriate. Thirty day Monitoring Rubrics are conducted every thirty days beginning in September and ending in March to monitor the entire instructional program(Observations and Feedback, School Improvement Plan-Indistar-Targeted Intervention Indicators, Math and Reading Intervention data, Walkthroughs and Professional Development, Lesson Delivery and assessment, Leadership/Data Meetings) A score is compiled and Commendations and Recommendations are left with the building principal. In March the SQR is completed to gauge the effectiveness of initiatives implemented for the school year and a report is compiled to identify practices that support learning and practices that limit learning

Specific: Desired result Who what	Measurable: Quantify Numerical value	Attainable: skills, resources needed,	Relevant: goal alignment with mission	Time Sensitive: Realistic deadline

- (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.

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 2, Part 2 (above), *do not* complete this section.

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

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) 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.
- (5) 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

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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.

- (6) 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.
- (7) 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*.
- (8) Use state determined comprehensive planning tool to:
- Establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
 - Document and describe each action to be implemented, who is responsible and date by which action will be completed;
 - Collect meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
 - Set leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and
 - Complete an analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school.
- (9) 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)
 - Student transfer data
 - Student intervention participation by intervention type; and
 - Other indicators, if needed.

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- (10) 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.
- (11) 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).
- (12) Ensure the principal continues implementation of a school-level improvement team that meets monthly, at minimum, and includes a division-level team representative.
- (13) 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.
- (14) Attend OSI technical assistance sessions provided for school principals, division staff, and LTPs.
- (15) Collaborate with state approved personnel to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform.
- (16) 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.
- (17) 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).
- (18) Ensure the school principal is integrally involved in the application process.
- (19) Additional Assurances specific to Districts with School Turnaround Offices:
 - i. Report quarterly to the local school board on each Priority school's progress as documented in the Priority School Quarterly Data Analysis Report.
 - ii. Set annual measurable goals for the Office of School Turnaround. Goals should be submitted to the Office of School Improvement by August 30 each year.

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

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

School Division (LEA): Newport News/Keith P. Hubbard

Priority School: Horace H. Epes

Principal’s Typed Name: Camisha Davis

Principal’s Signature: _____

Date: September 2, 2015

Superintendent’s Typed Name: Ashby Kilgore

Superintendent’s Signature: _____

Date: September 2, 2015

*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 D’Souza, ESEA Lead Coordinator (804) 371-2681	kristi.dsouza@doe.virginia.gov
Natalie Halloran, ESEA Lead Coordinator (804) 786-1062	natalie.halloran@doe.virginia.gov

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BUDGET SUMMARY FOR: Horace H. Epes

(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	\$ 288,810.13	\$ 388,570.88	\$ 388,570.88	\$ 1,065,951.89
2000	Employee Benefits	\$ 72,202.53	\$ 97,142.72	\$ 97,142.72	\$ 266,487.97
3000	Purchased Services	\$ 143,531.33	\$ 143,531.33	\$ 143,531.33	\$ 430,593.99
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ -	\$ -	\$ -	\$ -
6000	Supplies & Materials	\$ 1,785.00	\$ -	\$ -	\$ 1,785.00
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 506,328.99	\$ 629,244.93	\$ 629,244.93	\$ 1,764,818.85

School Improvement Grant Application

School Year 2015-2016

Budget Request for: Horace H. Epes

(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
Response to Instruction Specialist	Coordinates student intervention services, disaggregates data for progress monitoring in alignment with pacing guide, curriculum framework and testing blueprints. Lead grade level meetings through data talks on formative daily assessments, intervention/enrichment cycle block data and quarterly benchmark data.(see section IV question 1)	\$ 34,738.00	\$ 69,476.00	\$ 69,476.00	\$ 173,690.00
Professional Development-School Year	Development of instructional staff of 57(25 classroom/22instructional staff) by additional 75 hours at \$25.35 per hour for professional development, identify trends of issues impacting school performance review formative assessments, assess impact of academic interventions, and analyzing gaps for tiered instruction.	\$ 108,371.25	\$ 173,394.00	\$ 173,394.00	\$ 455,159.25
Saturday Academy	This instructional program will provide additional academic support for 3rd - 5th grade students in the area of math and reading. The program runs for 12 weeks for 4 hours each session with 12 teachers at 25.35 per hour 1 secretary @13.00 per hour and 1 administrator @ 30.42 per hour for 60 hours.(see question 3 section 2)	\$ 17,206.80	\$ 17,206.80	\$ 17,206.80	\$ 51,620.40
SPARK - Summer Program	SPARK is an extended school day program 8:00AM - 6:00PM for six weeks. There will be 33(13-1 student teacher ratio) teachers for128 hours at \$30.42 an hour which totals \$128,494.08. description (See section 2 question 3 for description)	\$ 128,494.08	\$ 128,494.08	\$ 128,494.08	\$ 385,482.24
Total Compensation		\$ 288,810.13	\$ 388,570.88	\$ 388,570.88	\$ 1,065,951.89

Personal Services supported from other funding sources:	<p><i>Ex. K-5 Reading Specialist @ \$65K/yr (Title I)</i></p> <p>Insert response here: k-5 Reading Specialist(2) @ 60k/yr, Family Engagement Specialist (1) @ 45k/yr, Interventionist(2) @ 62k/yr-(Title I) Afterschool Tutoring Teachers-Title I Set Aside @ 54,000, Saturday Academy(Title I) @ 15K/yr-Administrative personnel(custodian,secretary,nurse,administrator)</p>
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Budget Detail: Employee Benefits (2000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Fringes for above personnel RTI	Fringe on RTI specialist at .25% in accordance with division policies	\$ 8,684.50	\$ 17,369.00	\$ 17,369.00	\$ 43,422.50
Fringes for above personnel Teacher PD	Fringe on Teachers PD Stipends at .25% in accordance with division policies	\$ 27,092.81	\$ 43,348.50	\$ 43,348.50	\$ 113,789.81
Fringes for above personnel Teacher Saturday Academy	Fringe on Saturday Academy Stipends at .25% in accordance with division policies	\$ 4,301.70	\$ 4,301.70	\$ 4,301.70	\$ 12,905.10
Fringes for above personnel Teacher SPARK	Fringe on SPARK Stipends at .25% in accordance with division policies	\$ 32,123.52	\$ 32,123.52	\$ 32,123.52	\$ 96,370.56
					\$ -
Total Employee Benefits		\$ 72,202.53	\$ 97,142.72	\$ 97,142.72	\$ 266,487.97
Employee Benefits supported from other funding sources:	Insert response here: Title 1 at .25% fo assigned positions @ 45K				

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 (Cambridge Education)	In accordance with the approved SOW the LTP will complete annual school quality review @ 15,750.33 and provide monthly professional development (20 sessions @111,781.00)in the areas that limit learning within the school.	\$ 127,531.33	\$ 127,531.33	\$ 127,531.33	\$ 382,593.99
OSI Approved Personnel	In accordance with approved SOW VDOE OSI approved personnel will participate in Monthly Observations and meetings with school in alignment with 7 lead turnaround principals. Hourly rate of pay = \$61.13 for approximately 10 mos. of service, plus travel, in accordance with approved SOW.	\$ 16,000.00	\$ 16,000.00	\$ 16,000.00	\$ 48,000.00
					\$ -
					\$ -
					\$ -
Total Purchased Services		\$ 143,531.33	\$ 143,531.33	\$ 143,531.33	\$ 430,593.99
<u>Purchased Services</u> supported from other funding sources:	Insert response here: N/A				

Budget Detail: Internal Services (4000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
Total Internal Services		\$ -	\$ -	\$ -	\$ -
<u>Internal Services</u> supported from other funding sources:	Insert response here: Title I Saturday Academy Transportation@ 4K				

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
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Other Charges		\$ -	\$ -	\$ -	\$ -
Other Charges supported from other funding sources:	Insert response here:				

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
Professional Development materials	Book for pd with teachers in alignment with vocabulary and classroom management 57 teachers @ 35.00 each(see question 2 section IV Instruction)	\$ 1,785.00			\$ 1,785.00
					\$ -
					\$ -
					\$ -
					\$ -
Total Supplies		\$ 1,785.00	\$ -	\$ -	\$ 1,785.00
Materials/Supplies supported from other funding sources:	Insert response here:Local per student allocation and Title I justification funds are used in accordance with the schools needs assessment. Title I Materials and Supplies for Saturday Academy @ 5K for school purchases and 1.5k for federal programs purchases in relation to Saturday Academy(ex. Flyers to parents,Newsletter updates,etc.) Title II and Title III funds are not used for Saturday Academy.				

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:				