

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

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



**School Year 2015-2016**

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



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## SUBMISSION REQUIREMENTS

### 1. Submission Deadlines

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

### 2. Submission Process

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

- 1)** Application Details/Program Narrative (Word) saved with the following naming convention:  
*DivisionName\_SY1516 SIG Application\_SchoolName.docx*
- 2)** Budget Workbook (Excel) saved with the following naming convention:  
*Division Name\_AttachmentA (Date of Submission).xls*
- 3)** A PDF version of the signed assurances must be included with the electronic submission of the application file with the following naming convention:  
*DivisionName\_SY1516 SIG Assurances\_SchoolName*

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

- Kristi Bond, ESEA Lead Coordinator at [kristi.bond@doe.virginia.gov](mailto:kristi.bond@doe.virginia.gov)
- Natalie Halloran, ESEA Lead Coordinator at [natalie.halloran@doe.virginia.gov](mailto: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:** Petersburg City Public Schools

**Contact Name:** Dr. Shawnrell Blackwell      **Phone:** 804-862-7089

**Address:** 255 South Boulevard East      **Email:** shblackwell@petersburg.k12.va.us  
Petersburg, VA 23805

### Priority School Information

**School Name:** Vernon Johns Junior High School      **Cohort:** VI

**Principal Name:** Shannon M. Washington      **Phone:** (804) 862-7020

**Address:** 3101 Homestead Drive      **Email:** shwashington@petersburg.k12.va.us  
Petersburg, VA 23805

**NCES #:** 510291002795

**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.

Vernon Johns Junior High School staff will work together with central office, stakeholders, and partners to accomplish the following goals:

Goal 1. Increase preliminary Reading SOL pass rate from 41% (2014-2015) to a minimum of 75% to meet or exceed federal AMO by June 2016.

Goal 2. Increase preliminary Mathematics SOL pass rate from 51% (2014-2015) to a minimum of 70% to meet or exceed federal AMO by June 2016.

Goal 3. Increase Reading SOL scores for students with disabilities by 10% from the current preliminary SOL score of 17% (2014-2015) by June 2016.

Goal 4. Increase Math SOL scores for student with disabilities by 10% from the current preliminary SOL score of 19% (2014-2015) by June 2016.

### II. School Climate

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

Vernon Johns Junior High School has a welcoming atmosphere for students, parents, community members and other stakeholders entering the building. In addition, the school mission statement is posted in the office and throughout the school, along with a newly designed welcome sign. Teachers and administrators work to ensure that hallways are consistently filled with student work samples and

decorative displays that reflect the instructional strategies in the classrooms. Our art students work monthly to create art themes that are posted in the main office foyer. Parents are encouraged to sign in the main office, where staff makes customer service a number one priority when they greet them. Painting of the halls, motivational posters, and hall visibility in the building has greatly improved the appearance and image of the school in the community. Upgrades have also increased a sense of pride in the school (building signage).

When implemented with fidelity, the implementation of Positive Behavior Intervention Support (PBIS) was a successful strategy that helped manage student behavior. Another successful strategy was the restructuring of the master schedule, which allowed for team planning and Professional Learning Communities (PLC) meetings. During this time teachers and administrators will be able to plan and discuss data, lesson plans, and targeted intervention strategies. The current master schedule emphasizes collaboration among teachers by allowing for common planning time and opportunities for embedded professional development provided by department chairs and administration. Vernon Johns will continue to implement an awards ceremony each quarter to acknowledge students who have shown progress in academics, discipline and attendance by providing students with recognition such as certificates, plaques, trophies, etc. The mascot at Vernon Johns is a jaguar and students receive ROAR tickets for positive actions. Students may accumulate ROAR tickets and purchase various items of interest in the PBIS store.

Student morale has increased from 2014-2015 school year as compared to the start of the 2015-2016 school year as measured by student discipline and attendance. During the 2014-2015 school year, there were 30 discipline infractions in the month of September; however there was a drastic reduction for the 2015-2016 school year with only 8 discipline infractions. In addition, there was an increase in student attendance from 94.18% in September 2014-2015 school year to 94.36% in September 2015-2016 school year.

For the 2015-2016 school year, teachers are actively participating in more leadership roles within the building. With support of the Lead Turnaround Partner, teachers will receive professional development that focus on developing professional learning communities and making data driven decisions. The needs assessment that will be conducted by the Lead Turnaround Partner will provide a more targeted focus to meet the needs of the staff.

#### **Unsuccessful Attempts/Strategies and Anticipated Barriers**

The strategy to implement PBIS with fidelity was difficult to maintain because of teacher buy in and low morale during the school year. A key factor in establishing and maintaining a positive school climate is the hiring and retaining of highly qualified staff. Petersburg is a hard- to-staff division. The school continues to work collaboratively with the division's human resource department to secure highly qualified teachers. Finding a source of funding to provide incentives to retain teachers and increase teacher morale has been a challenge. We are asking to use school improvement funds to continue to support this effort.

### 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?

Vernon Johns' leadership team will continue to meet once a month to discuss issues that impact school improvement: data, instruction, lesson plans, professional development, trends, and next steps. The leadership team consists of the administrators, department and grade level lead teachers, guidance counselors, Title I specialists, and central office staff. During the leadership meetings, the minutes, which are documented in Indistar, are later shared with the other staff members at team and faculty meetings. The administrators solicit input from staff by instructing leaders to take the information and share with their teams for discussion and input. This feedback helps contribute to the development of the next leadership team meeting agenda. Central office representatives participate in a minimum of one monthly meeting. All meeting minutes and agendas are documented in Indistar. Stakeholders have accessibility to use the guest username and password to review information in Indistar. In addition, various media platforms are used to present information to the community. The website is frequently updated to inform stakeholders about upcoming events and notifications. Individual members of the school leadership team are assigned specific indicators within the school improvement plan to update and monitor. Staff monitors are selected based on their areas of expertise. For example, the math department chair is assigned the tasks of monitoring specific tasks that are relevant to improving student achievement in mathematics. The PBIS coordinator is assigned specific tasks related to discipline and school climate. This process is facilitated and monitored by the principal.

New strategies are monitored during the leadership team meetings and weekly CLC planning meetings. Strategies are also monitored daily during classroom observations conducted by school administration with timely feedback to appropriate staff. Student performance data is reviewed weekly at school level team meetings to develop lesson plans and interventions. Each school level administrator is assigned a content area to monitor and provide feedback during the CLC meetings and on lesson plans. If action steps established such as the implementation of instructional strategies and programs to improve students' performance do not yield the desired results, then teachers and administrators work collaboratively to devise alternate solutions or revisions. The staff continues to frequently monitor and adjust strategies to meet the needs of the students to increase student

achievement.

Leading indicators will be monitored each month to be reviewed, discussed, and next steps determined. The attendance clerk is responsible for providing student and teacher attendance data to submit to the school improvement team. The truancy officer supplies the truancy data. The PBIS Coach and School Counselor provide the student discipline data.

#### 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 based on their performance on the Algebra Readiness diagnostic tests, I-Ready Reading assessments, and division 4 ½ and 9-week benchmarks. After each assessment, students are grouped by performance bands to identify those that are above, at, and below standard to determine the appropriate levels of interventions. I-Ready Reading is used as an intervention program for students. In addition, school improvement funds will be used to provide day tutor support to Tier 2 and 3 students who need support in English and mathematics. Teachers use trend data sheets to monitor and track students' progress. The data sheets are discussed in leadership and team meetings and documented in Indistar (TA01, TA02, and TA03). To strengthen this process, administration and the LTP will collaborate with teachers to disaggregate data in order to plan for and deliver effective instruction. Data is accessible through Powerschool, Interactive Achievement and I-Ready to make data-driven decisions to impact instruction.

(2) All administrators and teachers participated in a series of professional development sessions regarding unpacking the standards, aligning targeted strategies and interventions to learning objectives and writing assessments that align to the curriculum and instruction. Teachers use various instructional strategies to differentiate learning such as using flexible grouping and implementing remedial and enrichment activities that appeal to all modalities of learning. Developing differentiated lessons for Tier I instruction continues to be an area of need for teachers. During the summer of the 2015, core-content teachers received technical assistance from VADOE by content specific specialists on differentiation of instruction. As a result of the technical assistance, essential actions were developed that support differentiation of instruction for specific subgroups for each content area. Essential actions will be monitored by the school and division leadership teams. The Teachers use Saturday Sessions, lunch and learn sessions, along with power breakfast sessions as a means to provide additional tiered instruction for students.

The division will continue to support teachers to strengthen Tier 1 instruction by providing professional development conducted by the professional and curriculum coordinator, external specialists, Title I specialists, and lead teachers.

- (3) Teachers will continue to receive support, professional development, and coaching in the area of developing SOL aligned formative assessments and using the data to adjust and differentiate instruction within the classroom. Currently, formative assessments are embedded in all teachers' lesson plans. The Lead Turnaround Partner will provide professional development to ensure that the formative assessments are based on data and relevant to instruction. For the 2015-2016 school year, a professional development coordinator was hired to focus on areas of need for the secondary level.
- (4) At the beginning of the year, teachers established SMART goals for student achievement using baseline data that was discussed with the principal. The baseline data may vary by teacher to account for different content areas and grade levels. The teachers monitor students' performance and plan for instruction based on the students' needs. Since the establishment of the SMART goals, teachers continuously plan and revise instructional practices to meet needs of the students. Data-rich conversations are becoming part of the school culture. Teachers are more aware of the sense of urgency to improve student achievement, to analyze data, which aids in monitoring the progress of their SMART goals to increase student achievement. Each teacher maintains a portfolio/notebook addressing all seven of the teacher performance standards. The principal is participating in AARPE Part 2 which focuses on aligning data to develop SMART goals for teachers, administrators, and school.

## V. External Support

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

- (1) The school improvement process is communicated to all stakeholders. The building and division leadership teams solicit the support of parents/community organizations to support the school improvement initiatives. Communication occurs in a variety of forums such as stakeholder meetings, PTA meetings, board meetings, and media outlets. Currently, stakeholders have

accessibility to the Indistar guest username and password to view the school improvement plan. Division and school level leadership teams provide stakeholders with an overview of the school improvement initiatives and proposed methods of support to ensure alignment of the stakeholders' resources and/or service to the school improvement plan. In addition, Communities in Schools will provide service for the 2015-2016 school year to assist with increasing community involvement. They will begin in September 2015. We are focused on working in conjunction with Communities in Schools, other service providers and/or contractors to expand parent and community engagement as well as develop community-wide support for high levels of student engagement and achievement. The work specializes in collaboration with other school partners to build school and community support for improved outcomes and in data analysis around the Positive Behavioral Interventions and Supports (PBIS) framework. Additionally, this component specializes in the social and emotional supports needed for school improvement conditions. It corroborates the need for tiered learning and behavioral interventions.

- (2) The division established the Lead Turnaround Partner (LTP) selection process by creating a committee, which included all stakeholders (parents, teachers, principal, division leaders, school board members, and community members). On September 10, 2015 the division leadership team and principals narrowed the list of 8 to 3 LTP candidates to interview. On September 24, 2015 the LTP selection committee interviewed and selected the potential LTP candidate to be approved by the board on October 7, 2015. Newton Alliance was selected and approved by the school board as the LTP. Since the beginning of service, the external lead partner Newton Alliance will provide a team of education specialists to coach, mentor, train and model to the school staff. Throughout implementation, Newton Alliance will provide technical support on a systematic basis to ensure a positive continuation of the implementation plan, monitoring practice and providing feedback on progress together with scaffolding as needed in order to maintain progress, and nurturing the development of strong linkages among all of the school's settings for implementation. The Newton Alliance staff will continue to work in accordance with the School Improvement Plan as well as the Essential Actions that are a part of the academic review. The implementation focus will remain that of professional development and job-embedded support based on the needs assessments as well as data reports from the 2014-2015 school year. The internal lead partners, division/school level leadership teams, and the VADOE appointed priority state contractor will meet at least once a month to monitor and revise the plan as needed.
- (3) Increasing parental involvement at Vernon Johns continues to be a challenge. At minimum, parents will be informed of students' progress through the website, report cards, parent portal, parent teacher conferences, and PTA meetings. Vernon Johns will continue to utilize the support of the division's parent liaison coordinator to reignite the Parent Advisory Council (PAC). At the PAC meetings parents express concerns to improve the school and provide feedback about programs such as Title I and 21st Century. A parent representative is also a member of the school leadership team. Monthly, the leadership team reviews the school improvement plan and adds tasks and indicators as the data prescribes. Increasing parental involvement will continue to be a goal targeted in the school improvement plan.

Communities in Schools (CIS) have begun early identification of students who may be in need of Therapeutic Day Treatment Services. Those identified students will begin receiving services for the 2015-2016 school year. During the school year, CIS will continue to identify students needing services. CIS plays an integral part in providing wrap around services for students who have been identified.

## 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 Human Resources department screens teacher candidates and compiles a pool of highly qualified applicants to interview with the principal and specific central office personnel. The interview panel discusses the qualifications of the candidate and a decision is made to determine if the candidate is a match for the position. The principal makes the final decision and he or she assigns the teacher the position based on the teacher's license and ability to deliver the content. For candidates who have taught before, their students' performance data is reviewed prior to being hired. Because the relationship with the teacher and student is critical, prior to school starting, guidance counselors and the leadership team review the previous year class lists to look at students' academic and behavior data to place students with teachers where the most success will occur. To aide in placing the 8th grade students for the school year 2015-2016 school year, PCPS Title I Office requires that Peabody send reading and math matrix forms to identify students in need of Title I service. Frequently, Vernon Johns also receives feedback from parents regarding placement of their children.
- (2) The principal evaluates all teachers using the Teacher Performance Evaluation System. The Human Resources department presents the process and procedures of the division's evaluation system for all staff during the pre-service week. Principals are also directed to review the teacher evaluation system again and provide technical assistance in writing SMART

goals for teachers during the pre-service week. Once a teacher's smart goals are finalized, the teacher develops a portfolio to provide evidence for the performance evaluation. The principal conducts teacher observations weekly; however three formal observations for all teachers are required. Mid-year, the principal reviews the SMART goals with teachers and reviews their progress in meeting the SMART goals based on the data. The goals are reviewed again at the end of the year and portfolios are collected. Artifacts in the portfolios contribute to the teacher's final evaluation. The principal submits all evaluations to the human resources department. The evaluation tool is based on seven performance indicators.

Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Performance Standard 2: Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Performance Standard 3: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Performance Standard 4: Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Performance Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Performance Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Performance Standard 7: Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress. Standard 7 accounts for 40% of the teacher evaluation summative rating.

- (3) All administrators received professional development to establish "look fors" for the seven teacher performance standards. Teachers who receive exemplary or proficient on their teacher evaluation are awarded by non-monetary means such as recognition during faculty meetings and announcements.

Math is Vernon John's targeted area of improvement. Therefore teachers in the math

department will be eligible to receive a Recruitment & Retention Bonus if they are highly qualified and fully licensed to be paid in 2 \$500 installments annually for 3 years. English/Math teachers will be eligible for incentive pay for meeting the AMOs by R10=\$400/teacher (12\*\$400=\$4800); OR by meeting the AMO (75%/70%) (12\*\$600=\$7200). The Principal will be eligible Incentive Pay for meeting the Reading AMO by R10 (\$1500) or for meeting the Reading AMO (75%)(3000). Principal Incentive Pay for meeting the Math AMO by R10 (\$1500) or for meeting the Math AMO (70%)(3000). The Assistant Principals (2) will be eligible for Incentive Pay for meeting the Reading AMO by R10 (\$500) or for meeting the Reading AMO (75%)(800) for two APs Assistant Principal Incentive Pay for meeting the Math AMO by R10 (\$500) or for meeting the Math AMO (70%)(800).

- (4) Teachers who need targeted support are identified by multiple measures of data based on Virginia teacher performance standards. Teachers identified as needing support receive targeted ongoing professional development in a variety of formats which may include: faculty instructional meetings, mini-demonstration lessons, teacher-led presentations on selected instructional topics, VADOE sponsored content-specific institutes, and coaching. The Lead Turnaround Partner will provide most of the professional development. The school leadership team, external consultants, and division department leaders will continue to conduct professional development as well.
  
- (5) The Superintendent evaluates the principal with feedback from the assistant superintendent using the Petersburg City Public Schools' Principal Evaluation tool based on the following standards:
  - Standard 1 Instructional Leadership  
The administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.
  
  - Standard 2 School Climate  
The administrator fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.
  
  - Standard 3 Human Resources Management  
The administrator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.
  
  - Standard 4 Organizational Management  
The administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

#### Standard 5 School and Community Relations

The administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.

#### Standard 6 Professionalism

The administrator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

#### Standard 7 Student Academic Progress

The administrator's leadership results in acceptable, measurable student academic progress based on established standards. Assistant administrator's performance and support of the administrator. The Standard 7 accounts for 40% of the evaluation.

The Superintendent conducts at least three formal observations. The Superintendent meets to review performance objectives with principal for a mid-year review; meets regularly with the principal to discuss all aspects of school operation and principal decision-making. The Superintendent and division leaders participate monthly with the principal in walk throughs, followed by feedback to the principal regarding what was observed and how the principal will address teachers' positive and negative behaviors. Superintendent and selected division leaders participate in school improvement meetings to observe the principal's leadership at the meeting and provide feedback following the meeting.

- (6) To ensure a successful relationship and effective communication, roles and responsibilities were established for the principal, internal lead partner, state contractor and external lead partners. The roles and responsibilities are:

##### **School Principal:**

- Lead collaborative school-based improvement team
- Develop leadership skills of strong teachers and administrators
- Communicate regularly with all other team members to ensure school needs are addressed
- Facilitate changes within the district to allow autonomy at the school level

##### **External Lead Partner**

- Provide overall guidance, timeline, resources, & support for implementation
- Provide additional staff and capacity building services, with decreasing intensity over time

##### **Internal Lead Partner (Assistant Superintendent of Instruction and Director of Federal Programs and School Improvement):**

- Have the authority and direct contact with the superintendent to make timely decisions
- Communicate with superintendent and school board about process and changes
- Facilitate changes within the district to allow autonomy at the school level

##### **VADOE Contractor:**

- Monitor implementation of all action steps, work of partners, and obligations noted in the Scope of Work
- Communicate needs from the field to the VDOE
- Share learning with other contractors
- Connect the local team to other supports and services at VDOE (help streamline the system)

The relationship between the LTP and the principal will be interconnected. The LTP will work alongside the principal to ensure that the mission/vision for the school is executed to its maximum potential. Monthly site reports will be submitted by the LTP to summarize the work that is completed with an outline for next steps. Some of support that is provided to the principal by the LTP will include: staff development opportunities for the teaching staff, classroom observations, analyses of data, leadership team development, and parental and community involvement. They also will attend and participate in school and district meetings with the principal to provide support and guidance when needed.

The internal lead partners works closely with the principal to determine the needs of the building and determine next steps. The internal lead partners and VADOE contractor participate monthly in the school-level, school improvement meetings which consist of the school leadership team. In addition, the internal lead partner facilitates the Alternate Governance Meetings which consists of the division leadership team, VADOE contractor, principal, and LTP. Executive Alliance meetings will be held once a month which includes the Superintendent, LTP, internal lead partners, and VADOE contractor. At each meeting, the data is reviewed, progress is monitored, and action steps are determined.

The relationship among all will be cohesive. All members will be afforded the opportunity to engage in open dialogue regarding the state of the school, the decision making process, and all members will offer valuable input that will contribute to the growth of the school.

## 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 related to school improvement efforts, overall strategic vision, or anything that impacts the improvement plan is processed through the leadership team and the Alternate Governance committee. The leadership team is the first level of involvement, and provides the leadership with the means to hear the voices of those who will be directly impacted by the decision, and the Alternate Governance meetings allow district and state-level personnel to review, reflect, and provide additional input and insight into the decision-making process, and offer alternative solutions when appropriate. The school principal makes final decisions with input from the school and division Leadership team. Final decision-making authority should rest with the principal given that he is the person ultimately held responsible

for results. However, the Division leadership team ensures that the decision is aligned to the Division's vision.

- (2) Other than salaries and funding for interactive boards for all classrooms, there are currently no barriers with practices and policies that will impede the school's success. Currently, the Superintendent and his budget committee along with the school board have worked to develop a budget to increase teacher salary to attract highly qualified teachers. At the beginning of the 2014 school year, a salary study was completed by an outside consultant, comparing PCPS salaries to the surrounding areas. At the entry level the salaries were found to be comparable, but after the first year the surrounding areas were higher than PCPS. As a result of the findings, recommendations to bring our salary scale to an equal or better measure than our surrounding divisions are being considered by our budget committee in collaboration with our School Board and stakeholders. PCPS has a benefits package that is already equal to or greater than our neighboring divisions. Higher salaries tend to attract more applicants from which to choose. For the 2015-2016 school year, teachers were given a 1.5% raise. School improvement funds will be used to attract and retain highly qualified English and math teachers.

Currently, funding for technology at Vernon Johns is prioritized by need which doesn't allow for funding for interactive boards to use to support technology usage within the classroom. The interactive boards will be used as a manipulative to increase student engagement. The principal uses the SURN student engagement walk through observation form. Based on the 2014-2015 observations that were conducted, student engagement continues to be an area of concern. Therefore, we are seeking to purchase 7 interactive boards to place in the math and reading classrooms with school improvement funds.

## 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) Funding for math and reading coaches for job-embedded professional development and teacher incentive pay should be maintained after school improvement funds and support end.
- (2) The budget committee and the school board are currently considering financial incentives for staff using other funding sources. Because staffing is not included in our request for the grant, the sustainability of any program or structure/process put in place will be determined by the needs assessment conducted by the LTP. Collaborative discussions with the LTP and the school division, weekly monitoring by the priority school contractor, weekly monitoring of practices put in place by the principals along with division leaders will continue to aid in developing and sustaining best practices. In addition, we will identify accomplishments and establish plans for

Indistar goal maintenance and expansion. We will continue to identify goals that remain unattained and devise action steps and timelines for completion. We will identify supports necessary to continue both at the school and division level to help ensure long-term continuous improvement. We will conduct a debrief of the three-year LTP process and external coaches along with all key stakeholders, central office, and school staff to identify “lessons learned” and “next steps. The LTP will continue to execute the gradual release model. School personnel’s responsibility for implementation will guide the provision of technical support. For example, the purposes and use of protocols, processes and tools to support implementation are made explicit as LTP specialists facilitate their use. Data will be shared to continually support communication and problem solving. LTP specialists will provide scaffolding in the context of a plan for passing these responsibilities to the principal and other staff member(s), as appropriate. In this way, the LTP actively supports sustainability for continuing improvement as external support is phased out.

- (3) Continued technical assistance and math and reading professional development are supports that would be helpful for the State to provide.

## SECTION 2: REQUIRED ELEMENTS, PART 1

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

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

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

N/A

- (2) Student achievement data for the past three years (current school year and previous two school years) in reading/language arts and mathematics: by school for "all students", each gap 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  
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	Preliminary 2014-15 English SOL	2013-14 English SOL	2012- 13 English SOL	Preliminary 2014-15 Math SOL	2013- 14 Math SOL	2012- 13 Math SOL
<b>All students</b>	40%	48.78%	47.16%	48.49%	65.10%	65.52%
<b>Proficiency gap group 1</b>	35.50%	41.41%	40.33%	44%	60.73%	60.11%
<b>Proficiency gap group 2</b>	39.91%	48.27%	46.12%	48.37%	64.60%	65.00%
<b>Proficiency gap group 3</b>	33.33%	62.50%	60%	44%	66.66%	69.23%
<b>Students with disabilities</b>	17.64%	18.18%	26.31%	19.35%	38.46%	40%
<b>LEP students</b>	25%	50%	66.66%	33.33%	58.82%	69.23%
<b>Economically disadvantaged students</b>	35.41%	41.96%	43.03%	44.64%	61.40%	61.39%
<b>White students</b>	33.33%	60%	100%	54.54%	78.57%	72.72%
<b>Asian students</b>	100%	Not reported	100%	100%	75%	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.*

For the 2014-2015 school year, the learning time increased due to offering summer school to all students and increasing summer school by one day as compared to the 2013-2014 school year. For the summer of 2015, all students were invited to attend summer school for 19 days June 22-July 23. For the 2015-2016 school year, new teacher professional development is from August 24-26 (3 days), all teachers report August 31st for three professional days and two work days (5 days). Students began September 8<sup>th</sup> and have 180 instructional days per year. To increase the learning, Vernon Johns

will use school improvement funds to pay for Saturday academies and extended day learning for the 2015-2016 school year.

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

<b>Total Enrollment:</b>	579
<b>Male:</b>	297
<b>Female:</b>	282
<b>Asian:</b>	2
<b>Black:</b>	541
<b>Hispanic:</b>	27
<b>White:</b>	8
<b>American Indian:</b>	1
<b>Students with Disabilities:</b>	94
<b>English Language Learners:</b>	19
<b>Economically Disadvantaged:</b>	417
<b>Migrant:</b>	0
<b>Homeless:</b>	50

(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).*

In looking at the 2013-2014 data, Proficiency gap groups 1 and 2 will remain target areas in both Math and English until they reach the required pass rates of 70% for Math and 75% for English respectively. Analysis of data indicates that Vernon Johns needs improvement in reading and mathematics based on the pass rates for 2012-2013, 2014-2015, and preliminary 2014-2015 data (pass rates is listed in parenthesis in chronological order):

Area 1: Reading continues to be an area of concern based on preliminary results with benchmarks still not reaching the basic level of expectation (45, 50, and 41). Furthermore, writing has continued a downward trend spiraling from 45% in the 2013-2014 to 37% in the 2014-2015 preliminary report. Federal AMOs were not met. Data is disaggregated by grade level as demonstrated in the chart below:

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Tested Subjects by Grade Level	2012-2013	2013-2014	2014-2015 preliminary
Reading 8	47	49	41
Math 8	47	50	35
Algebra I	74	69	50

(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 1972 with an addition completed in 2000. There are 40 classrooms and 7 support spaces. The library has only recently been staffed and stocked. We are in the process of conducting an inventory and needs assessment for materials for students and staff. The students have the capability to come into the library to check out a book if needed. The library is 3,904 square feet and currently has 29 computers which are used for student/staff research, teachers to provide instruction, benchmark testing, iReady and numerous other activities. Faculty meetings are held in the library at least once a month. The library media center has 29 computers. Vernon Johns Junior High School Parent Resource Center is housed in the library. The cafeteria is 5,700 square feet. Our PBIS student store is located in the cafeteria, where students can come and receive awards for positive behavior. IEP meetings take place in the conference rooms in the main office. Vernon Johns participates in the Community Eligibility Program in which all students receive free and nutritious breakfast and lunch every instructional day. The school has one regulation high school gymnasium that is used every day for physical education classes and extra-curricular activities. The gymnasium is also utilized by the public upon request.

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

There are six computer labs with twenty-four computers in each. Due to the e-back initiative last year, every 9th grade core teacher (eight teachers) received a class set of electronic notebooks/tablets to use for students. Teachers have implemented a sign in and out process in their classrooms for the tablets to be used during the instructional block. We have five computers on wheel carts (COW) and each COW has twenty-four computers. There are two additional carts, which teachers may check out.

There are thirty Ipads and eleven Ipads have been assigned to our ELL population. All core teachers received a laptop computer to use for the academic year. There are three mobile promethean boards and seven promethean boards have been installed in classrooms.

(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:	22	49%
Teachers Not Highly Qualified:	23	51%

**SET 2:**

Category	Number of Teachers	Percentage of All Teachers
Teachers with Less Than 3 Years in Grade/Subject:	25	55%
Number of Teachers with a Provisional License:	6	13%

(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)).

Special Education (4), English 8 (2), English 9 (1), Math 8 ( 3), Algebra I ( 3), Science 8 (2), Earth Science (1), Physical Education/Health (2)

(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

#	
Years	Instructional Staff
7	1

#	
Years	Instructional Staff
14	0

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1	6
2	6
3	4
4	0
5	0
6	3

8	4
9	0
10	3
11	3
12	0
13	1

15	0
16	0
17	1
26	1
34	1
36	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
8100	7920	97.7%

## 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 Transformation Model was selected by the Division Leadership team. Parents of the Vernon Johns received information about the Transformation model and the other models by mail inviting their feedback. The division leadership and principal selected three external providers from the state approved list for the Lead Turnaround Partner (LTP) selection committee to interview. The LTP selection committee consisted of all stakeholders (principals, State Liaison, parents, division and school level staff, school board members, and community members). The LTP selection committee interviewed external partner candidates on September 24, 2015 and they selected Newton Alliance to

present to the school board for approval on October 7, 2015. The school board approved to move forward with the selected candidate. The division leadership team conducted a needs assessment to develop a framework for the LTP's scope of work. The framework focused on mathematics and language arts support, leadership capacity, and school climate. The LTP, division leadership team, and principal worked collaboratively to develop the scope of work to meet the needs of Vernon Johns. The final draft was reviewed by stakeholders at the October 7, 2015 board meeting before submission to VADOE. The LTP will conduct a needs assessment and collaboratively develop action steps with the school and division leadership team to focus on the areas of need. The LTP will submit monthly reports to the school board and stakeholders via Board Docs to review and monitor progress toward essential actions outlined in the scope of work.

- (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 LEA has the capacity to implement the Transformation model.

a.) The Division will implement the first year of the Transformation Model. The Superintendent, Division Leaders, School Officials, Lead Turnaround Partners, Priority School Contractor, and Chief Academic Officer (CAO) will work collaboratively to ensure that the intervention model for each school is fully implemented. The LEA will utilize Wise Ways in Indistar to assist with researching, designing, and resourcing the interventions. The school improvement plan in Indistar is aligned to the principles required by the Transformation Model. The Indistar plan is reviewed by the Division leadership team each month. The LEA utilizes best practices from professional development and technical assistance which is articulated during principal and staff meetings and monitored by key division leaders via observations, evaluations, and meetings.

b) The Director of OFPSI presented the reform models to school board members and stakeholders on September 16, 2015. The school board approved the transformation model and the selection of the LTP. Parents and stakeholders were involved in the selection of the LTP. The LTP will provide a monthly report to stakeholders via board docs to monitor the progress towards attaining school goals

and LTP scope of work. The school level leadership team documents progress in Indistar. The guest username and password to Indistar is available for stakeholders to review. Parent representatives are invited to attend and participate in the monthly school improvement meetings to provide feedback about interventions. At least twice a year the principal presents school data and progress towards goals at the school board meeting. Annually, the Director of Federal Programs and School Improvement provide a summary report to stakeholders about the progress. Communities in Schools (CIS) is in place to increase parental and community engagement to provide wrap around interventions for Tier 3 students.

c) Monitoring of the implementation is done twice a month in the Alternate Governance Meetings and school leadership team meetings. The leading and lagging indicators are reviewed and discussed during the meetings. Division leaders, LTP, Priority school principal, relative staff, and the Chief Academic Officer meets monthly in the Alternative Governance Meetings to review current student data (benchmarks, instructional programs, interventions, etc.). In the meetings, plans of action and interventions are discussed based on the results of the data. To meet the goals, funding sources to provide additional support and technical assistance provided by the LTP or internal partners are discussed as well. Executive Alliance meetings will be held monthly with the Superintendent, Assistant Superintendent, Director of OFPSI, Chief Academic Officer, Curriculum and Professional Development Coordinator, Director of Student Services, and LTP team. During the Executive Alliance meeting, the Division Leaders will review the scope of work and LTP's monthly report to ensure alignment. After review and discussion of the monthly report, the LTP and Division leaders will identify next steps that are relevant to the scope of work. Division leaders will revisit and monitor the actions steps during the follow up meetings, observations, and electronic and phone correspondences.

- (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.

On July 1, 2014 the new principal of Vernon Johns was hired and will start the implementation of the Transformation model. To increase learning time, Vernon Johns invites all students to participate in summer school for the 2014-2015 school year. For the 2015-2016 school year, Saturday academies will be extended to all students to attend. Rigorous educator evaluations that include rewards for increasing student achievement were implemented during the 2014-2015 school year. Forty percent

of the evaluation tool is based on student achievement. Performance incentive pay for math, English, assistant principals, and principal was implemented during the 2014-2015 school year. Evaluations and personnel files of educators who do not perform are sent to the performance review board which consists of the principal, Assistant Superintendent of Instruction, and Director of Human Resource to determine next steps. To facilitate ongoing community engagement, Communities in Schools began working with Vernon Johns in September 2015. The lead turnaround partner's parent and community liaison will begin working with Vernon Johns staff to increase community engagement. The LTP will provide math and reading specialists to coach and provide professional development to staff to increase student achievement. The LTP will also provide a leadership coach to build leadership capacity and sustainability. The Executive Alliance meeting which consists of the Superintendent, division leadership team, internal lead partners, external lead partners, CAO, and priority school contractor will be held monthly to monitor progress towards' the implementation of the Transformation model. At this meeting, the Superintendent, internal partners, and state contractor monitor the work of the LTP by reviewing their monthly reports and outcomes, revisiting goals of the scope work, and engaging in candid conversations. In addition, the LTP will submit monthly reports to the school board for review and the priority school contractor submits monthly reports to VADOE for review. As needed, follow up communication for progress monitoring will occur between the internal partner and Newton after the monthly meeting. The priority school contractor will monitor the work of the LTP and provide feedback to the LTP and the division leadership team.

- (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 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.	
2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.	
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).	
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.	

## 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](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](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](http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml)  
Data points should include, at minimum:
  - Student attendance by student
  - Teacher attendance
  - Benchmark results
  - Reading and mathematics grades
  - Student discipline
  - Phonological Awareness Literacy Screening (PALS) data (Fall and Spring)
  - World-Class Instructional Design and Assessment (WIDA) data for English Language Learners (ELLs)

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

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

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

**School Division (LEA):** Petersburg City Public Schools

**Priority School:** Vernon Johns Junior High School

**Principal’s Typed Name:** Shannon M. Washington

**Principal’s Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Superintendent’s Typed Name:** Dr. Linda Shifflette

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



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BUDGET SUMMARY FOR: Vernon Johns Jr. High School

(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	\$ 27,400.00	\$ 33,400.00	\$ 33,400.00	\$ 94,200.00
2000	Employee Benefits	\$ 2,465.00	\$ 2,924.00	\$ 2,924.00	\$ 8,313.00
3000	Purchased Services	\$ 206,964.00	\$ 244,489.00	\$ 244,489.00	\$ 695,942.00
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ 1,005.76	\$ 1,005.76	\$ 1,005.76	\$ 3,017.28
6000	Supplies & Materials	\$ 28,427.65	\$ 5,790.00	\$ 5,790.00	\$ 40,007.65
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
<b>Total</b>		<b>\$ 266,262.41</b>	<b>\$ 287,608.76</b>	<b>\$ 287,608.76</b>	<b>\$ 841,479.93</b>

## School Improvement Grant Application

School Year 2015-2016

Budget Request for: Vernon Johns Jr. High Schools

(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
Math Teacher Recruitment and Retention Bonus	Recruitment & Retention Bonus for 8 highly qualified, fully licensed Math teachers paid in two \$500 installments annually, \$1000 per teacher for the 15/16 school year. Current school year 2HQT*\$1000=\$2000)	\$ 2,000.00	\$ 8,000.00	\$ 8,000.00	\$ 18,000.00
Incentive Pay for English and Math Teachers	Incentive pay for SOL tested, core content teachers (English/Math) for meeting the AMOs by R10=\$400/teacher (12*\$400=\$4800); OR by meeting the AMO (75%/70%) = \$600/teacher (12 teachers *\$600=\$7200)	\$ 7,200.00	\$ 7,200.00	\$ 7,200.00	\$ 21,600.00
Incentive Pay for Principal	Principal Incentive Pay for meeting the Reading AMO by R10 (\$1500) or for meeting the Reading AMO (75%)(3000) Principal Incentive Pay for meeting the Math AMO by R10 (\$1500) or for meeting the Math AMO (70%)(3000) (\$6000 is the total request for 1 principal)	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 18,000.00
Incentive Pay for Assistant Principals	Assistant Principal Incentive Pay for meeting the Reading AMO by R10 (\$500) or for meeting the Reading AMO (75%)(800) for two APs (\$1600 total request) Assistant Principal Incentive Pay for meeting the Math AMO by R10 (\$500) or for meeting the Math AMO (70%)(800) for two APs (\$3200 total request)	\$ 3,200.00	\$ 3,200.00	\$ 3,200.00	\$ 9,600.00
Teacher Stipend for Extended Day Learning	Core content teacher professional development, tutoring support, and planning beyond contractual hours. 4 English and 8 Math teachers 12 total*\$25per hour*6hours per month*5 months Dec-May)	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	
<b>Total Compensation</b>		<b>\$ 27,400.00</b>	<b>\$ 33,400.00</b>	<b>\$ 33,400.00</b>	<b>\$ 94,200.00</b>
<b>Personal Services supported from other funding sources:</b>	<p><i>Ex. K-5 Reading Specialist @ \$65K/yr (Title I)</i>  <b>Insert response here:</b>  <b>Title I Teachers and paraprofessional (\$128,847)</b></p>				

**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
FICA	FICA Math Recruitment & Retention Bonus (.0765*\$2000= \$612)	\$ 153.00	\$ 612.00	\$ 612.00	\$ 1,377.00
FICA	FICA English/Math Teacher Incentive (0.0765* \$7200= \$918)	\$ 918.00	\$ 918.00	\$ 918.00	\$ 2,754.00
FICA	FICA Principal Incentive (0.765* \$6000= \$459)	\$ 459.00	\$ 459.00	\$ 459.00	\$ 1,377.00
FICA	FICA Assistant Principals Incentive (0.765*3200= \$245)	\$ 245.00	\$ 245.00	\$ 245.00	\$ 735.00
FICA	Teacher Stipend (0.765*9000=\$690)	\$ 690.00	\$ 690.00	\$ 690.00	\$ 2,070.00
<b>Total Employee Benefits</b>		<b>\$ 2,465.00</b>	<b>\$ 2,924.00</b>	<b>\$ 2,924.00</b>	<b>\$ 8,313.00</b>
<b>Employee Benefits supported from other funding sources:</b>	<b>Insert response here:</b> Title I Teachers and paraprofessional FICA/Benefits (\$64,111)				

**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
					\$ -
					\$ -
Newton Alliance	LTP services per the approved SOW. 40 hours/week for 10 months YRS @ \$395 student/yr. x 570 students	\$ 187,625.00	\$ 225,150.00	\$ 225,150.00	\$ 637,925.00
OSI Approved Personnel	Priority School State contractor \$61.13 * 300 hours \$18,339 plus \$1,000 for travel (\$19,339)	\$ 19,339.00	\$ 19,339.00	\$ 19,339.00	\$ 58,017.00
					\$ -
<b>Total Purchased Services</b>		<b>\$ 206,964.00</b>	<b>\$ 244,489.00</b>	<b>\$ 244,489.00</b>	<b>\$ 695,942.00</b>
<b><u>Purchased Services</u> supported from other funding sources:</b>	<b>Insert response here: Title I (\$205,204.61) for professional development conferences, instructional software programs/site licenses, parental involvement software, external curriculum consultants, day tutor support, writing program site licenses, ExCell- ESL professional development, etc. ; 21st CCLC (\$29,848) for student enrichment activities, training for staff, instructional software licenses, charter bus transportation,etc.</b>				

**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
					\$ -
<b>Total Internal Services</b>		\$ -	\$ -	\$ -	\$ -
<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
Internal Partner Travel	Internal partner weekly travel to Vernon Johns (\$.56 per miles * 7 miles round trip to Vernon Johns* 8 trips per month =\$31.36* 11 months=\$344.96) and travel to required VADOE Technical Assistance workshops approximate 54 miles round trip *.56* 6 sessions per year= \$181.44)	\$ 526.40	\$ 526.40	\$ 526.40	\$ 1,579.20
School Improvement Meeting Travel	Division Leadership team travel to school improvement meetings at Vernon Johns (6 division leaders * 7 miles * \$.56 per mile *11 months=\$258.72)	\$ 258.72	\$ 258.72	\$ 258.72	\$ 776.16
Principal Travel	Principal and staff travel to VADOE Technical assistance workshops- \$.56*6 sessions * approximate 54 miles round trip= \$181.44 and alternate governance meetings- 7 miles round trip*.56*10months=\$39.20)	\$ 220.64	\$ 220.64	\$ 220.64	\$ 661.92
					\$ -
					\$ -
<b>Total Other Charges</b>		<b>\$ 1,005.76</b>	<b>\$ 1,005.76</b>	<b>\$ 1,005.76</b>	<b>\$ 3,017.28</b>
<b>Other Charges supported from other funding sources:</b>	<b>Insert response here:</b> Copier Lease (Title I- \$4536.00); Travel (Title I-\$4950)				

**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
Student materials	Student behavior modification materials such as plaques, certificates, etc- (\$5790) to support enhancing school climate and reducing discipline infractions (approximately 579 students @ \$10 per student)	\$ 5,790.00	\$ 5,790.00	\$ 5,790.00	\$ 17,370.00
Smart Boards	7 SMART Boards so that all students have access to interactive lessons to enhance learning for math and reading classes. (\$3,233.95*7=\$22637.65) page 16 of application	\$ 22,637.65	\$ -	\$ -	\$ 22,637.65
					\$ -
					\$ -
					\$ -
<b>Total Supplies</b>		\$ 28,427.65	\$ 5,790.00	\$ 5,790.00	\$ 40,007.65
<u>Materials/Supplies</u> supported from other funding sources:	Insert response here: Instructional Materials and Supplies Title I (\$10,000); Technology-VPSA E-Learning Backpack Initiative (\$116,400)				

**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
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
<b>Total Capital Outlay</b>		\$ -	\$ -	\$ -	\$ -
<b>Capital Outlay supported from other funding sources:</b>	Insert response here:				