AGENDA
Monday, September 10, 2012
Caroline Middle School
6:30 P.M.

1. Call to Order .........................................................Nancy G. Carson, Chairman
   • Roll Call of Attendance ......................Rebecca Broaddus, Clerk of the School Board

2. Invocation .........................................................Rev. Carson Riley, Associate Pastor
   Round Oak Baptist Church
   • Pledge of Allegiance ................................Caroline Middle School Students
   • Presentation of U.S. Flags by Woodmen of the World .............Tommy Satterwhite
   • Welcome Back Video ...........................................Candace Broaddus

3. Report on Opening of Schools........................................Principals

4. Awards, Recognitions, Commendations, etc.
   a. Recognition of Students Scoring 600 on The SOL Tests from
      the Elementary Schools ...........................................Dolly Lindsay
   b. Recognition of Custodial Staff for Preparedness ..............George Gagnon

5. Citizen Comments

6. Consent Agenda
   a. Approval of Minutes
      1. Regular Meeting – August 13, 2012
   b. Approval of Monthly Bills and Financial Reports
      1. Vendor Payments
      2. Budget Status Report
   c. Approval of Home School Requests
   d. Approval of Request for Bona fide Religious Exemption: RE: 09-10-12.01; 09-10-12.02; 09-10-12.03
   e. Discipline Cases: 09-10-12.01; 09-10-12.02; 09-10-12.03; 09-10-12.04; 09-10-12.05; 09-10-12.06; 09-10-12.07; 09-10-12.08; 09-10-12.09; 09-10-12.10

7. Action Items
   a. Approval of CDI Head Start Contract and Update ..............Dolly Lindsay
   b. Approval of School Activity Fund FY2012 Audit Report ..........Lifen Zhou
c. Approval of Resolution Requesting the Board of Supervisors to issue General Obligation School Bonds to Finance Bowling Green Primary Renovation and Addition Project and Consenting to the Issuance Thereof ........................................Lifen Zhou
d. Approval of Payment to Loughridge Construction Company ..........David McConnell
e. Approval of Committee to name new Elementary School ..............George Gagnon
f. Approval of Local Consolidated Application ..............................Dolly Lindsay
g. Approval of Caroline County Principal/Administrator Evaluation Handbook .....................................................................Dr. Rebecca Broaddus
h. Approval of Bonus to Eligible Employees ..................................Dr. Gregory Killough
i. Allocate National Forest Reserve Proceeds of $65,004.85 to school operating fund in Maintenance and Request County Board of Supervisors for Appropriation of Funds ............Dr. Gregory Killough
j. Approval of Establishment of 2012-13 School Board Priorities ..............................................................Dr. Gregory Killough

8. New Business
   a. First Reading: 2012-13 School-Wide Plan Review ..............Dr. Rebecca Broaddus
   b. First Reading: Strategic Plan Committee, Meeting Dates and 2012-13 Goals .............................................................Cathy McConnell
c. First Reading: Capital Improvements Projects .......................George Gagnon
d. First Reading: Caroline County Handbook for other Instructional Personnel .....................................................................Dr. Rebecca Broaddus

9. School Board Comments

10. Informational Items
   a. Update on Bowling Green School Project ............................David McConnell
   b. 21st Central Community Learning Center Grant Award ..............Dolly Lindsay
c. Demo on Et Cetera Program ..................................................Dolly Lindsay/Cathy McConnell
d. Demo on Website .......................................................................Wade Murray
e. Fund Raiser for Proposed Playground at CDLC ........................Dr. Gregory Killough

11. Closed Session
   a. Personnel - The discussion of appointments, re-appointments, requests for Family Medical Leave, resignations, contract rescissions, a contract correction, approval of stipends, requests for leave without pay, approval of contract, and approval of substitutes’ list; as authorized by Section 2.2-3711(A)(2) of the Code of Virginia, 1950 as amended.

12. Certification of Closed Session
AGENDA
September 10, 2012
Page 3

13. Action Items Following Closed Session (will have personnel agenda, other or none as needed)
   a. Action on Superintendent’s Personnel Agenda

14. School Board Matters of Interest
   a. Next Regular School Board Meeting: October 8, 2012
   b. VSBA Conference for School Division Legislative Staff, September 20, 2012, VSBA Offices, Charlottesville, VA.

15. Adjournment
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

September 10, 2012

SUBJECT: Recognition of Students Scoring 600 on the SOL Tests from the Elementary Schools

RECOMMENDATION: It is recommended that the School Board recognize the students from BGE, MES and LCES who scored 600 on the SOL tests

RATIONALE: A score of 600 is a perfect score on a SOL test. We are pleased to recognize the students from Bowling Green Elementary, Madison Elementary and Lewis and Clary Elementary for their achievement on SOL tests that were administered in grades 3 and 4 during the 2011-2012 school year.

Please see attached list.

Dolly G. Lindsay
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

September 10, 2012

SUBJECT: School Preparedness

RECOMMENDATION: Informational

RATIONALE: Recognize the Custodial staff that has prepared its school for a successful start at the beginning of the school year. This year we are recognizing three schools with one taking the trophy to display for a year. This is the third year for this award. Last year, Caroline High School was the recipient of this award and the previous year was the recipient of the award.

The two runner up schools will receive an Excellence Award for School Preparation certificate.

George Gagnon
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

September 10, 2012

SUBJECT: Approval of Home School Requests

RECOMMENDATION: Approval

RATIONALE: Parents of home school students are required to apply for home school approval on a yearly basis. At the present time, 142 home school applications have been processed and are ready for approval. All of these applications have been reviewed and meet the requirements for home schooling. Requests to be approved include HS-12-13.01 through HS-12-13.142.

Cathy McConnell
SIGNATURE
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

September 10, 2012

SUBJECT: Request for Bona fide Religious Exemption of Students:
RE: 09-10-12.01; 09-10-12.02; 09-10-12.03

RECOMMENDATION: Approval.

RATIONALE: The State Code of Virginia allows parents to apply for bona fide religious exemption for children. The required paperwork is attached.

Gregory N. Killough
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

September 10, 2012

SUBJECT: CDI Head Start Contract and Update

RECOMMENDATION: Approval of the CDI Head Start Contract and Update

RATIONALE: CDI Head Start serves at risk three and four-year-old students. The program currently serves 80 students in four CDI Head Start classrooms. Students are being served in two classes at Bowling Green Elementary School, one at Madison Elementary School and one class at Lewis and Clark Elementary School. It is proposed that Caroline County Public Schools continue a contract agreement with CDI Head Start during the 2012-2013 school year.

Please refer to the attached contract agreement.

BUDGET CATEGORY: CDI Head Start

ESTIMATED COST: N/A

LEGAL REFERENCE: N/A

Dolly G. Lindsay
Signature
COMMUNITY DEVELOPMENT INSTITUTE HEAD START
Agreements with Respect to Head Start Program Services

This document is intended to specify the working agreements between the Community Development Institute Head Start, Serving Eastern Rivers, VA Program, hereinafter known as the Agency, and the Caroline County Public Schools, hereinafter known as the School System. Both parties mutually agree as follows:

I. The Agency:

A. Shall be responsible for the delivery of all Head Start services as stipulated in the Head Start Performance Standards and all other applicable program regulations.

B. Shall be responsible for employing a teacher and a teaching assistant for each Head Start classroom, who will possess all requisite licenses and who will have satisfactorily undergone Criminal Background and Child Protective Services checks.

C. Shall clearly disclose in writing to the parents/guardians of the children participating in the Head Start Program on the School System’s premises, at the time children are enrolled in the program, that the Agency is responsible for the Head Start Program’s proper operation, and not the School System, and that the Agency, and not the School System, is responsible for the program and the appropriate care of the children served by the program.

D. Shall indemnify and hold the School System harmless for any and all losses, damages, liabilities, claims, costs and expenses incurred by the School System in connection with or arising from the services performed as outlined in this document, except where such losses, damages, liabilities, claims, costs and expenses are the result of the negligence or willful misconduct of the School System or its employees. This covenant shall survive the termination of this agreement.

E. Shall adhere to the School Code of Conduct.

II. The School System:

A. Shall allow the teachers and teaching assistants to work for 180 days in the classroom(s) provided in the assigned School System. Head Start children shall attend school a maximum of six (6) hours, thirty (30) minutes per day.

B. Shall provide children, teacher and teaching assistant with family-style meals whenever possible to include lunches daily; and the children with a unit breakfast and an afternoon snack daily, pursuant to the provisions of the Child and Adult Care Food Program regulations. Such provisions shall meet the minimum requirements of Section 226.20 of USDA as to nutritive value and content, and
will maintain full and accurate records, including menu records (including amount of food prepared) and meals (including daily number of meals delivered by type).

C. Shall provide transportation for all age eligible students to designated school sites, and return trip home. Transportation services to include service for students with disabilities that designates specialized transportation on IEP.

D. Shall provide the appropriate records to the Agency at the end of each month. The School System agrees to retain records required under the preceding clause for a period of three (3) years after the end of the fiscal year. The Agency shall file for reimbursement of meals and snacks and make payment to the School System. No payment will be made for meals, which do not meet USDA requirements.

E. Shall provide appropriate classroom space at the following sites:

1. Bowling Green Elementary  
   16261 Richmond Turnpike  
   Bowling Green, VA 22427
   2 classroom facilities serving  
   40 students

2. Madison Elementary  
   9075 Chance Pl  
   Ruther Glen, VA 22546  
   1 classroom facility serving  
   20 students

3. Lewis & Clark Elementary  
   18101 Clark and York Blvd.  
   Ruther Glen, VA 22546  
   1 classroom facility serving  
   20 students

F. Shall provide building maintenance for classroom sites and custodial services of facilities.

III. Health Services

A. The Agency agrees to provide the following to the school nurse for provision of services to Head Start students:

1. Classroom roster of all enrolled students at each site with medical conditions noted.

2. A medical file for all enrolled Head Start students to include a copy of current physicals and immunization records.

3. Contact information and emergency forms for all enrolled students.

4. All Head Start staff will comply with the state licensing requirement for report suspected child abuse and neglect to the Department of Social Services.
B. The **School System** agrees to allow the school nurse to provide the following services for Head Start students:

1. Review and track in computerized tracking system of physical examination and immunization records for each child.

2. Notification to the Head Start Health Services Coordinator, via email, phone, fax, or letter of any identified health conditions and necessary follow-up.

3. Assistance to Head Start staff in meeting the educational health training needs of parents and staff.

4. Inclusion of Head Start teaching staff in health and safety in-service trainings conducted at school, including Occupational Safety and Health Administration training.

5. Services as an additional point of contact for reporting suspected child abuse and neglect cases.

6. Provide training to staff in the following areas: asthma, OSHA, administering medicine, exclusion procedures, etc.

III. **Financial Requirements**

A. The **Agency** agrees to reimburse the school system for the following services:

1. An agreed upon amount of $400.00 per classroom for each leased space: two classroom modules at Bowling Green Elementary School, one classroom modules at Madison Elementary, and one classroom site at Lewis & Clark Elementary. An agreed upon amount of $1600.00 monthly.

2. An annual agreed-upon stipend of $1,000 per classroom site for services provided by the School System nurse (80 students x $50) for a reimbursement amount totaling $4,000. Bowling green Elementary School (40 students), Madison Elementary School (20 students) and Lewis & Clark School (20 students). The School System’s Superintendent shall identify the direct recipient of any such stipend.

3. Reimburse the **School System** for daily family-style lunch meals served for each Head Start teacher and teaching assistant assigned to the **School System**. The **Agency** will reimburse the **School System** for the adults to receive child portions at a rate not to exceed $2.86 per meal.

4. Reimburse the School System at the CACFP reimbursement rate for all meals (breakfast, lunch and snack) for Head Start students that meet USDA guidelines. The **Agency** shall provide the information necessary for processing each Head Start child for reimbursement through the U.S. Department of Agriculture.
5. Compensate the School System for transportation used for Head Start field trips to include the fuel cost and the bus driver's rate of pay.

B. The School System agrees to provide, at a minimum, in-kind contributions including, but not limited to:

1. Space – access to cafeteria, gym, library, and classroom

2. Resource personnel (i.e. Guidance Counselor, Librarian, P.E. Instructor, Art, and Music Teachers) schedule permitting.

3. Transportation (i.e. bus usage, bus drivers, maintenance, and fuel) will meet federal, state and local requirement including Head Start Performance Standards.

4. Utilities-water, sewage and electricity usage for classroom sites.

5. In-kind calculations for non-federal all non-federal share donated or discounted goods and services the program receives. Types of federal share may include but are not limited to:

   1. Donated or discounted services
   2. Parent and community volunteer time
   3. Donated or discounted transportation
   4. Donated or discounted space (e.g. classroom facilities and kitchen)

IV. Term, Termination and Renewal

The term of this agreement shall begin September 1, 2012 and shall terminate on June 30, 2013. Either party may terminate this agreement earlier upon thirty (30) days written notice to the other.

For the School System: Caroline County Public Schools

Superintendent:

Date: 8/31/2012

For the Agency: Community Development Institute  Head Start

Site Manager:

Date: 8/16/12
AGREEMENT TO FURNISH FOOD SERVICE
(Institution/School)

THIS AGREEMENT is made and entered into by and between (School) Caroline County Public Schools and the (Institution) Community Development Institution Head Start Serving Eastern Rivers, (CDI HS).

The facilities of the (Institution) CDI Eastern Rivers Head Start are not adequate for preparing and serving meals to children. Therefore, the facilities of the (School) Caroline County Public Schools agree to supply meals inclusive of the milk to the (Institution) CDI Head Start in the approximate quantities and at the rates listed here in:

<table>
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<th>Meal Type</th>
<th>Daily Quantity</th>
<th>Unit Price</th>
<th>Operating Days</th>
<th>Total Cost</th>
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<td>80</td>
<td>$1.55</td>
<td>Mon-Fri</td>
<td>$620.00 (est.)</td>
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<td>Supplement</td>
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<td>$312.00 (est.)</td>
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<td>Lunch</td>
<td>80</td>
<td>2.86</td>
<td>Mon-Fri</td>
<td>$1144.00 (est.)</td>
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<tr>
<td>Supper</td>
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It is further agreed that the (School) Caroline County Public Schools, pursuant to the provisions of the Child and Adult Care Food Program regulations, attached copy of which is part of this agreement, will ensure that said meals meet the minimum requirements of Section 226.2.0 as to nutritive value and content, and will maintain full and accurate records that the institution will need to meet its responsibility including the following:

1. Menu records, including amount of food prepared.
2. Meals, including daily number of meals delivered by type.

These records must be report to the institution promptly at the end of the month. (School) Caroline County Public Schools agrees also to retain records required under the preceding clause for a period of three years after the end of the fiscal year to which they pertain (or longer, if an audit is in progress); and upon request, to make all accounts and records pertaining to the program available to representatives of the institution, the administering agency, the Office of the Inspector General or the General Accounting Office for audit or administrative review at a reasonable time and place.

No payment will be made for meals which are incomplete or spoiled at the time of delivery.

The school understands that all meals provided under this agreement will be claimed for reimbursement by the child care institution under the Child and Adult Care Food Program, and may not be claimed for reimbursement by the school under the National School Lunch Program or the School Breakfast Program.

This agreement shall be effective as of (date) September 1, 2012 and will expire exactly one year from the effective date. It may be terminated by notice in writing given by any party hereto to the other parties at least thirty (30) days prior to the date of termination.

IN WITNESS WHEREOF, the parties hereto have executed this agreement as of the dates indicated below:

School Official
Supervisory Food Service

Institution Official
Site Manager
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

September 10, 2012

SUBJECT: School Activity Fund Audit

RECOMMENDATION: Approval

RATIONALE: Creedle Jones & Alga, Certified Public Accountants has completed the 2011-2012 School Activity Fund Audit for Caroline County Public Schools.

An audit report is attached.

BUDGET CATEGORY: N/A

ESTIMATED COST: N/A

LEGAL REFERENCE: Policy DGC

Signature

Lifen Zhou
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

September 10, 2012

SUBJECT: Approval of Resolution Requesting the Board of Supervisors to issue General Obligation School Bonds to Finance Bowling Green Primary Renovation and Addition Project and Consenting to the Issuance Thereof

RECOMMENDATION: Approval

RATIONALE: The Virginia Public School Authority ("VPSA") is beginning the process relating to the final sale of Qualified School Construction Bonds ("QSCBs"), the proceeds of which will be used to purchase general obligation school bonds of participating localities like Caroline. The County Local Bond Counsel is working on application of the upcoming QSCBs in the amount not in excess of $1,085,504 with tentative schedule in mid-October. (Please see attached resolution)

(This is a change from $960,504 to $1,085,504)

LEGAL REFERENCE: Code of Virginia 15.2-2640

Gregory N Killough
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

September 10, 2012

SUBJECT: Approval of Payment to Loughridge Construction Company

RECOMMENDATION: Approval

RATIONALE: Received Invoice #3 dated September 4, 2012.

BUDGET CATEGORY: Bowling Green Primary School Renovation

ESTIMATED COST: $688,573.80

LEGAL REFERENCE: Submitted by David McConnell, Clerk of the Works

David McConnell
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

September 10, 2012

SUBJECT: Committee to Name New Elementary School

RECOMMENDATION: Approval

RATIONALE: Develop a committee to allow input from the community, teachers and administrators to rename, change or keep school name for Bowling Green Primary.

BUDGET CATEGORY: 

ESTIMATED COST

LEGAL REFERENCE:

George Gagnon
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

September 10, 2012

SUBJECT: Approval of the Local Consolidated Application

RECOMMENDATION: Approval of the submission of the Local Consolidated Application for 2012-2013 in the amount of $935,482.43

RATIONALE: The Local Consolidated Application for 2012-13 represents the submission of an entitlement grant continuation application for Title I, Part A (Improving Basic Programs) funds; Title II, Part A (Teacher and Principal Training) funds; and will also include the Title III, Part A (Language Instruction for Limited English Proficient and Immigration Students) funds through a consortium of local school divisions. The Consolidated Application is submitted on an annual basis for these entitlement grants. These funds are available for the provision of instruction activities and services to meet the special, educational needs of disadvantaged children. The application funding amounts are based on the 2011-2012 allocations and may be decreased or increased by the Virginia Department of Education. It is anticipated that the consortium members will include Caroline ($7,050.82), Alleghany ($1,902.60), Botetourt ($1,790.69), Colonial Beach ($1,007.26), Covington City ($333.75), King and Queen ($1,902.60), King George ($3,021.78), and King William ($1,454.93) counties. (Please see attached application certification and assurances.)

BUDGET CATEGORY: Title I, Part A; Title II, Part A; and Title III, Part A

ESTIMATED COST: $935,482.43

LEGAL REFERENCE: P.L. 107-110, No Child Left Behind of 2001

Dolly G. Lindsay
Signature
Virginia Department of Education
Office of Program Administration and Accountability
P. O. Box 2120
Richmond, Virginia 23218-2120

A. COVER PAGE

2012-2013 Local Consolidated Application
Elementary and Secondary Education Act of 1965 (ESEA), as amended by
the No Child Left Behind Act of 2001, Public Law 107-110

To be Completed by School Division

<table>
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<tr>
<th>Applicant (Legal Name of Agency)</th>
<th>Division Number</th>
<th>Coordinator of Consolidated Application</th>
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<tbody>
<tr>
<td>CAROLINE COUNTY PUBLIC SCHOOLS</td>
<td>017</td>
<td>Dolly G. Lindsay</td>
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<th>Mailing Address (Street, City or Town, Zip Code)</th>
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<tr>
<td>16221 Richmond Turnpike Bowling Green, Virginia 22427</td>
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LOCAL EDUCATIONAL AGENCY CERTIFICATION

Use of Funds: The applicant designated above applies for an allocation of federal assistance as appropriated under ESEA. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on scientifically-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document located on the Department of Education's Web site at:

Assurances: The local educational agency assures that the programs identified in the application will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under ESEA. Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the "Application Guidelines, Instructions, and Assurances" document. The assurances and signed cover page are to be retained at the division level.

Certification: We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held on September 10, 2012.

Superintendent’s Signature
Superintendent’s Name
September 10, 2012
Date

Board Chairperson’s Signature
Board Chairperson’s Name
September 10, 2012
Date

Application Submission, Approval, and Local Education Agency (LEA) Expenditure of Funds: In order for the funds to be expendable starting July 2, 2012, the Intent-to-Apply form must have been received at the Virginia Department of Education by June 25, 2012, according to the directions in Superintendent’s Memo # 147-12.

An award notification is issued by the Virginia Department of Education through OMEGA once an application is fully approved and the allocation is available.
## PROGRAMS INCLUDED IN THE CONSOLIDATED APPLICATION

<table>
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<tr>
<th>2011-2012 Allocation</th>
<th>2011-2012 Consolidated Yes or No</th>
<th>ELIGIBLE PROGRAMS</th>
<th>2012-2013 Consolidated Yes or No</th>
<th>2012-2013 Allocation Total</th>
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<td>a. Division Allocation</td>
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<td>Total of allocations for all divisions in the consortium</td>
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<td>0.00</td>
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<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
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<td><strong>935,482.43</strong></td>
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Elementary and Secondary Education Act of 1965 (ESEA), as Amended by the No Child Left Behind Act of 2001 (NCLB) P. L. 107-110

Title I, Part A
Improving Basic Programs

Individual Application
Guidelines ♦ Instructions ♦ Assurances

Application Submission Date: October 1, 2012

ESEA Grant Award Period: July 2, 2012 – September 30, 2013

Virginia Department of Education
Division of Instruction
Office of Program Administration and Accountability
P. O. Box 2120
Richmond, VA 23218-2120
Application Guidelines

Purpose of Program and General Use of Funds
The purpose of the Title I, Part A, Improving Basic Programs is to support the provisions outlined under each principle in Virginia's approved ESEA flexibility plan, including the following:

- Supporting student mastery of college-and career-ready reading and mathematics standards, and attainment of proficiency or better on corresponding college-and-career ready reading and mathematics assessments;
- Meeting annual measureable objective (AMO) targets for reading and mathematics that demonstrate academic growth for all students and subgroups over time, and, high schools with a graduating class, meeting the federal graduation indicator; and
- Ensuring that students are taught by highly qualified and effective teachers and providing meaningful professional development and support to promote effective instruction to increase student achievement.

The purpose of the ESEA funds is to develop, implement, and evaluate instructional programs that ensure students identified to receive services in Title I Targeted Assistance programs and all students in Title I schoolwide programs have the opportunity to obtain a high-quality education and reach proficiency on state academic achievement standards.

Application Submission and Approval Deadline

- The application submission date is October 1, 2012. A school division that submitted an Intent-to-Apply for ESEA funds by June 25, 2012, will have the 2012-2013 funds available for obligation as of July 2, 2012. A school division that submits an Intent-to-Apply form after October 1, 2012, will have the 2012-2013 funds available on a reimbursement basis as of the date the application is received at the Department.

Submission to the Virginia Department of Education

- Applications will be submitted using the Web-based Online Management of Education Grant Awards (OMEGA) system. Instructions for the electronic application completion and submission process are explained on page 3.
- The application cover page signed by the division superintendent and the local school board chairperson should be retained and filed at the division level. The signed application cover page should not be submitted to the Virginia Department of Education. The signed application cover page retained at the local level and the online certification by the superintendent will indicate compliance with application assurances. Additional information on assurances is included in the “General Assurances and Program Specific Assurances” section on page 3.

Revisions and Amendments to Applications

- Revisions are changes that are necessary to the program application, or budget before approval can be granted. Revisions to the application are made after the original submission only if the application was denied.
- Amendments are changes that are made to the program application or budget after the approval of the application. If the amendment involves only programmatic changes, a budget transfer request is not required. If the amendment involves programmatic and budget changes, a budget transfer must also be submitted.
Revisions and amendments should be identified on the first page of the application in the upper right-hand corner. Indicate whether a revision or an amendment is being submitted and include the date. Next, select the “Explain” link. A section will be displayed where details about the changes to the application should be provided.

All changes, whether submitted in a revision or amendment, should be made to the original or most recently approved version of the application. The file should then be resubmitted using OMEGA in a similar manner as was used for the original submission of the application file. Additional information on revisions or amendments submission is available in the online technical assistance document located at: http://www.doe.virginia.gov/federal_programs/esea/applications/index.shtml.

Release of Federal Funds and Grant Award Period

- At the conclusion of the approval process, Title I, Part A, funds are released to school divisions on a reimbursement basis. The grant award period is July 1, 2012, through September 30, 2013. Under the Tidings Amendment, school divisions have until September 30, 2014 to encumber 2012-2013 funds. Final reimbursements must be submitted to the Department by November 17, 2014.
- Reimbursements are submitted using the Web-based Online Management of Education Grant Awards (OMEGA) system.
- If the 2012-2013 allocation amounts are not available to school divisions by the application submission date, the 2011-2012 ESEA Title I, Part A allocation may be used as the estimated amount for budget purposes. When the school division’s final 2012-2013 federal allocations have been received, applicants should follow the electronic revision or amendment process as outlined in the online technical assistance document located at http://www.doe.virginia.gov/federal_programs/esea/applications/index.shtml.

General Assurances and Program Specific Assurances

- Assurances represent policies, procedures, and activities that must be developed by the school division to carry out the provisions of the law. The “General Assurances and Program Specific Assurances” are located in Appendix A of this document and must be retained at the division level.
- The superintendent’s/designee’s and board chairperson’s signatures on the application cover page certify that the local educational agency will implement the general and program specific assurances. The signed original of the application cover page must be retained at the division level.

Instructions for Electronic Completion and Submission of Application

- The application has been created in a Microsoft Excel format. Users can enter information in the white cells. Use the “Tab” key to move from cell to cell. Do not use the “Enter” key to advance to the next cell.
- The completed application must be saved as an Excel document with the following name: “XXXTitleIPtA12-13.xls” (The “XXX” should be replaced by the three-digit LEA/Payee Code for your particular division). For example, Accomack County’s Title I, Part A, application should be saved as “001TitlePartA12-13.xls” in the electronic files for the school division. The file name cannot exceed 50 characters.
- The completed application should be uploaded to the OMEGA system by selecting the appropriate options to indicate the type of application (individual or consolidated) and then the appropriate federal program(s) in the application(s). Print copies will not be accepted.
OMEGA can be accessed through the Virginia Department of Education’s (VDOE’s) Single Sign-on for Web System (SSWS) located at https://p1pe.doe.virginia.gov/ssws/login.page.do. A log-in ID and password are necessary to access the system. Additional information and guidance regarding the submission of the application using OMEGA can be found in the technical assistance document at: http://www.doe.virginia.gov/federal_programs/esea/applications/index.shtml. If additional technical support is needed, please e-mail OMEGA.Support@doe.virginia.gov or call (804) 371-0993.

All other correspondence should be directed as follows:
- School divisions located in Superintendents’ Regional Study Groups I, II, and VIII should contact Shady Clark, Title I specialist, at Shady.Clark@doe.virginia.gov or at (804) 225-2901.
- School divisions located in Superintendents’ Regional Study Groups III and VII should contact Gabie Frazier, Title I specialist, at Gabie.Frazier@doe.virginia.gov or at (804) 225-2907.
- School divisions located in Superintendents’ Regional Study Groups IV, V, and VI should contact Dr. Philip Iovino, Title I specialist, at Philip.Iovino@doe.virginia.gov or at (804) 371-2934.
- School divisions with specific questions related to Homeless Children and Youth should contact Dr. Patricia Popp, state coordinator at homlss@wm.edu or at (757) 221-4002.
- School divisions with specific questions related to preschool should contact Cheryl Strobel, associate director, Early Childhood Education, at Cheryl.Strobel@doe.virginia.gov or at (804) 371-7578.

Instructions for Completing the Application

In completing the application, be sure to provide program information and budgets for the ESEA funds.

A. Cover Page (Narrative and Detail Budget Tab Pages 1-2)
1. Complete the school division information section. Select the drop down box that appears at the end of the Applicant (Legal Name of Agency) and locate your school division name. Select on your school division name. This feature will automatically insert your school division name and number throughout the application.
2. The local school board must review and approve the application prior to submission to the Virginia Department of Education.
3. The designated division representative should complete the Local Educational Agency Certification by securing all appropriate signatures and by indicating the date of the school board meeting.
4. The 2011-2012 ESEA funding allocations will appear in the cells in the column labeled 2011-2012 Allocation. Also, a “yes” or “no” will also appear in the column marked 2011-2012 Consolidated Application.
5. In the far right column labeled 2012-2013 Allocation Total, after you complete step 1 above enter your school division’s ESEA allocations for Title I, Part A, to be included in the 2012-2013 Individual Applications. If you do not know your 2012-2013 allocation, use the 2011-2012 amount.
6. If funds are transferred into Title I under the transferability provision that amount would be included here otherwise it will be left blank.
B. Program Overview (Narrative and Detail Budget Tab Pages 3-5)
In narrative format:
1. Describe the instructional programs or program services to be developed with the requested federal funds.
2. Include the targeted population(s). (Examples: ESEA subgroups of students, homeless and migrant students, instructional and administrative staff, paraprofessionals, parents, etc.)
3. Discuss how the division’s programs will contribute to the achievement of the ESEA goals.

C. Coordination Of Services (Narrative and Detail Budget Tab Pages 6-7)
Describe the partnership between these programs and other federal, state and/or local programs in the delivery of services to the targeted population(s) within your division. Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in the application.

D. Measurable Objectives (Narrative and Detail Budget Tab Pages 8-12)
1. In the tables on pages 8-12, as needed, state the measurable objectives that will guide the development of the programs to be funded with the requested ESEA federal funds. Measurable objectives may be continued/revised from the previous school year with an adjusted time period.
2. Describe the scientifically-based research services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.
3. A definition and examples of measurable objectives are listed on the next page.

What is a Measurable Objective?
A measurable objective has four components:
1. Subject (Who is the target or focus?);
2. Behavior (What will be changed/improved?);
3. Specific criteria for assessing improvement, readiness, or achievement; and
4. Time period for performance or assessment.

Examples:
1. In the spring of 2013, proficiency gap group 2 will meet or exceed the federal AMO for the subgroup’s mathematics performance on the Standards of Learning assessment.
2. By the end of the 2012-2013 school year, 17 percent of the limited English proficient students will demonstrate proficiency in acquiring English language proficiency as demonstrated by moving from one English language proficiency level to the next.

It is anticipated that 2011-2012 student-level Standards of Learning (SOL) test results will arrive in the school divisions prior to the application deadline. Though unofficial, schools and school divisions should examine these data for student progress toward the attainment of the federal annual measurable objectives (AMOs) in reading (English/language arts) and mathematics.

School divisions that have not received the data in sufficient time to complete certain measurable objectives by the application deadline should still consider submitting the application on time. Upon receipt and analysis of the student-level data, divisions may submit revisions to the application.

Measurable objectives related to teacher and paraprofessional quality should be guided by data from the Instructional Personnel Report (IPAL), as outlined in Superintendent's Memorandum Number #044-12, February 3, 2012. The report will give the division data regarding the highly qualified status of teachers and paraprofessionals. These data should be used to determine needed activities to meet the requirements for highly qualified status.
E. Detail Budget Breakdown (Narrative and Detail Budget Tab Pages 13-20)
   1. The Detail Budget Breakdown page (Section E) should display a red “Yes” instead of a red “No” for the question: Do the totals equal the Budget Summary sheet?
   2. The program budget must reflect resources needed to achieve the measurable objectives.
   3. The applicable detail budget breakdown sheets must also be completed.
   4. The “Expenditure Accounts Description” on page 20 of the application provides definitions for the object codes. Please review these definitions carefully.

F. Budget Summary (Budget Summary Tab Page 21)
   Provide the summary budget by federal funding source and object code for the individual application. If funds are transferred in you will need to complete the summary budget for those funds.

G. Student Eligibility For Title I Targeted Assistance Schools (Program Requirements Tab Page 22)
   Describe the eligibility criteria that will be used to select students for participation in the Title I, Part A, program in Targeted Assistance schools. Eligible children are children identified by the school as failing, or most at risk of failing, to meet the state’s challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the school division with input from the schools. Children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. ESEA (Section 1115)

H. New Title I Schoolwide Programs (Program Requirements Tab Page 23)
   If applicable, indicate in the space provided the school or schools in your division that have completed one year of planning and will be implementing a new Schoolwide Program during school year 2012-2013. Please contact your state Title I specialist for instructions on how to submit a new plan(s). For those schools that are already schoolwide, an annual review including a needs assessment must be conducted. Funds should be targeted to address the academic needs of the students.

I. Staff Information for Title I, Part A, (Program Requirements Tab Page 24)
   - **Targeted Assistance Program**
     Provide the number of full-time equivalent (FTE) staff funded through 2012-2013 Title I, Part A and Prior Year Title I, Part A, participating in targeted assistance programs during the 2011-2012 school year by job category. For administrators and supervisors who serve both targeted assistance and schoolwide programs, report the FTE attributable to the targeted assistance duties only. In the last two columns provide information about the funding source for FTE staff.
   - **Schoolwide Program**
     Provide the number of FTE paraprofessionals who served in schoolwide programs and the percentage of these paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of ESEA. Note: This number includes ALL paraprofessionals, not only Title I funded paraprofessionals.
   - **Frequently asked questions about paraprofessionals are listed below.**

   **What is a paraprofessional?**
   An employee of an LEA who provides instructional support in a program supported with Title I, Part A funds. Instructional support includes the following activities:
1. Providing one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
2. Providing assistance with classroom management, such as organizing instructional and other materials;
3. Providing assistance in a computer laboratory;
4. Conducting parental involvement activities;
5. Providing support in a library or media center;
6. Acting as a translator; or
7. Providing instructional services to students.

What is an “other” paraprofessional?
Paraprofessionals who do not provide instructional support.

Who is a qualified paraprofessional?
A paraprofessional who has 1) completed 2 years of study at an institution of higher education; 2) obtained an associate’s (or higher) degree; or 3) met a rigorous standard of quality and been able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (ESEA Section 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Non-Regulatory Guidance, available at: http://www.ed.gov/policy/elsec/guid/paraguidance.doc

J. Indistar® Requirements (Program Requirements Tab Page 24)
Check the box in the application to certify the school division is aware of the requirement to use Indistar as an improvement planning tool for priority and focus schools, and other Title I schools not meeting one or more AMO(s).

K. Public School Choice (Program Requirements Tab Page 24)
Although school divisions will no longer be obligated by Federal law to provide transportation for public school choice, a student who is already taking advantage of public school choice must be permitted to remain at his or her school of choice until he or she has completed the highest grade in that school because ESEA flexibility done not waive ESEA section 1116(b) (13).
Check the appropriate box to identify if funding will be used to fund transportation for those students who previously opted for Public School Choice.

L. Maintenance of Effort (Program Requirements Tab Page 25)
The school division must provide Maintenance of Effort information for the two years that proceeded the school year in which the program outlined in this application will be implemented. Enter the dollar amounts that represent the per pupil expenditure from non-federal funds for the past two fiscal years in cells (A) and (B). (Example: Applications for 2012-2013 school year should show Maintenance of Effort per pupil expenditure for the 2009-2010 and 2010-2011 school years.)

M. Eligible Attendance Areas (Program Requirements Tab Pages 25-26)
Indicate the source(s) of data used to report an unduplicated count of low-income children.
- Free/Reduced Lunch
- Temporary Assistance for Needy Families (TANF)
- Children Eligible for Medicaid
- Most Recent U. S. Census Bureau Information
Indicate the option used to select schools to be served:
2012-2013 Title I, Part A, Individual Application
Guidelines, Instructions, and Assurances

- Grade-Span
- Rank Order
- Division Average

Indicate if the division is:
- part of the Title I private school bypass, or
- maintains documented efforts to obtain private school figures, including the signed affirmation of consultation with private school officials.

Complete the Eligible Attendance Areas data as required below.

- Select the **Import School Data** yellow button to populate Name of Public School and Grade Span of the school. If necessary, correct by adding, deleting, or changing names to schools listed or grade span.
- Complete required information with appropriate counts. Totals and percentages will calculate automatically.
- After completing data input, Select the yellow **Sort by Highest Poverty Percentage** button.
- Totals, Division Average, and Grade Span Averages on pages 25 and 26 will calculate automatically.

At the bottom of the Grade Span Averages, select the appropriate button to indicate whether you are **Calculating 35 percent and Above Low-Income** or **Calculating Below 35 percent Low-Income**. If you are serving any school with a poverty percentage of below 35 percent as indicated in column 9 of the Eligible Attendance Area section, you must select the Calculating Below 35 percent Low-Income tab. If all the schools being served are above 35 percent, you must select the Calculating 35 percent and Above Low-Income tab. Based on your choice, two additional tabs will appear on the application. Proceed with completing the additional tabs.

The option to change the Low-Income Factor is available at the top of page 28. When you select the appropriate button at the top of the page, the corresponding Low-Income Factor tabs will appear.

**N. Required And Allowable Set-Asides For Divisions Operating Title I, Part A, Basic Programs (35 Percent and Above Low-Income Pages 27-28)**

Set-asides are any administrative expenditures that cannot be prorated among the eligible schools receiving Title I, Part A, funds.

If applicable, funds should be set-aside at the division level or the school level as follows:

**Division Level Set-Asides:**

**A. Optional Set-Asides:**
- **Priority or Focus Schools**—School divisions with Title I Priority or Focus schools may set aside an amount up to 20 percent of the Title I, Part A allocation. Required interventions are described beginning on page 11.
- **Parental Involvement**—School divisions receiving $500,000 or more from Title I, Part A, must be set aside 1 percent for parental involvement. (Section 1118).

**B. Other Set-Asides:** Set-asides are any administrative expenditures that cannot be prorated among the eligible schools receiving Title I, Part A, funds.

- **Required, as necessary**—for school divisions that need additional funds from Title I, Part A, (as necessary) to serve these populations
• Homeless - who do not attend participating schools, including providing educationally related services to children in shelters and other locations where children may live; and
• Neglected/Delinquent – children in local institutions for neglected or delinquent children, and neglected or delinquent children in community day school programs.
• Other Allowable Division-level set-asides:
  o Teacher quality;
  o Title I preschool program initiatives; and/or
  o Limited English Proficient (LEP) Populations

Instructions for completing Set-Asides (Page 27):
• Under the Division Level (Allowable) section enter the amount your division is reserving for the identified items in the white cells on column B.
• Under the Initiatives section enter amounts if applicable in the white cells in column B.
• Divisions with a Title I, Part A, allocation greater than $500,000 are required to set-aside 1 percent of the allocation for parental involvement. The amount is automatically calculated to show the 95 percent of the 1 percent that must be used at the school level and 5 percent of the 1 percent that may be used at the division level. Additional parental involvement funds may be set aside under the Allowable Set-Asides and must be entered in the Summary and Detailed Budget pages.
• Enter additional optional set-aside as applicable in Column B.

INSTRUCTIONS FOR ALLOCATIONS TO ELIGIBLE SCHOOLS:

Instructions for completing Low-Income Factor: 35 Percent and Above (Page 28)

Box A:
• The division’s total allocation is automatically populated;
• The division’s total set-asides are automatically populated; and
• The balance (division Title I allocation minus set-asides), which is the amount available for distribution to schools, is automatically calculated.

Box B:
• The Per Pupil Expenditure (PPE) automatically calculates based on the total number of low-income students in the school(s) served.

Box C (containing 17 columns of data):
• All cells in blue automatically calculate.
• Complete all columns in white (Columns 4-5) with “Yes” or “No.”
  Note: This indication is necessary to populate the columns to the right of the cells, shaded blue.
• IMPORTANT: Indicate with “Yes” or “No” those schools identified as Priority or Focus (Column 6-7).
• Complete all columns in white (Columns 8-11) with numerical figures.
• Complete Column 15 (School Reallocation Amount) on this page if you want to reallocate funds. Remember that when you reallocate funds, schools with the highest poverty must have the highest PPE.
Instructions for completing: Below 35 Percent Low-Income Factor (Page 27)

Box A:
- The division’s total allocation is automatically populated;
- The division’s total set-asides are automatically populated; and
- The balance (division Title I allocation minus set-asides), which is the amount available for distribution to schools, is automatically calculated.

Box B:
- The Per Pupil Expenditure (PPE) automatically calculates.
- The PPE automatically calculates to 125 percent based on the total number of low-income students in the entire division.
- This percentage may be increased to an amount greater than 125 percent.

Box C:
- Follow the same steps for serving schools 35 percent and above.

Note:
1. After distributing available Title I funds to eligible schools in descending order of poverty, there may not be enough funds to serve all eligible schools.
2. If there are not enough funds to serve all eligible schools, a division may:
   - Reallocate any remaining funds to served schools so long as schools with higher poverty rates are allocated higher PPEs than schools with lower poverty rates; or
   - Serve the remaining unfunded eligible schools with the remaining funds.

O. Priority and Focus School Narrative (pages 29-30)

Under the provisions of ESEA flexibility, the requirement to identify Title I schools that do not meet AMOs as in school improvement is waived. Also waived are the specific school improvement sanctions specified in Section 1116 of ESEA, including public school choice and supplemental educational services (SES). To receive the flexibility, states are required to identify: 1) as priority schools, five percent of the lowest-performing Title I schools based on the performance of all students in reading and mathematics and low graduation rates; and 2) as focus schools, ten percent of the lowest-performing Title I schools based on the performance of subgroups in reading and mathematics. The interventions described below for priority and focus schools are approved by USED as part of Virginia’s differentiated accountability plan under ESEA flexibility.

In Section N, school divisions planning to use a portion of the Title I, Part A, allocation to serve priority or focus schools should explain how the funds will be used to implement appropriate interventions in those schools.

Priority School(s)

A school division with a school receiving School Improvement Grant (SIG) funds as a Tier I or II school currently implementing a transformation or restart model will be expected to continue to implement the model according to the timeline indicated in its approved application for SIG funding.
School divisions with schools newly identified as priority schools will be required to hire a Lead Turnaround Partner to implement, at a minimum, all requirements of the USED turnaround principles as outlined below. Virginia’s Lead Turnaround Partner (LTP) program, as indicated further in this section, is aligned to these principles:

**Turnaround Principles:** Meaningful interventions designed to improve the academic achievement of students in priority schools must be aligned with all of the following “turnaround principles” and selected with family and community input:

- Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
- Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
- Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
- Strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
- Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
- Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs; and
- Providing ongoing mechanisms for family and community engagement.

The four USED models include:

- **Turnaround Model:** Replace the principal, screen existing school staff, and rehire no more than half the teachers; adopt a new governance structure; and improve the school through curriculum reform, professional development, extending learning time, and other strategies.
- **Restart Model:** Convert a school or close it and re-open it as a charter school or under an education management organization.
- **School Closure:** Close the school and send the students to higher-achieving schools in the division.
- **Transformation Model:** Replace the principal and improve the school through comprehensive curriculum reform, professional development, extending learning time, and other strategies.

Once a LTP is selected, priority schools will complete an application for funding. The priority school application process will be managed separately through the Office of School Improvement. Emphasis in the application will be on the budget and assurances. Assurances are indicated below:

The school division assures that it will:

- Implement one of the four USED models or USED
turnaround principles if receiving funds;

- Uses its funds to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements;
- Select a LTP from the state contract, if implementing a restart model, agrees to hold the LTP accountable for complying with the selected model;
- Uses Indistar™, an online school improvement tool;
- Established annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics;
- 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;
- 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;
- Base forty percent of a teacher’s evaluation on multiple measures of student academic progress; when data are available and appropriate, teacher performance evaluations incorporate student growth percentiles (SGPs) as one measure of student academic progress;
- Use an electronic query system to provide principals with quarterly data needed to make data driven decisions at the school-level (see Web site: http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml);
- Uses an adaptive reading assessment program approved by Virginia Department of Education to determine student growth at least quarterly for any student who has failed the SOL assessment in the previous year, a student with a disability, or an English language learner.
- Use the Algebra Readiness Diagnostic Test (ARDT) for all schools with grade 6 or higher for all students who have failed the SOL assessment in the previous year, a student with a disability, or an English language learner (fall, mid-year, and spring at minimum).

13. Attends OSI technical assistance sessions provided for school principals, division staff, and LTPs;

- Collaborate with assigned VDOE contractor to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform;
- Provide an annual structured report to a panel of VDOE staff and turnaround leaders detailing the current action plan, current leading and lagging indicators, and modifications to be made to ensure the reform is successful; and
- Report to the state the school-level data required under the final requirements of this grant.

Focus Schools

Focus Schools (Not Presently Served as Tier III SIG Schools)

The school division assures that it will:

- Set aside up to 20 percent of the division’s Title I allocation, or other local, state, and federal funds, to implement a school improvement plan that the LEA commits to serve, consistent with the final waiver requirements;
- Comprised the division team of administrators or other key staff representing Title I, instruction, special education, and English language learners;
- Have division-level administrators establish, participate continuously in supporting of school-level improvement efforts, and monitor monthly the school improvement process.
This includes support and monitoring of targeted interventions at the school-level for students at-risk for not passing a grade-level assessment including students with disabilities and English language learners;

- Participate in a needs sensing process to determine the level of support needed to affect change at the division-level based on the VDOE Change Map for Capacity Building incorporating the following areas:
  - Strategic planning;
  - System organization;
  - Leadership;
  - Curriculum, instructional practices, and services (including targeted interventions for students with disabilities and English language learners);
  - Professional development (including research-based teacher evaluation systems that support teacher improvement and effectiveness); and
  - Parent and community support systems.

The VDOE Change Map for Capacity Building and Needs Sensing Interview Protocol are available at the following website:
http://www.doe.virginia.gov/support/school_improvement/planning/waiver_request/x10_change_map_and_needs_sensing.pdf

- Engage and fund a VDOE-assigned and state-approved contractor (one per division per 1-3 focus schools) via a Memorandum of Understanding (MOU) with the SEA to meet the needs of the school(s) and division to build their capacity to support leadership practices and support improved teacher effectiveness as follows:
  - Facilitate the needs sensing interview;
  - Provide leadership and teacher professional development focused on what evidence to look for when observing classrooms; coaching for literacy and mathematics; effective modeling practices; planning based on classroom observations; research-based intervention practices; and, response to intervention;
  - Provide implementation support and coaching throughout the year for principals and teachers. Model effective practices and provide guided practice until practices are in-place independently of the contractor;
  - Provide modeling to principals in providing feedback to teachers, and provide guided practice to principals until the principal is able to exhibit practices independently;
  - Implement, monitor, and support an intervention model at the school-level with a focus on students with disabilities and English language learners; and
  - Build the division’s capacity to support low-performing schools and increase student achievement.
    - Site visits, modeling teacher practices, modeling data analysis, assistance with developing and monitoring division and school improvement plans, and recommending outside differentiated technical assistance provided by OSI.

*If the division selects a professional development provider other than William & Mary, the division must agree to the following:
  - Have the provider approved by VDOE;
  - Complete a MOU with the SEA detailing the professional development and support the provider will provide; and
  - Engage and fund a VDOE-assigned contractor to conduct the needs sensing interview and monitor implementation monthly.

A draft MOU is available at the following website:

- Use Indistar™, an online school improvement tool, to develop, coordinate, track, and report division- and school-level improvement activities, including the following:
  - Establishing school-level annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics;
collecting meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice at the division and school-level;

- completing 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;

- Use an electronic query system (i.e., Datacation, or Interactive Achievement’s Snapshot Tool) to provide principals with quarterly data needed to make data-driven decisions at the school-level. Data points must include, at minimum:
  - Student attendance;
  - Teacher attendance;
  - Benchmark results;
  - Reading and mathematics grades;
  - Student discipline reports;
  - Phonological Awareness Literacy Screening (PALS) data;
  - World-Class Instructional Design and Assessment (WIDA) data for ELL students’
  - Student transfer data; and
  - Student intervention participation by intervention type.

- Use an adaptive reading assessment program to determine student growth at least quarterly, one approved by VDOE will be required for students who failed the SOL assessment in the previous year, with a particular focus on underperforming subgroups;

- Use the Algebra Readiness Diagnostic Test (ARDT) for students who failed the mathematics SOL assessment in the previous year (grades 5 or higher).

- Develop an intervention strategy for students who: 1) are not meeting expected growth measures; 2) are at risk of failure; or 3) at risk of dropping out of school. This includes students who have failed an SOL assessment in the past and students who are identified as below grade level on the ARDT (grades 5-8) or the Phonological Awareness and Literacy Screening (K-3), with a special focus on low performing subgroups;

- Participate in division or school-level technical assistance as recommended by the assigned VDOE contractor that may include: peer mentors for schools/divisions; direct technical assistance; and, Differentiated Technical Assistance Team webinar series.

- Collaborate with assigned VDOE contractor(s) to ensure the division and school maintain the fidelity of implementation necessary for reform;

- Report to the SEA the school-level data required under the final requirements the waiver.

- Identify the school as Title I school for the 2012-2013 school year.

- Have principal played a significant role in the development of the budget and the development of responses to Part II, Part III, and Part IV of this application.

- Utilize the division’s Title I set aside to support the following school improvement strategies:
  - VDOE-assigned state contractor
    - $32,500 - $49,000 based on level of support identified;
  - Adaptive reading assessment program approved by VDOE
    - estimated $8,000
  - Additional ARDT licenses, if need exceeds state allocated licenses
    - $4.00 per additional student
  - Electronic query system (i.e., Datacation, or Interactive Achievement’s Snapshot Tool)
    - $500
Focus Schools currently served as Tier III SIG schools

If identified as a Focus School and presently a Tier III school receiving FY09 SIG 1003(g) funding, the school division must assure that it will:

- Use the divisions’ remaining FY09 1003(g) previously awarded funds, and set aside up to 20 percent of the division’s Title I allocation, or other local, state, and federal funds, to implement a school improvement plan fully and effectively in each Tier III school that the LEA commits to serve, consistent with the final waiver requirements;
- Comprise the division team of administrators or other key staff representing Title I, instruction, special education, and English language learners;
- Have division-level administrators establish, participate continuously in supporting of school-level improvement efforts, and monitor monthly the school improvement process. This includes support and monitoring of targeted interventions at the school-level for students at-risk for not passing a grade-level assessment including students with disabilities and English language learners;
- Participate in a needs sensing process to determine the level of support needed to affect change at the division-level based on the VDOE Change Map for Capacity Building incorporating the following areas:
  o Strategic planning;
  o System organization;
  o Leadership;
  o Curriculum, instructional practices, and services (including targeted interventions for students with disabilities and English language learners);
  o Professional development (including research-based teacher evaluation systems that support teacher improvement and effectiveness); and
  o Parent and community support systems.
The VDOE Change Map for Capacity Building and Needs Sensing Interview Protocol are available at the following website: http://www.doe.virginia.gov/support/school_improvement/planning/waiver_request/x10_change_map_and_needs_sensing.pdf

- Engage and fund a VDOE-assigned and state-approved contractor (one per division per 1-3 focus schools) via a Memorandum of Understanding (MOU) with the SEA to meet the needs of the school(s) and division to build their capacity to support leadership practices and support improved teacher effectiveness as follows:
  o Facilitate the needs sensing interview;
  o Provide leadership and teacher professional development focused on what evidence to look for when observing classrooms; coaching for literacy and mathematics; effective modeling practices; planning based on classroom observations; research-based intervention practices; and, response to intervention;
- Provide implementation support and coaching throughout the year for principals and teachers. Model effective practices and provide guided practice until practices are in-place independently of the contractor;
- Provide modeling to principals in providing feedback to teachers, and provide guided practice to principals until the principal is able to exhibit practices independently;
- Implement, monitor, and support an intervention model at the school-level with a focus on students with disabilities and English language learners; and
- Build the division’s capacity to support low-performing schools and increase student achievement.
  o Site visits, modeling teacher practices, modeling data analysis, assistance with developing and monitoring division and school improvement plans, and recommending outside differentiated technical assistance provided by OSI.

*If the division selects a professional development provider other than William & Mary, the division must agree to the following:
Have the provider approved by VDOE;

Complete a MOU with the SEA detailing the professional development and support the provider will provide; and

Engage and fund a VDOE-assigned contractor to conduct the needs sensing interview and monitor implementation monthly.

A draft MOU is available at the following website:

- Use Indistar™, an online school improvement tool, to develop, coordinate, track, and report division- and school-level improvement activities, including the following:
  - establishing school-level annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics;
  - collecting meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice at the division and school-level;
  - completing 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;

- Use an electronic query system (i.e., Datacation, or Interactive Achievement’s Snapshot Tool) to provide principals with quarterly data needed to make data driven decisions at the school-level. Data points must include, at minimum:
  - Student attendance;
  - Teacher attendance;
  - Benchmark results;
  - Reading and mathematics grades;
  - Student discipline reports;
  - Phonological Awareness Literacy Screening (PALS) data;
  - World-Class Instructional Design and Assessment (WIDA) data for ELL students’
  - Student transfer data; and
  - Student intervention participation by intervention type.

- Develop an intervention strategy for students who: 1) are not meeting expected growth measures; 2) are at risk of failure; or 3) at risk of dropping out of school. This includes students who have failed an SOL assessment in the past and students who are identified as below grade level on the ARDT (grades 5-8) or the Phonological Awareness and Literacy Screening (K-3), with a special focus on low performing subgroups;

- Participate in division or school-level technical assistance as recommended by the assigned VDOE contractor that may include: peer mentors for schools/divisions; direct technical assistance; and, Differentiated Technical Assistance Team webinar series.

- Collaborate with assigned VDOE contractor(s) to ensure the division and school maintain the fidelity of implementation necessary for reform;

- Report to the SEA the school-level data required under the final requirements the waiver.

- Identify the school as Title I school for the 2012-2013 school year.

- Have the principal played a significant role in the development of the budget and the development of responses to Part II, Part III, and Part IV of this application.

- Utilize the division’s FY2009 1003(g) funds to support the following school improvement strategies:
  - VDOE-assigned state contractor
    - $9,000 based on level of support identified;
  - Electronic query system (i.e., Datacation, or Interactive Achievement’s Snapshot Tool)
    - $500
A school division may elect not to serve an eligible school attendance area or eligible school that has a higher percentage of children from low-income families if the school has met the following criteria:

Title I Section 1113(b)(1)(D)(i-iii):
(i) The school meets the comparability requirements of section 1120A(c);
(ii) The school is receiving supplemental funds from other state or local sources that are spent according to the requirements of section 1114 or 1115; and
(iii) The funds expended from such other sources equal or exceed the amount that would be provided under this part.

Q. Homeless Children And Youth (Homeless Tab Page 32)

Each school division has designated an individual, usually in the central office, as the Homeless Education Liaison. Indicate the individual’s name on this page. The information on this page, including the reservation of funds for students experiencing homelessness should be completed in collaboration with this individual. Additional guidance and Web resources can be obtained from Project Hope-VA, the state’s homeless education office. Contact information for Project Hope-VA is listed on page listed on page 4.

R. Title I Preschool Program (Preschool Tab Pages 33-34)

Complete this form, as needed.
ASSURANCES

The assurances should be kept on file in the division.
GENERAL ASSURANCES

Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies
Title I, Part C – Education of Migratory Children
Title I, Part D, Subpart 2 – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II, Part A – Teacher and Principal Training and Recruiting Fund
Title III, Part A – English Language Acquisition, Language Enhancement and Academic Achievement
Title VI, Part B, Subpart 2 – Rural and Low-Income School Program

The school division assures:
I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
III. The public agency, nonprofit private agency, institution, or organization, or Indian tribe, will administer those funds and property to the extent required by the authorizing statutes;
IV. It will adopt and use proper methods of administering each program, including—
   A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program.
   B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
      1. It will maintain fiscal effort in support of free public education;
      2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
      3. The majority of the resources in the school division are derived from nonfederal funds;
      4. It is in compliance with the requirements regarding school prayer as specified in P. L. 107-110, Title IX, Section 9524;
      5. It will comply with the audit requirements for each program;
      6. The federal funds are used to supplement, not supplant regular nonfederal funds;
      7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, the Secretary, or other federal officials;
      8. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;
      9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
     10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency’s or the Secretary’s duties;
   11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
   12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;
   13. It is in compliance with the requirement regarding equal access to public school facilities as specified in P. L. 107-110, Title IX, Section 9525;
14. It will comply with the other application requirements outlined in
   Section 9501. Private School Children;
   Section 9502. Bypass; and
   Section 9521. Maintenance of Effort under Title IX – General Provisions.
15. It will notify the parents of each student attending any school receiving funds under this
   part that the parents may request, and the agency will provide the parents, on request
   (and in a timely manner), information regarding the professional qualifications of the
   student’s classroom teachers, including, at a minimum, the following:
   a) whether the teacher has met state qualification and licensing criteria for the grade
      levels and subject areas in which the teacher provides instruction;
   b) whether the teacher is teaching under emergency or other provisional status through
      which state qualification or licensing criteria have been waived;
   c) whether the child is provided services by paraprofessionals and, if so, their
      qualifications; and
   d) the baccalaureate degree major of the teacher and any other graduate certification or
      degree held by the teacher, and the field of discipline of the certification or degree.
16. It will provide information in an understandable and uniform format and, to the extent
   practicable, be provided in a language that the parents can understand;
17. It will ensure that funds are expended in accordance with the school division’s approved
   application or amended application. In the event the local division needs to expend
   funds in any manner other than stipulated in the approved application, the plan must be
   amended using the amendment process provided by the Department of Education. The
   application must be amended before funds can be expended for activities not approved
   in the original application;
   C. That it will collect and disseminate information collected under Section 1111 in a
      manner that protects the privacy of individuals.
   D. It will abide by the requirements for priority and focus schools, and other Title I schools not
      meeting AMOs, as approved in Virginia’s application for ESEA flexibility;
V. The division shall comply with Section 22.1-277.01, of the Code of Virginia that requires the
   expulsion for one year of any student determined to have brought a firearm to school. A description
   of each incident, the name of the school concerned, the number of students expelled from each
   school, and the type of firearm used in each instance of expulsion will be reported to the Virginia
   Department of Education in compliance with provisions under Section 4141 of Title IV. This agency
   has a policy that requires referral to the criminal justice or the juvenile delinquency system of any
   student who brings a firearm or weapon to school;
VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th
   grade reading and mathematics carried out under Section 411(b)(2) of the National Education

PROGRAM SPECIFIC ASSURANCES

Title I, Part A – Improving Basic Programs

Each school division’s plan shall describe how:
I. It will inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from federal, state, and local sources;

II. It will provide technical assistance and support to Schoolwide programs;

III. It will work in consultation with schools as the schools develop the schools’ plans pursuant to Section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to Section 1115 so that each school can make adequate yearly progress toward meeting the state student academic achievement standards;

IV. It will abide by the requirements for priority and focus schools, and other Title I schools not meeting AMOs, as approved in Virginia’s application for ESEA flexibility;

V. It will provide services to eligible students attending private elementary schools and secondary schools in accordance with Section 1120, and provide timely and meaningful consultation with private school officials regarding such services;

VI. It will take into account the experience of model programs for the educationally disadvantaged and the findings of relevant scientifically-based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;

VII. It will ensure that services comply with the performance standards established under Section 641A(a) of the Head Start Act;

VIII. It will work in consultation with schools as the schools develop and implement their plans or activities under Sections 1118 and 1119;

IX. It will comply with the requirements of Section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;

X. It will inform eligible schools of the school division’s authority to obtain waivers on the schools’ behalf under Title IX;

XI. It will coordinate and collaborate with the state educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement;

XII. It will implement corrective action, or restructuring under Section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school;

XIII. It will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;

XIV. It will use the results of the student academic assessments required under Section 1111(b)(3), and other measures or indicators available to the division, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the state’s proficient level of achievement on the state academic assessments described in Section 1111(b)(3) within 12 years from the end of the 2001-2002 school year;

XV. It will ensure that the results from the academic assessments required under Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand;

XVI. It will assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with Section 1111(b)(8)(D);

XVII. It will use Virginia’s Foundation Blocks for Early Learning to align preschool curriculum; and

XVIII. It will use PALS Pre-K (if there is a Title I preschool program) and report data to the PALS office at the University of Virginia using the student’s state Testing Identifier (STI).
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

September 10, 2012

SUBJECT: Approval of Caroline County Principal/Administrator Evaluation Handbook

RECOMMENDATION: Approval of the piloting of the Caroline County Principal/Administrator Evaluation Handbook

RATIONALE: On February 23, 2012 the Virginia Board of Education adopted the Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals for implementation by July 1, 2013. School Boards have the option to use these prior to July 1, 2013. A first reading of the Caroline County Principal/Administrator Evaluation Handbook was presented at the August 13, 2012 School Board meeting.

During the 2012-2013 school year, these standards will be implemented as a pilot evaluation system and the document will be revised with input from principals, administrators and teachers. A copy of the document was provided at the August School Board meeting.

BUDGET CATEGORY: N/A

ESTIMATED COST: N/A

Rebecca B. Broaddus
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

September 10, 2012

SUBJECT: Approve Bonus to Eligible Employees

RECOMMENDATION: Approval

RATIONALE: To retain quality employees and for long term management and planning, it is recommended to use special funds to pay bonus to compensate eligible employees who meet the following criteria:

- Employed by CCPS by December 31, 2011
- Successfully performed in fiscal year 2012
- Contracted employees
- Full time employees must work at least 7.5 hours per day in a job contract and will be paid full amount of bonus
- All other contracted employees (other than full time employees defined above) will be paid half amount of bonus

BUDGET CATEGORY: Education Jobs Fund
Indirect Cost Recovery Fund
Food Services Fund

ESTIMATED COST: To be determined in detail analysis of options

LEGAL REFERENCE: Policy DA

Gregory N. Killough
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

September 10, 2012

SUBJECT: Allocate National Forest Reserve Proceeds of $65,004.85 to school operating fund in Maintenance and Request County Board of Supervisors for Appropriation of Funds

RECOMMENDATION: Approval

RATIONALE: Per recent reports from CCPS Education Foundation, the initial fund of $65,004.85 originally allocated to BGP Gym Project Fund will be transferred to the School Board.

It is recommended that due to current urgent needs in maintenance area, the fund be allocated to Operations and Maintenance Category.

BUDGET CATEGORY: Operations and Maintenance

LEGAL REFERENCE: U.S. Code Title 10, Sec.2665

Gregory N. Killough, Ed. D
Superintendent

16221 Richmond Turnpike
Bowling Green, VA 22427
Office (804) 633-5088
Fax (804) 633-5563

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Superintendent

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Fax (804) 633-5563
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

September 10, 2012

SUBJECT: Approval of Establishment of 2012-13 School Board Priorities

RECOMMENDATION: Approval

RATIONALE: For the school board members to establish three main goals for the direction of the school division during the 2012-13 school year. The school board will also establish priorities for the 2013-14 budget development.

Gregory N. Killough, Ed. D
Superintendent
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

September 10, 2012

SUBJECT: First Reading: 2012-13 School-Wide Plan Review

RECOMMENDATION: First Reading of School-Wide Plans

RATIONALE: Each of our schools has developed a School-Wide Plan for the 2012-2013 school year. These plans reflect the goals, objectives, and strategies that will be used to increase student achievement in the schools and are built on the schools’ plans from last year, current and trend data, and the strategic plan. The plans are working documents that will be implemented, reviewed, and updated throughout the school year. Annual approval of these plans by the local School Board is required. Drafts of the individual school’s plans will be provided for review.

Rebecca B. Broaddus
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

September 10, 2012

SUBJECT: Strategic Plan Committee, Meeting Dates and 2012-13 Goals

RECOMMENDATION: First Reading of Strategic Plan Committee Members, Meeting Dates and 2012-13 Goals

RATIONALE: An update on the 2011-12 annual goals of the Strategic Plan was presented at the August 13, 2012 School Board meeting. In that update were progress reports on the current goals and objectives. Some of the committee members for the seven areas have been revised to reflect new members as well as removal of some that were unable to continue serving for the 2012-13 school year. The committees have met and revised goals and developed specific plans for the 2012-13 school year. Attached to this lead in are the proposed committee members, meeting dates for those committees and copies of the 2012-13 Strategic Plan Annual Goals.

Cathy McConnell
SIGNATURE
## Strategic Plan Committee Participants

<table>
<thead>
<tr>
<th>Capital Projects and Transportation</th>
<th>College and Career Ready</th>
<th>Extra Curricular Activities</th>
<th>Instruction</th>
<th>Personnel</th>
<th>Student Services</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee Chair: George Gagnon, Supervisor of Maintenance</td>
<td>Committee Chair: Cathy, McConnell, Director of Educational Programs</td>
<td>Committee Co-Chairs: Principals: Charles Stevens, CHS Angela Wright, CMS</td>
<td>Committee Chair: Rebecca Broadus, Assistant Superintendent</td>
<td>Committee Chair: Dolly Lindsay, Director of Federal Programs</td>
<td>Committee Chair: Wade Murray, Technology Services</td>
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<tr>
<td>James Satterwhite</td>
<td>Julie Britt, Assistant Principal</td>
<td>Paul Heizer Athletic Director- CHS</td>
<td>Becky Elam, Assistant Principal</td>
<td>Jason Mack, Principal</td>
<td>Keith Conner, Supervisor of Nutrition Services</td>
<td>Scott Belako Assistant Principal</td>
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<tr>
<td>Debra Holt, Principal</td>
<td>Mark Zinger, Assistant Principal</td>
<td>Kevin Coleman Teacher</td>
<td>Lisa Roarty, Director of Special Education</td>
<td>Pat Taylor Smith, Personnel Specialist</td>
<td>Lifen Zhou, Director of Finance</td>
<td>Betsy Shortt, Testing Coordinator</td>
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<tr>
<td>Ray Hancock, Assistant Principal</td>
<td>Jeff Wick, Principal</td>
<td>Sandra Hughes Community Member</td>
<td>Serena Twine, Assistant Principal</td>
<td>Lindsey Rose, Gifted Specialist</td>
<td>Derrick Scarborough Assistant Principal</td>
<td>Sylvia Anderson Instructional Technology</td>
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<tr>
<td>William Bohlman Community member</td>
<td>Hutt Williams, Guidance Counselor</td>
<td>Duane Fields Community Member</td>
<td>Stacy Armstrong, Assistant Principal</td>
<td>Becky Tate Parent</td>
<td>Jennifer Burrruss Guidance Counselor</td>
<td>Beth Hausler Instructional Technology</td>
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<tr>
<td>David McConnell Community Member</td>
<td>Stephanie Covington, Teacher</td>
<td>George Spaulding Community Member</td>
<td>Cathy Burke, Math Specialist</td>
<td>Beth Burnap, Math Specialist</td>
<td>Joseph Robinson Instructional Technology</td>
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<tr>
<td>Herbert Tate, CIP Member</td>
<td>Vernessa Ware Teacher</td>
<td>Robert Gerber Community Member</td>
<td>Kim Haislop Instructional Specialist</td>
<td>Joseph Hancock Teacher</td>
<td>Jason Mack, Principal</td>
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<tr>
<td>Community member TBD</td>
<td>David Storke, Community Member</td>
<td>John Ziegler, Teacher</td>
<td>Dan Powell, Student Support Specialist</td>
<td>Jeff Wick, Principal</td>
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<tr>
<td>Community Member TBD</td>
<td>Sherry Gravatt, Community Member</td>
<td>Anna Fox, Teacher</td>
<td>Jessie Rollins, Title I Parent Coordinator</td>
<td>Susan Schorling, Teacher</td>
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<td>Teacher TBD</td>
<td>LJ Moyer, Community Member</td>
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<td>Teacher TBD</td>
<td>Robbie Caruthers, Parent</td>
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<td>Tammy Porter, Parent</td>
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<td>Kathy Simulcik, Parent</td>
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</tbody>
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### Strategic Plan Committee Meeting Dates

**2012-13**
<table>
<thead>
<tr>
<th>Transportation</th>
<th>Ready</th>
<th>Activities</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Thursdays 10:00 AM Madison Elementary</td>
<td>Meetings will alternate between 12:30 and 6:30 at Caroline High School</td>
<td>All meetings will be at CHS in the library at 5:30 p.m.</td>
<td>All meetings at 4:00 p.m. at School Board Office Conference Room</td>
<td>All meetings at 3:00 p.m. at School Board Office Conference Room</td>
<td>All meetings will be held on Wednesdays at 3:00 at School Board Office Conference Room.</td>
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<tr>
<td>March 21, 2013</td>
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<td>April 25, 2013</td>
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<td>May 23rd, 2013</td>
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<td>May 8, 2013</td>
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</table>
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

September 10, 2012

SUBJECT: Capital Improvement Projects

RECOMMENDATION: First Read of CIP for 2012-2013

RATIONALE: Present to School Board current status of CIP with priority changes and justifications.

BUDGET CATEGORY: CIP

ESTIMATED COST

LEGAL REFERENCE:

George Gagnon
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

September 10, 2012

SUBJECT: First Reading: Caroline County Handbook for Other Instructional Personnel

RECOMMENDATION: First Reading

RATIONALE: Evaluation handbooks have been developed for teachers and principals/administrators. While the Virginia Board of Education has not adopted evaluation guidelines and criteria for other instructional personnel (guidance counselors, instructional specialists, social workers, etc.), there is a need to effectively evaluate these employees. It is recommended that the Board adopt the Caroline County Evaluation Handbook for Other Instructional Personnel as a pilot system for the 2012-13 school year.

The document will be revised with input from principals, administrators, other instructional personnel and teachers during the school year. The timelines, forms, expectations, etc. will mirror those of the teacher evaluation system. A copy of the performance standards, performance indicators, and rubrics has been provided for your reference.

BUDGET CATEGORY: N/A

ESTIMATED COST: N/A

Rebecca B. Broaddus
Signature

Reaching New Heights Together
Evaluating Other Instructional Personnel Evaluation System

This section presents performance standards, performance indicators, rating scales, document sources, and forms for evaluating other instructional personnel positions. This evaluation system incorporates a process for collecting and presenting data to document performance of other instructional personnel. The goal is to support the continuous growth and development of other instructional personnel by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.
Other Instructional Personnel
Performance Standards, Performance Indicators, and Rubrics

Other instructional personnel are evaluated on the performance standards using the performance appraisal rubrics at the bottom of each page in this section. The performance indicators are provided as samples of activities that address the standard. (Note: “Learner” is defined as students and adults who receive services from the other instructional personnel.)

Performance Standard 1: Knowledge of the Learning Community
The other instructional personnel identifies and addresses the needs of the target learning community by demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.

Sample Performance Indicators
Examples of other instructional personnel work conducted in the performance of the standard may include, but are not limited to:

The other instructional personnel:
1.1 Demonstrates an understanding of developmental stages of learners.
1.2 Collaborates with and uses district, school, family, and community resources to help meet learner and/or program needs.
1.3 Uses cultural competency skills to identify and accommodate various learning styles and other individual differences.
1.4 Demonstrates an understanding of cultural, ethnic, and linguistic backgrounds to assist in the delivery of appropriate educational opportunities.

<table>
<thead>
<tr>
<th>Exemplary*</th>
<th>Effective</th>
<th>Developing/ Needs Improvement</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td>In addition to meeting the standard...</td>
<td>Effective is the expected level of performance.</td>
<td>The other instructional personnel attempts to identify and address the target learning community, but efforts are inconsistent in demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.</td>
<td>The other instructional personnel consistently demonstrates a lack of awareness of the needs of the target learning community or rarely demonstrates respect for individual differences and understanding of cultures, backgrounds, and learning needs.</td>
</tr>
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</table>

Exemplary* Other instructional personnel who are exemplary often serve as role models and/or other instructional personnel leaders.

+ These performance standards, performance indicators, and rubrics were developed for use in the Orange County School Division in consultation with James H. Stronge and have modified for use in Caroline County.
Performance Standard 2: Program Planning and Management

The other instructional personnel effectively plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.

Sample Performance Indicators

Examples of other instructional personnel work conducted in the performance of the standard may include, but are not limited to:

The other instructional personnel:

- 2.1 Understands and follows applicable local, state and federal regulations, policies, guidelines, and procedures.
- 2.2 Provides a safe and appropriate environment for service delivery.
- 2.3 Organizes and maintains appropriate program records.
- 2.4 Demonstrates effective scheduling and time management skills.
- 2.5 Identifies and manages available resources to address learner and/or program needs.
- 2.6 Adheres to proper procedures for using, maintaining, updating, and securing assessment instruments.

Additional Position-Specific Indicators:

Instructional Coach:
- Provides leadership for teachers by planning, collaborating, organizing, mentoring, and facilitating change to improve the instructional program.

Library/Media Educational Specialist:
- Follows procedures for selecting, acquiring, and cataloging materials and resources.
- Administers the library and media budget in order to purchase new materials.

Guidance Counselor:
- Maintains an organized, effective, and efficient counseling program.

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<tr>
<td>In addition to meeting the standard...</td>
<td>Effective is the expected level of performance.</td>
<td>The other instructional personnel attempts, but inconsistently plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.</td>
<td>The other instructional personnel rarely plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.</td>
</tr>
<tr>
<td>The other instructional personnel plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures in a highly effective manner.</td>
<td>The other instructional personnel effectively plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.</td>
<td>The other instructional personnel attempts, but inconsistently plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.</td>
<td>The other instructional personnel rarely plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.</td>
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Performance Standard 3: Assessment

The other instructional personnel gathers, analyzes, and uses data to determine learner needs, to measure learner or program progress, to guide instruction, and to provide timely feedback to learners, families, and staff.

Sample Performance Indicators

Examples of other instructional personnel work conducted in the performance of the standard may include, but are not limited to:

The other instructional personnel:

3.1 Demonstrates proficiency in administering, scoring, evaluating and interpreting data from instruments or records.

3.2 Provides accurate feedback to learners, families, and staff on assessment results.

3.3 Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.

3.4 Uses state and local assessment data to modify strategies, interventions, services, and program effectiveness.

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<thead>
<tr>
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<th>Effective Effective is the expected level of performance.</th>
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<tr>
<td>The other instructional personnel consistently demonstrates a high level of performance and/or takes a leadership role in gathering, analyzing and using data to guide instructional and program planning, and provides timely feedback to learners, families and staff.</td>
<td>The other instructional personnel gathers, analyzes, and uses data to determine learner needs, to measure learner or program progress, to guide instruction, and to provide timely feedback to learners, families, and staff.</td>
<td>The other instructional personnel attempts, but is inconsistent in gathering, analyzing, and using data, and/or providing timely feedback to learners, families, and staff.</td>
<td>The other instructional personnel rarely uses data to measure learner progress, implement program planning, guide instruction, and provides timely and relevant feedback to learners, families and staff.</td>
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Performance Standard 4: Program Services

The other instructional personnel uses knowledge of subject/field/technology to implement services and to provide support for the targeted learning community consistent with established standards and guidelines.

Sample Performance Indicators

Examples of other instructional personnel work conducted in the performance of the standard may include, but are not limited to:

The other instructional personnel:

4.1 Selects, develops, organizes, implements, and supports curriculum for specific learner and program needs.

4.2 Uses technology, materials, and other resources as appropriate to deliver services and programs.

4.3 Presents information and services using varied strategies to meet learner needs and diversity.

4.4 Provides services that will support mastery of state and national standards and guidelines.

Additional Position-Specific Indicators:

Guidance Counselor/Social Worker/School Psychologist/School Nurse:

- Serves as advocate for and promotes learner emotional well-being and mental health.
- Assists learners, teachers, families, and other service providers to facilitate behavior change.

Library/Media Educational Specialist:

- Implements policies related to curriculum, scheduling, and preservation of materials.
- Elaborates and supports the classroom curriculum with extension activities.

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<tr>
<td>In addition to meeting the standard...</td>
</tr>
<tr>
<td>The other instructional personnel consistently demonstrates a high level of performance in applying subject/field/technology to the learning community and/or provides a key leadership role to others in enhancing professional skills.</td>
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<table>
<thead>
<tr>
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<tr>
<td>Effective is the expected level of performance.</td>
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<tr>
<td>The other instructional personnel uses knowledge of subject/field/technology to implement services and to provide support for the targeted learning community consistent with established standards and guidelines.</td>
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<thead>
<tr>
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<tbody>
<tr>
<td>The other instructional personnel attempts to use subject/field/technology but efforts are inconsistent in addressing the needs of the targeted learning community.</td>
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</table>

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<tr>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td>The other instructional personnel rarely implements or improperly implements subject/field/technology to meet the needs of the targeted learning community.</td>
</tr>
</tbody>
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Performance Standard 5: Communication and Collaboration
The other instructional personnel communicates and collaborates effectively with learners, families, staff, and the community to support learner learning and well-being.

Sample Performance Indicators
Examples of other instructional personnel work conducted in the performance of the standard may include, but are not limited to:

The other instructional personnel:

5.1 Uses effective written, verbal, and nonverbal communication skills.
5.2 Initiates, maintains, and appropriately documents communication to support the needs of the learning community.
5.3 Supports, promotes, and communicates the mission, vision, and goals of the school and the school division.
5.4 Works collaboratively with families, colleagues, supervisors, and community representatives to support learner success and well-being.
5.5 Collaborates with instructional staff to design, implement, and/or support services for specific learner or program needs.
5.6 Responds promptly to learner, family, staff, and community concerns.

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<tr>
<td>In addition to meeting the standard...</td>
<td>Effective is the expected level of performance.</td>
<td>The other instructional personnel communicates and collaborates effectively with learners, families, staff, and the community to support learner learning and well-being.</td>
<td>The other instructional personnel rarely communicates and collaborates effectively with learners, families, staff, and the community.</td>
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Performance Standard 6: Professionalism
The other instructional personnel maintains a commitment to professional ethics, demonstrates professional expertise, and participates in professional growth.

Sample Performance Indicators
Examples of other instructional personnel work conducted in the performance of the standard may include, but are not limited to:

The other instructional personnel:

6.1 Follows federal and state guidelines and school board policies and procedures.
6.2 Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).
6.3 Performs assigned duties and follows a professional code of ethics.
6.4 Respects and maintains confidentiality.
6.5 Demonstrates knowledge and skills relevant to the profession.
6.6 Evaluates and identifies strengths and areas for growth related to professional skills.
6.7 Sets goals for improvement of skills and professional performance.
6.8 Participates in professional growth activities and incorporates learning into professional practice.
6.9 Mentors, trains, and/or supports colleagues in professional growth opportunities.

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<tbody>
<tr>
<td>In addition to meeting the standard...</td>
<td>Effective is the expected level of performance.</td>
<td>The other instructional personnel inconsistently demonstrates commitment to professional ethics, professional expertise, and participation in professional growth opportunities.</td>
<td>The other instructional personnel shows a disregard toward professional ethics and/or the school’s mission, is reluctant to support others, and/or rarely takes advantage of professional growth opportunities.</td>
</tr>
<tr>
<td>The other instructional personnel is a professional role model for others, engaging in a high level of personal professional growth, and/or contributes to the development of others and the well-being of the profession.</td>
<td>The other instructional personnel maintains a commitment to professional ethics, demonstrates professional expertise, and participates in professional growth.</td>
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Standard 7: Learner/Program Progress
The work of the other instructional personnel results in acceptable and measurable learner or program progress based on established standards, division goals, and/or school goals.

Sample Performance Indicators
Examples of other instructional personnel work conducted in the performance of the standard may include, but are not limited to:

The other instructional personnel:
7.1 Sets measurable, reasonable, and appropriate goals for learner/program progress.
7.2 Assesses prerequisite developmental knowledge and skills to determine initial level of service delivery.
7.3 Monitors learner/program progress through the use of appropriate assessments.
7.4 Identifies and establishes additional means of support to increase learner/program progress.
7.5 Provides evidence that learner/programs are meeting measurable, reasonable, and appropriate outcomes.

(Note: “Learner” is defined as students and adults who receive services from the other instructional personnel.)

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</thead>
<tbody>
<tr>
<td>In addition to meeting the standard...</td>
<td>Effective is the expected level of performance.</td>
<td>The instructional efforts of the other instructional personnel result in inconsistent learner/program progress; more progress is needed to meet established standards.</td>
<td>The work of the other instructional personnel rarely results in acceptable learner progress and/or program progress.</td>
</tr>
<tr>
<td>The work of the other instructional personnel results in a high level of learner progress with all populations and/or program progress.</td>
<td>The work of the other instructional personnel results in acceptable and measurable learner or program progress based on established standards, division goals, and/or school goals.</td>
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</table>

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Documenting Performance of the Other Instructional Personnel

A fair and equitable performance evaluation system for the role of a professional acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic “performance portrait” of the other instructional personnel’s work. The sources of information briefly described in the table on the next page provide accurate feedback on the performance of other instructional personnel.
### Data Sources for Other Instructional Personnel

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Goal Setting for Learner/ Program Progress</strong></td>
<td>Other instructional personnel have a definite impact on learning and performance through their various roles. Depending on grade level, content area, and learners’ ability levels, appropriate measures of academic performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Other instructional personnel set goals for improving Learner/Program Progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.</td>
</tr>
<tr>
<td><strong>Observations</strong></td>
<td>Observations provide key information on several of the specific standards. Probationary other instructional personnel will be observed at least three times per year. Two of these observations will occur prior to the end of the first semester and the third by March 1. Other instructional personnel employed under a continuing contract will be observed at least once per year. Additional observations for any staff member will be at the site administrator’s discretion. All observations will be at least 35 minutes and will include a post-conference within ten working days. A pre-conference may be conducted at the request of the other instructional personnel or the administrator.</td>
</tr>
<tr>
<td><strong>Letters</strong></td>
<td>Administrators may use letters as part of the other instructional personnel evaluation process.</td>
</tr>
<tr>
<td><strong>Other Instructional Personnel Documentation Log</strong></td>
<td>The Documentation Log includes specific required artifacts that provide evidence of meeting selected performance standards.</td>
</tr>
<tr>
<td><strong>Client Surveys</strong></td>
<td>Other instructional personnel may survey their learners, teachers, and/or administrators, therein called clients. It is recommended that other instructional personnel enter a summary of the results in their Documentation Log. These surveys will provide additional data, which will be used to provide insight regarding the other instructional personnel’s growth and development.</td>
</tr>
</tbody>
</table>
LEARNER/PROGRAM PROGRESS

The Virginia Department of Education Uniform Performance Standards and Evaluation Criteria incorporate growth as a significant component of the evaluation while encouraging local flexibility in implementation. These guidelines recommend that growth account for 40 percent of an individual’s summative evaluation. There are three key points to consider in this model:

- Student progress, as determined by multiple measures of growth, accounts for a total of 40 percent of the evaluation.
  - At least 20 percent of the other instructional personnel evaluation (50 percent of the growth measure) is comprised of growth as determined from the Virginia state growth measure and Student Growth Percentiles, when the data are available and can be used appropriately.
  - Another 20 percent of the other instructional personnel evaluation (50 percent of the growth measure) should be measured using one or more alternative measures with evidence that the alternative measure is valid. *Note:* Whenever possible, it is recommended that the second growth measure be grounded in validated, quantitative measures, using tools already available in the school.

Quantitative measures of growth based on validated achievement measures that already are being used locally should be the first data considered when determining local growth measures. The median Student Growth Percentile may be used as one direct measure of student progress when the data are directly applicable to the other instructional personnel. In order to be used, growth data must be available for a minimum of 40 students and for a period of at least two years. However, it is important to understand that relatively few of the other instructional personnel in Virginia’s public schools will have a direct measure of student progress based on Standards of Learning assessment results. If the Student Growth Percentile scores do not apply, there must be additional measures for the remaining other instructional personnel.

**Student Growth Percentile Scores**

It is generally acknowledged that if test data are to be used to inform other instructional personnel performance evaluations, it is critical to control for students’ prior achievement. While there are a variety of approaches to controlling for prior achievement, VDOE has determined that the Student Growth Percentile (SGP) methodology can be used as a valid measure of relative student growth using Virginia’s current assessment system, and can continue to be used as tests change and the system evolves. The SGP statistical models use multiple years of data from Virginia Standards of Learning (SOL) assessments statewide, linked by unique learner identifiers, to calculate SGPs. At the student level, SGPs describe the progress students make from one year to the next compared to students with similar SOL achievement history. This provides an understanding of how much progress students made based on where they started—regardless of whether they started as low, moderate, or high achieving students.

* Student Growth Percentile Scores may not apply to all educational specialists.
Student Growth Percentiles provide student-level progress information for students at all achievement levels. SGPs range from 1 to 99, where higher numbers represent higher growth and lower numbers represent lower growth, relative to students who have similar achievement histories (i.e., similar SOL test scores). The statistical method works independently of SOL performance levels. Therefore, nearly all students included in the SGP calculations, no matter the scores they earned on past SOL tests, have equal chances to demonstrate growth across the range of percentiles on the next year’s test.†

SGPs describe the percentile for change in achievement, not absolute achievement. Percentiles are values that express the percentage of cases that fall below a certain score. When applied to student achievement data, a student’s SGP represents the percent of students who have similar prior academic achievement and who earned lower scores on the SOL test. For example, a student who earns an SGP of 90 earned an SOL score that was as high as or higher than 90 percent of the other students statewide who had similar academic histories on SOL tests. Only 10 percent of students with similar prior achievement histories earned higher scores. Equivalently, a student with an SGP at or above 90 occurs only 10 percent of the time and reflects, similar to height and weight percentiles used by doctors and parents, how extraordinary a student’s current achievement is, taking account of where they started.

By taking account of where students start, comparing students to students with similar achievement histories (or, academic peers), the SGP provides a measure on which students, regardless of achievement levels, have equal potential to demonstrate relatively high or relatively low growth each year. Thus, in practice, it is important to understand that:

- Low-achieving students can show high growth, yet still not reach the achievement levels needed to demonstrate proficient mastery of state academic content standards.
- High-achieving students can show low growth relative to other high achieving students and, yet, still demonstrate proficient or advanced mastery of state academic content standards.

The combination of SGPs and proficiency data provide information about the amount of growth – and effort needed – for students to meet their SOL achievement goals in the future. The growth data can provide information about what growth percentile is required for each learner to:

- Continue to perform at current proficiency levels over time (e.g., what growth percentile is necessary for students who score advanced proficiency to maintain this higher achievement level as they progress through school?).

† In the initial statistical models, based on SOL data from 2006 through 2009, elementary school students who earned high advanced proficient scores for two consecutive years were not evenly distributed across the scale. However, all students who were impacted by this finding have documented growth that is, at minimum, on the high end of the scale from 1 through 99. This finding is unlikely to have a significant impact when SGPs are used as an indicator of student progress in other instructional personnel performance evaluation, because these students’ progress will be documented as being high. This finding, representing a ceiling effect in certain assessments, is explained in more detail in the technical documentation VDOE developed on Student Growth Percentiles. Further, this issue will be addressed as new assessments are developed to measure student achievement based on standards revised in 2009 and 2010.
• Increase their proficiency level within a particular time period (e.g., what growth percentile score is necessary for a student who failed the SOL test to meet or exceed minimum proficiency standards within three years?).
• Decrease a proficiency level (e.g., what growth percentile score will result in students dropping down a proficiency level in coming years?).

Because SGPs are percentiles, expressing the growth necessary to reach/maintain a desired level of achievement also indicates the likelihood that this level of achievement will occur. That is, the growth percentile data provide information that indicates whether a particular outcome (e.g., reaching proficient or advanced proficient achievement levels) has a low, moderate, or high likelihood of occurring, given similar conditions moving forward. This information is valuable in helping stakeholders understand how to set ambitious, yet reasonable, achievement goals for learners.

On behalf of the Virginia Department of Education, the National Center for the Improvement of Educational Assessment developed statistical models that produce SGPs for Virginia’s public school students who:

• Participated in Standards of Learning (SOL) assessments in grades 4 through 8 in reading;
• Participated in SOL assessments in grades 4 through 8 and Algebra I in mathematics;
• Have two or more SOL assessment scores from the prior year on a regular (not alternative) assessment in the appropriate content area; and
• Were assessed in the spring administration.

In applying SGPs to other instructional personnel performance evaluations, it is critical that the data be used appropriately. When available and appropriate, median growth percentiles generally should be used as one indicator of learner progress as described in Standard 7. The median SGP can be interpreted in the following way: half of the students in the group (e.g., class) showed relative growth that was at or above the SGP value and half of the students in the group showed relative growth that was at or below the SGP value. For example, when an other instructional personnel’s median Student Growth Percentile is 65, this indicates that half of this other instructional personnel’s students showed progress on the SOL test that was at or above the level of progress demonstrated by 65 percent of all students in Virginia who had similar achievement histories (i.e., showed similar achievement on the SOL tests in the past). Generally, the median will adequately represent the typical amount of growth students in a group have made during the most recent academic year. However, other instructional personnel and principals should review the distribution of data to ensure that the median is a reasonable summary statistic to apply. For example, other instructional personnel’s growth data may show a bimodal distribution (nearly all students show either higher or lower growth, but few are in the middle), and this should be considered before finalizing the performance rating used for Standard 7.

When applied appropriately, the range of percentiles needs to be considered in interpreting student growth as part of performance rating for Standard 7 for the other instructional personnel (see Table 1).
Table 2 describes the conditions under which a median SGP can be appropriately used as one of at least two growth measures in a performance evaluation for other instructional personnel.

**Table 1: Median Growth Percentiles used in other instructional personnel Performance Evaluation**

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<thead>
<tr>
<th>Range of median Student Growth Percentile</th>
<th>Interpretation</th>
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<tbody>
<tr>
<td>&lt; 35</td>
<td>The majority of students demonstrated low growth</td>
</tr>
<tr>
<td>35 to 65</td>
<td>The majority of students demonstrated moderate or higher growth</td>
</tr>
<tr>
<td>&gt; 65</td>
<td>The majority of students demonstrated high growth</td>
</tr>
</tbody>
</table>

**Table 2: Recommendations for use of Student Growth Percentiles in Other Instructional Personnel Performance Evaluation**

<table>
<thead>
<tr>
<th>Instructional Personnel</th>
<th>Application of Student Growth Percentiles</th>
<th>Other growth measures</th>
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</thead>
</table>
| Tier I: Other instructional personnel for whom Student Growth Percentiles are available (e.g., other instructional personnel who provide direct instruction to students in Reading and Math (4th – 8th)) | 20 percent of the total evaluation based on median growth percentile when:  
  - data from at least 40 students are available, possibly from multiple years;  
  - data from students are representative of students taught⁣; and  
  - data from at least two years are available; three years should be reviewed whenever possible. | 20 percent of the total evaluation based on other growth measures  
  - Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority.  
  - Goal setting should incorporate data from valid achievement measures whenever possible (e.g., educational specialists who work with reading instruction could establish a goal of increased reading instructional level on PALS). |

⁣Education specialists and administrators need to determine the applicability of Student Growth Percentiles to the evaluation of education specialists who teach disproportionately large numbers of students who participate in alternative assessments or who have a significant number of students who transferred into their classroom from out of state or late in the school year. In most of these situations, the median growth percentile would not be appropriate to apply to evaluations, or would need to be considered and applied to Standard 7 in the context of growth data from other measures, not necessarily as half of the data contributing to Standard 7.
Table 2: Recommendations for use of Student Growth Percentiles in Other Instructional Personnel Performance Evaluation (continued)

<table>
<thead>
<tr>
<th>Instructional Personnel</th>
<th>Application of learner growth percentiles</th>
<th>Other growth measures</th>
</tr>
</thead>
</table>
| Tier II: Other instructional personnel who support instruction in reading and mathematics for whom Student Growth Percentiles are available. | When aligned to individual or school-wide goals, no more than 20 percent of the total evaluation could be based on median growth percentiles at the appropriate level of aggregation, (a specific group of students, grade-level, or school-level).  
- Decisions about the application of Student Growth Percentiles for support other instructional personnel must be made locally.  
- Depending on school-wide goals, it is possible that all instructional personnel in a school are considered support other instructional personnel. | 20 or 40 percent of the total evaluation based on growth measures other than the SGP, depending on the application of Student Growth Percentiles.  
- Quantitative measures already available in the school that are validated and provide valid measures of growth (as opposed to absolute achievement) should be given priority in evaluation.  
- Goal setting or other measures should incorporate data from validated achievement measures whenever possible (e.g., educational specialists of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam).  
- To the extent practicable, other instructional personnel should have at least two valid measures of growth included in the evaluation. |
| Tier III: Other instructional personnel who have no direct or indirect role in teaching reading or mathematics in grades where SGPs are available (e.g., school psychologist, school nurse, school social worker, speech pathologist, guidance counselor, instructional technologist) | Not applicable | 40 percent of the total evaluation based on growth measures other than the SGP.  
- Quantitative measures already available in the school that are validated and provide valid measures of growth (as opposed to absolute achievement) should be given priority in evaluation.  
- Goal setting or other measures should incorporate data from validated achievement measures whenever possible (e.g., measures related to program progress such as increased attendance and case study completions).  
- To the extent practicable, other instructional personnel should have at least two valid measures of growth included in the evaluation. |

Note: The Tier Designation of personnel may change depending on circumstances. This decision will be made at the local level. For example, an other instructional personnel may be classified as Tier I, II, or III, depending upon their assignment in the building.
Forms for Other Instructional Personnel Evaluation

Goal Setting Process

Learner achievement/program goal setting involves several steps, beginning with knowing where learners are in relation to what is expected of them. Then, the other instructional personnel can set specific, measurable goals based on both the demands of the curriculum and on the needs of the learners. The next part of the process is recursive in that the other instructional personnel creates and implements strategies and monitors progress. As progress is monitored, the other instructional personnel makes adjustments to the teaching and learning strategies. Finally, a summative judgment is made regarding learning for a specific period of time. The following figure depicts these steps:

*Learner Achievement/Program Goal Setting Process*

![Learner Achievement/Program Goal Setting Process](image)

Each other instructional personnel, using the results of an initial assessment, sets an annual goal for improving learner achievement. The evaluator and the other instructional personnel meet to discuss data from the initial assessment and review the annual goal. A new goal is identified each year. The goal should be customized for the teaching assignment and for the individual learners. The *Goal Setting for Learner/Program Progress Form* (shown in Part III) may be used for developing and assessing the annual goal. Learner progress goals measure where the learners are at the beginning of the year,

*Whenever possible, use student goals. In some cases, such as counseling or nursing programs, this may not be feasible and so program goals should be used instead.  
†This process, as laid out by Stronge, J. H. & Grant, L. H. (2009), is known as the Student Achievement Goal Setting Process; however, when used for educational specialists, it may be modified to be the Learner Achievement/Program Goal Setting Process.  
‡The Goal Setting for Learner/Program Progress Form incorporates the individual professional development plan as educational specialists determine an annual goal and identify resources and strategies to address the goal.*
where they are at mid-year, where they are at the end of the year, and learner growth over time.

Appropriate measures of learner learning gains differ substantially based on the learners’ grade level, content area, and ability level. The following measurement tools are appropriate for assessing learner progress:

- criterion-referenced tests,
- norm-referenced tests,
- standardized achievement tests,
- school adopted interim/common/benchmark assessments, and
- authentic measures (e.g., learner portfolio, recitation, performance).

In addition to other instructional personnel-generated measures of learner performance gains, administrators may conduct school-wide reviews of test data to identify patterns in the instructional program. Such reports are useful for documenting learner gains and for making comparisons.

**Developing Goals**

Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART is a useful way to self-assess a goal’s feasibility and worth.

| **Specific:** | The goal is focused, for example, by content area, by learners’ needs. |
| **Measurable:** | An appropriate instrument/measure is selected to assess the goal. |
| **Appropriate:** | The goal is within the other instructional personnel’s control to effect change. |
| **Realistic:** | The goal is feasible for the other instructional personnel. |
| **Time limited:** | The goal is contained within a single school year. |

The following goals are samples of the goals that other instructional personnel may develop. They are intended to serve as models for how goals may be written.

**Sample Goals**

**Elementary Library/Media Educational Specialist:**
All of my students will demonstrate measurable progress in choosing appropriate books to read. At least 80 percent of third, fourth, and fifth students will select books within their zones of proximal development.

**School Social Worker:**
For the current school year, 94 percent of the at-risk school population will attend school every day of the academic year.

**Instructional Coach:**
By the end of the school year, 95 percent of all third graders will meet the PALS benchmark.
SUBMISSION OF THE GOAL SETTING FOR LEARNER/PROGRAM PROGRESS FORM

Other instructional personnel complete a draft of their goals and schedule a meeting with their evaluators to look at the available data from performance measures and discuss the proposed goal. Each year, other instructional personnel are responsible for submitting their goals to their evaluator within the first month of the school year.

MID-YEAR REVIEW OF GOAL

A mid-year review of progress on the goal is held for all other instructional personnel. At the principal’s discretion, this review may be conducted through peer teams, coaching with the evaluator, sharing at a staff meeting or professional day, or in another format that promotes discussion, collegiality, and reflection. The mid-year review should be held within thirty (30) days from the end of the first semester. It is the principal’s responsibility to establish the format and select the time of the review.

END-OF-YEAR REVIEW OF GOAL

By the appropriate date, as determined by the principal, each other instructional personnel is responsible for assessing the professional growth made on the goal and for submitting documentation to the principal. An other instructional personnel may find it beneficial to draft the next year’s goal as part of the reflection process in the event the goal has to be continued and/or revised. By mutual agreement, administrators and individual other instructional personnel may extend the due date for the end-of-year reviews in order to include the current year’s testing data or exam scores.

GOAL SETTING FORM EXPLANATION

The following describes the sections of the Goal Setting for Learner/Program Progress Form found in Part III:

I. Setting: Describe the population and special circumstances of the goal setting.

II. Identify the content area: The area/topic addressed based on learner achievement, learner/program progress, or observational data.

III. Provide baseline data: Determine the learners’/program’s baseline data (where they are now) using the following process:
   • Collect and review data
   • Analyze the data
   • Interpret the data
   • Determine needs
Examples of data sources for monitoring learner/program progress are listed below.

**Criterion- and Norm-Referenced Tests**
- Interim Assessments: Other instructional personnel produced benchmark-based common assessments
- PALS (Phonological Awareness Literacy Screening), Grades K – 3
- DRA (Developmental Reading Assessment) or Lexile Reading levels
- Advanced Placement Examinations
- SAT (Stanford Achievement Test)
- AIMSWeb
- Individually administered achievement tests
- QRI (Qualitative Reading Inventory)
- SRI (Scholastic Reading Inventory)

**Other Possible External Measures**
- Accelerated Reader program data
- Countywide Benchmark Assessments
- SOL Released Tests
- Evidence of success with learner outcome measures (e.g., college admittance rates, learner scholarship acquisition, dual enrollment credits acquired)
- Learner-related outcome measures (e.g., learner attendance reports, learner behavior records)
- Program-related outcome measures (e.g., summer outreach, participation rate in industry-related learner internships)
- IEP data
- Sixty Day screenings (Eyes, Weight, Height)
- FAPT (Family Assessment and Planning Team)
- Blood Pressure screenings
- Reading Counts
- DSA (Developmental Spelling Assessment)

IV. **Write goal statement:** What do you want the learners/program to accomplish?
- Select an emphasis for your goal, focusing on the classroom/other instructional personnel level.
- Develop an annual goal.

V. **Means for attaining the goal:** Activities used to accomplish the goals including how progress is measured and target dates. Examples of strategies to improve learning are shown below.
- Modified teaching/work arrangement
- Cooperative planning with master educational specialists, team members, department members
- Demonstration lessons/service delivery by colleagues, curriculum educational specialists, educational specialist mentors
- Visits to other classrooms
- Use of instructional strategies (e.g., differentiation, interactive planning)
- Focused classroom observation
- Development of curricular supplements
- Completion of workshops, conferences, coursework
- Co-leading; collaborative teaching

VI. **Mid-year review**: Accomplishments of the learner/program after the second quarter interim reports are issued and before the end of the semester. If needed, make adjustments to the professional development strategies, etc.

VII. **End-of-year data results**: Accomplishments of the learner/program at the end of the year.
Goal Setting for Learner/Program Progress Form

Other Instructional Personnel: _____________________________
Position: _____________________________ School Year: ____ - ____

Directions:
This form is a tool to assist the other instructional personnel in setting a goal that results in measurable learner/program progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells (the boxes expand to fit the text).

Initial Goal Submission (due by _____________ to the evaluator)

<table>
<thead>
<tr>
<th>I. Setting (Describe the population and special learning circumstances)</th>
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<table>
<thead>
<tr>
<th>II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data)</th>
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<table>
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<tr>
<th>III. Baseline Data (What does the current data show?)</th>
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<tbody>
<tr>
<td>□ Data attached</td>
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</table>

<table>
<thead>
<tr>
<th>IV. Goal Statement (Describe what you want learners/program to accomplish)</th>
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<table>
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<tr>
<th>V. Means for Attaining Goal (Strategies used to accomplish the goal)</th>
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<table>
<thead>
<tr>
<th>Strategy</th>
<th>Evidence</th>
<th>Target Date</th>
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</table>

Other Instructional Personnel’s Signature _____________________________ Date __________
Evaluator’s Signature _________________________________________ Date __________
**VI. Mid-Year Review** *(Describe goal progress and other relevant data)*

<table>
<thead>
<tr>
<th>Mid-year review conducted on__________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initials: _____ (other instructional personnel)</td>
</tr>
<tr>
<td>_____ (evaluator)</td>
</tr>
</tbody>
</table>

☐ Data attached

Other Instructional Personnel’s Signature __________________________ Date _________
Evaluator’s Signature __________________________ Date _________

**End-of-Year Review**

☐ Appropriate Data Received

*Strategies used and data provided demonstrate appropriate Learner/Program growth*  ☐ Yes  ☐ No

Evaluator’s Signature __________________________ Date _________
Directions:
Evaluators use this form to document the required annual observations of the other instructional personnel. This form focuses on the seven performance standards. Some standards may not be documented in a single observation. A copy of this form will be given to the other instructional personnel.

Other Instructional Personnel: ___________________________ Date: _____________

Observer: ___________________________ Class/Time: ________

Documentation Log Review: ___Yes   ___No

<table>
<thead>
<tr>
<th>1: Knowledge of the Learning Community</th>
<th>Specific Examples:</th>
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<tr>
<th>2: Program Planning and Management</th>
<th>Specific Examples:</th>
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<thead>
<tr>
<th>3: Assessment</th>
<th>Specific Examples:</th>
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<tr>
<td>Performance Standard</td>
<td>Specific Examples:</td>
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<tr>
<td>4: Program Services</td>
<td></td>
</tr>
<tr>
<td>5: Communication and Collaboration</td>
<td>Specific Examples:</td>
</tr>
<tr>
<td>6: Professionalism</td>
<td>Specific Examples:</td>
</tr>
<tr>
<td>7: Learner/Program Progress</td>
<td>Specific Examples:</td>
</tr>
</tbody>
</table>

* Note: All seven performance standards will most likely NOT be seen or documented in a single observation and/or conference.

Observer’s Signature: ____________________________________________________________

Other Instructional Personnel’s Signature: __________________________________________
1: Knowledge of the Learning Community
1.1 Demonstrates an understanding of developmental stages of learners.
1.2 Collaborates with and uses district, school, family, and community resources to help meet learner and/or program needs.
1.3 Uses cultural competency skills to identify and accommodate various learning styles and other individual differences.
1.4 Demonstrates an understanding of cultural, ethnic, and linguistic backgrounds to assist in the delivery of appropriate educational opportunities.

2: Program Planning and Management
2.1 Understands and follows applicable local, state and federal regulations, policies, guidelines, and procedures.
2.2 Provides a safe and appropriate environment for service delivery.
2.3 Organizes and maintains appropriate program records.
2.4 Demonstrates effective scheduling and time management skills.
2.5 Identifies and manages available resources to address learner and/or program needs.
2.6 Adheres to proper procedures for using, maintaining, updating, and securing assessment instruments.

Additional Position-Specific Indicators:
Instructional Coach:
- Provides leadership for teachers by planning, collaborating, organizing, mentoring, and facilitating change to improve the instructional program.

Library/Media Educational Specialist:
- Follows procedures for selecting, acquiring, and cataloging materials and resources.
- Administers the library and media budget in order to purchase new materials.

Guidance Counselor:
- Maintains an organized, effective, and efficient counseling program.

3: Assessment
3.1 Demonstrates proficiency in administering, scoring, evaluating and interpreting data from instruments or records.
3.2 Provides accurate feedback to learners, families, and staff on assessment results.
3.3 Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.
3.4 Uses state and local assessment data to modify strategies, interventions, services, and program effectiveness.
<table>
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<tr>
<th>Section</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>4: Program Services</strong></td>
<td></td>
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<tr>
<td>4.1</td>
<td>Selects, develops, organizes, implements, and supports curriculum for specific learner and program needs.</td>
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<tr>
<td>4.2</td>
<td>Uses technology, materials, and other resources as appropriate to deliver services and programs.</td>
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<tr>
<td>4.3</td>
<td>Presents information and services using varied strategies to meet learner needs and diversity.</td>
</tr>
<tr>
<td>4.4</td>
<td>Provides services that will support mastery of state and national standards and guidelines.</td>
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<tr>
<td><strong>Additional Position-Specific Indicators:</strong></td>
<td></td>
</tr>
<tr>
<td>Guidance Counselor/Social Worker/School Psychologist/School Nurse:</td>
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<td>-</td>
<td>Serves as advocate for and promotes learner emotional well-being and mental health.</td>
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<td>-</td>
<td>Assists learners, teachers, families, and other service providers to facilitate behavior change.</td>
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<tr>
<td>Library/Media Educational Specialist:</td>
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<tr>
<td>-</td>
<td>Implements policies related to curriculum, scheduling, and preservation of materials.</td>
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<td>-</td>
<td>Elaborates and supports the classroom curriculum with extension activities.</td>
</tr>
<tr>
<td><strong>5: Communication and Collaboration</strong></td>
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</tr>
<tr>
<td>5.1</td>
<td>Uses effective written, verbal, and nonverbal communication skills.</td>
</tr>
<tr>
<td>5.2</td>
<td>Initiates, maintains, and appropriately documents communication to support the needs of the learning community.</td>
</tr>
<tr>
<td>5.3</td>
<td>Supports, promotes, and communicates the mission, vision, and goals of the school and the school division.</td>
</tr>
<tr>
<td>5.4</td>
<td>Works collaboratively with families, colleagues, supervisors, and community representatives to support learner success and well-being.</td>
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<tr>
<td>5.5</td>
<td>Collaborates with instructional staff to design, implement, and/or support services for specific learner or program needs.</td>
</tr>
<tr>
<td>5.6</td>
<td>Responds promptly to learner, family, staff, and community concerns.</td>
</tr>
<tr>
<td><strong>6: Professionalism</strong></td>
<td></td>
</tr>
<tr>
<td>6.1</td>
<td>Follows federal and state guidelines and school board policies and procedures.</td>
</tr>
<tr>
<td>6.2</td>
<td>Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).</td>
</tr>
<tr>
<td>6.3</td>
<td>Performs assigned duties and follows a professional code of ethics.</td>
</tr>
<tr>
<td>6.4</td>
<td>Respects and maintains confidentiality.</td>
</tr>
<tr>
<td>6.5</td>
<td>Demonstrates knowledge and skills relevant to the profession.</td>
</tr>
<tr>
<td>6.6</td>
<td>Evaluates and identifies strengths and areas for growth related to professional skills.</td>
</tr>
<tr>
<td>6.7</td>
<td>Sets goals for improvement of skills and professional performance.</td>
</tr>
<tr>
<td>6.8</td>
<td>Participates in professional growth activities and incorporates learning into professional practice.</td>
</tr>
<tr>
<td>6.9</td>
<td>Mentors, trains, and/or supports colleagues in professional growth opportunities.</td>
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<tr>
<td><strong>7: Learner/Program Progress</strong></td>
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<tr>
<td>7.1</td>
<td>Sets measurable, reasonable, and appropriate goals for learner/program progress.</td>
</tr>
<tr>
<td>7.2</td>
<td>Assesses prerequisite developmental knowledge and skills to determine initial level of service delivery.</td>
</tr>
<tr>
<td>7.3</td>
<td>Monitors learner/program progress through the use of appropriate assessments.</td>
</tr>
<tr>
<td>7.4</td>
<td>Identifies and establishes additional means of support to increase learner/program progress.</td>
</tr>
<tr>
<td>7.5</td>
<td>Provides evidence that learner/programs are meeting measurable, reasonable, and appropriate outcomes.</td>
</tr>
</tbody>
</table>
Pre-Observation Conference Record

Other Instructional Personnel: ______________________  School: ______________________
Position: ______________________  School Year: ______________________
Conference Date: ______________________  Observer: ______________________

<table>
<thead>
<tr>
<th>Inquiries</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the lesson which will be observed.</td>
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<tr>
<td>• The minimum length for an observation is 20 minutes. Would you like</td>
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<tr>
<td>me to plan to stay longer based on the lesson you have planned?</td>
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<tr>
<td>• What have/will you have done instructionally with learners in the</td>
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<tr>
<td>days prior to the observation?</td>
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<tr>
<td>2. Describe the population.</td>
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<tr>
<td>3. What will be observed?</td>
<td></td>
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<tr>
<td>4. What methods will be used?</td>
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<tr>
<td>5. What would you like to be highlighted?</td>
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<tr>
<td>6. What do you believe to be any areas of concern?</td>
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</tr>
</tbody>
</table>
### Other Instructional Personnel Documentation Log Cover Sheet

**Other Instructional Personnel:** ____________________________  
**School Year:** ____-____

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples of Evidence</th>
<th>Evidence Included</th>
</tr>
</thead>
</table>
| 1. Knowledge of the Learning Community        | Can include (but not required):  
  - Transcripts of coursework  
  - Professional Development certificates  
  - Annotated list of instructional activities  
  - Lesson/intervention plan  
  - Journals/notes that represent reflective thinking and professional growth  
  - Samples of innovative approaches developed by other instructional personnel  
  - Behavior plans  
  - Parent communication logs |                                                                                                                                                    |                   |
| 2. Program Planning and Management            | Can include:  
  - Differentiation in lesson planning and practice  
  - Analysis of classroom assessment  
  - Data driven curriculum revision work  

**Examples:**  
- Sample lesson or unit plan  
- Course syllabus  
- Intervention plan  
- Substitute lesson plan  
- Annotated learning objectives  
- Service Log  
- Schedule |                                                                                                                                                    |                   |
<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples of Evidence</th>
<th>Evidence Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Assessment</td>
<td>Can include (but not required):</td>
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<tr>
<td></td>
<td>• Evidence of baseline and periodic assessments and analysis</td>
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<td></td>
<td>• Progress reports</td>
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<td></td>
<td>• Graphs or tables of learner results</td>
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<tr>
<td></td>
<td>• Summary of assessment procedures</td>
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<tr>
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<td>• Notifications made on a modified intervention and/or program based on feedback</td>
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</tr>
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<td>• Records within electronic curriculum mapping tool</td>
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<td></td>
<td>Examples:</td>
<td></td>
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<tr>
<td></td>
<td>o Brief report describing your record keeping system and how it is used to monitor learner progress</td>
<td></td>
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<td></td>
<td>o Copy of scoring rubrics</td>
<td></td>
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<td></td>
<td>o Photographs or photocopies of learner work with written comments</td>
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<td>o Samples of educational reports, progress reports or letters prepared for parents or learners</td>
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<td>o Copy of disaggregated analysis of learner achievement scores on standardized test</td>
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<td></td>
<td>o Copy of learner journals of self-reflection and self-monitoring</td>
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<tr>
<td>Standards</td>
<td>Examples of Evidence</td>
<td>Evidence Included</td>
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<tr>
<td>4. Program Services</td>
<td>Can include:</td>
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<td></td>
<td>• Educational specialist-specific resources based on the needs of the community&lt;br&gt;  - Reading Specialist: list of interventions&lt;br&gt;  - Nurse: medical community links&lt;br&gt;  - Media Specialist: technology available&lt;br&gt;  - Social Worker: Record of home visits&lt;br&gt;  - Instructional Coach: record of interventions throughout school</td>
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<tr>
<td>5. Communication</td>
<td>Can include:</td>
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<tr>
<td>and Collaboration</td>
<td>• Examples of collaborative work with peers&lt;br&gt;  • Evidence of communication with learners, families, colleagues and community</td>
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<tr>
<td>6. Professionalism</td>
<td>Can include:</td>
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<td></td>
<td>• Record of professional development taken or given</td>
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<tr>
<td>7. Learner/Program</td>
<td>Learner Achievement/Program Goal Setting Document – to be revised at midterm and end of year</td>
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<td>Progress</td>
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</tbody>
</table>
# Communication Log

**Other Instructional Personnel: ___________________  School Year: _____ - _______

<table>
<thead>
<tr>
<th>Date</th>
<th>Person</th>
<th>Purpose</th>
<th>Mode</th>
<th>Notes</th>
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<tbody>
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<td>Conference</td>
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<td>Telephone</td>
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<tr>
<td>Professional Development Activity</td>
<td>Date</td>
<td>Location</td>
<td>Evidence of Satisfactory Completion Received</td>
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<td>Grade</td>
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<td></td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Other Instructional Personnel: ___________________________  School Year: _____ - _____
**GRADE K-2 LEARNER SURVEY**

**Directions:**
As the instructional personnel reads the sentence, color the face that shows what you think.

<table>
<thead>
<tr>
<th>Instructional Personnel</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I get help when I need it.</td>
<td>😊</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>2. I learn new things in my class.</td>
<td>😊</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>3. I know what the rules are in my class.</td>
<td>😊</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>4. I am able to do the work.</td>
<td>😊</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>5. I am happy when I am in class.</td>
<td>😊</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>6. I can ask questions in class.</td>
<td>😊</td>
<td>😞</td>
<td>😞</td>
</tr>
</tbody>
</table>

*Add other elements if needed, such as school-wide goals, or subject-specific elements.*
# Grade 3-5 Learner Survey

**Directions:**
DO NOT PUT YOUR NAME ON THIS SURVEY: Follow along as the instructional personnel reads the statements. Respond to the statements by placing a checkmark (✓) beneath the response—“YES,” “SOMETIMES,” or “NO”—that best describes how you feel about the statement.

<table>
<thead>
<tr>
<th>Instructional Personnel</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructional personnel . . .</td>
<td>Yes</td>
</tr>
<tr>
<td>Listens to me.</td>
<td></td>
</tr>
<tr>
<td>Gives me help when I need it.</td>
<td></td>
</tr>
<tr>
<td>Gives me work I am able to complete.</td>
<td></td>
</tr>
<tr>
<td>Ensures that people are respectful in class.</td>
<td></td>
</tr>
<tr>
<td>Answers my questions.</td>
<td></td>
</tr>
<tr>
<td>Helps me understand things when I make mistakes.</td>
<td></td>
</tr>
<tr>
<td>Shows respect to all learners.</td>
<td></td>
</tr>
<tr>
<td>Helps me to be organized.</td>
<td></td>
</tr>
<tr>
<td>Allows me to demonstrate my learning in a variety of ways.</td>
<td></td>
</tr>
<tr>
<td>*</td>
<td></td>
</tr>
<tr>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>

*Add other elements if needed, such as school-wide goals, or subject-specific elements.*
**Grade 6-8 Learner Survey**

The purpose of this survey is to allow you to give your instructional personnel ideas about how this class might be improved.

**Directions:** DO NOT PUT YOUR NAME ON THIS SURVEY. Write your instructional personnel’s name, school year, and class/period in the space provided. Listed below are several statements. Evaluate each statement by placing a check (√) in the appropriate box. If you wish to comment, please write your comments on the back of the survey.

<table>
<thead>
<tr>
<th>Instructional Personnel</th>
<th>School Year</th>
<th>Class/Period</th>
</tr>
</thead>
</table>

**The instructional personnel . . .**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives clear instructions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps me to be organized.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assigns the right amount of homework in this class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Returns my work within a few days.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sets high learning standards for the class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allows me to demonstrate my learning in a variety of ways.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps me outside of class time when needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handles classroom disruptions well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows respect to all learners.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is respectful to my culture.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Values me as a person.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps me to feel comfortable sharing my ideas in class.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*Add other elements if needed, such as school-wide goals, or subject-specific elements.*
The purpose of this survey is to allow you to give your instructional personnel ideas about how this class might be improved.

**Directions:** DO NOT PUT YOUR NAME ON THIS SURVEY. Write your instructional personnel’s name, school year, and class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement by placing a check (√) in the appropriate box. If you wish to comment, please write your comments at the end of the survey.

<table>
<thead>
<tr>
<th>Instructional Personnel</th>
<th>School Year</th>
<th>Class Period</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The instructional personnel . . .</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates clearly.</td>
<td></td>
<td></td>
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<tr>
<td>Is knowledgeable about the subject area he/she teaches.</td>
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<tr>
<td>Assigns a manageable workload.</td>
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<tr>
<td>Gives feedback on work and exams in a timely manner.</td>
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<tr>
<td>Gives helpful feedback.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handles classroom disruptions effectively.</td>
<td></td>
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</tr>
<tr>
<td>Allows me to demonstrate my learning in a variety of ways.</td>
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<tr>
<td>Challenges me in this class.</td>
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<tr>
<td>Makes me feel comfortable sharing my ideas in class.</td>
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<tr>
<td>Helps me outside of class time when needed.</td>
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</tr>
<tr>
<td>Shows respect to all learners.</td>
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<tr>
<td>Respects my culture.</td>
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<tr>
<td>Values me as a person.</td>
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</tbody>
</table>

*Add other elements if needed, such as school-wide goals, or subject-specific elements.

Comments:
Client Survey for Teachers and Administrators

Other Instructional Personnel: ____________________  School Year: ________________
Position: ____________________  School: ____________________

*The purpose of this survey is to give the other instructional personnel feedback.*

**Directions:** DO NOT PUT YOUR NAME ON THIS SURVEY. Listed below are several statements regarding the other instructional personnel. Mark the most appropriate response to each statement. Please write any comments in the space provided. *You may attach additional sheets.*

<table>
<thead>
<tr>
<th>The other instructional personnel . . .</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides feedback in a reasonable amount of time.</td>
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<tr>
<td>Is accessible to me.</td>
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<tr>
<td>Responds to emergency situations.</td>
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<tr>
<td>Asks for information about the learner/situation from me to aid in decision making.</td>
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<tr>
<td>Shares methods with me to facilitate learner progress.</td>
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<tr>
<td>Advocates for the learner.</td>
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<tr>
<td>Is respectful of others.</td>
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<tr>
<td>Promotes open communication.</td>
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<tr>
<td>Demonstrates knowledge of job related laws and mandates.</td>
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<tr>
<td>Is knowledgeable of content standards.</td>
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<tr>
<td>Demonstrates an understanding of the learning community.</td>
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<tr>
<td>Is committed to improving the school.</td>
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</tr>
</tbody>
</table>

*I am a(n)...

☐ Teacher       ☐ Parent/Guardian       ☐ Staff member       ☐ Administrator       ☐ Other

Additional Comments:
Learner/Client Survey Summary

Other Instructional Personnel: ____________________ School Year: __________
Position: ____________________ School: ____________________

Survey Version Given: ☐ Grades K-2 ☐ Grades 3-5 ☐ Grades 6-8 ☐ Grades 9-12
☐ Client Survey

1. How many surveys did you distribute?

2. How many completed surveys were returned?

3. What is the percentage of completed questionnaires you received (#1 divided into #2)?
   __________% 

Learner Satisfaction Analysis

4. Describe your survey population(s) (i.e., list appropriate demographic characteristics such as
   grade level and subject for learners).

5. List factors that might have influenced the results (e.g., survey was conducted as the bell rang
   for dismissal).

6. Analyze survey responses and answer the following questions:
   A) What did learners perceive as your major strengths?
   
   B) What did learners perceive as your major weaknesses?
   
   C) How can you use this information for continuous professional growth?

(Include a copy of the Learner Survey Summary in the Learning Environment section of the Documentation Log.)
OTHER INSTRUCTIONAL PERSONNEL
SUMMATIVE PERFORMANCE REPORT

Other Instructional Personnel: __________________________ School: __________________
Position: __________________________ School Year: ______ - ______

Contract Status: ☐ Probationary ☐ Continuing Contract/Veteran

Documentation Reviewed: ☐ Other Instructional Personnel Documentation Log ☐ Goal Setting Form
☐ Observation Form ☐ Learner Survey Summary ☐ Other ________________

Directions: Evaluators use this form at the end of the school year to provide the other instructional personnel with an assessment of performance. The other instructional personnel should receive a copy of the form. The signed form is submitted to the site administrator within 10 calendar days of the summative evaluation meeting.

Performance Standard 1: Knowledge of the Learning Community

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard ...</td>
<td>Effective is the expected level of performance</td>
<td>The other instructional personnel attempts to identify and address the target learning community</td>
<td>The other instructional personnel consistently demonstrates a lack of awareness of the needs of the target learning community or rarely demonstrates respect for individual differences and understanding of cultures, backgrounds, and learning needs.</td>
</tr>
<tr>
<td>The other instructional personnel addresses the needs of the target learning community, demonstrating respect for individual differences of cultures, backgrounds, and learning needs in a highly effective manner.</td>
<td>The other instructional personnel identifies and addresses the needs of the target learning community by demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.</td>
<td>The other instructional personnel consistently demonstrates a lack of awareness of the needs of the target learning community or rarely demonstrates respect for individual differences and understanding of cultures, backgrounds, and learning needs.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
## Performance Standard 2: Program Planning and Management

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>In addition to meeting the standard...</em></td>
<td><em>Effective is the expected level of performance</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The other instructional personnel plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures <em>in a highly effective manner.</em></td>
<td>The other instructional personnel effectively plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.</td>
<td>The other instructional personnel attempts, but <em>inconsistently</em> plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.</td>
<td>The other instructional personnel <em>rarely</em> plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.</td>
</tr>
</tbody>
</table>

Comments:

## Performance Standard 3: Assessment

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Effective</th>
<th>Developing/ Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>In addition to meeting the standard...</em></td>
<td><em>Effective is the expected level of performance.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The other instructional personnel <em>consistently demonstrates a high level of performance</em> and/or takes a leadership role in gathering, analyzing and using data to guide instructional and program planning, and provides timely feedback to learners, families and staff.</td>
<td>The other instructional personnel gathers, analyzes, and uses data to determine learner needs, to measure learner or program progress, to guide instruction, and to provide timely feedback to learners, families, and staff.</td>
<td>The other instructional personnel attempts, but <em>inconsistent</em> in gathering, analyzing, and using data, and/or providing timely feedback to learners, families, and staff.</td>
<td>The other instructional personnel <em>rarely</em> uses data to measure learner progress, implement program planning, guide instruction, and provides timely and relevant feedback to learners, families and staff.</td>
</tr>
</tbody>
</table>

Comments:
### Performance Standard 4: Program Services

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In addition to meeting the standard...</strong></td>
<td><strong>Effective is the expected level of performance.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The other instructional personnel <strong>consistently demonstrates a high level of performance</strong> in applying subject/field/technology to the learning community and/or provides a key leadership role to others in enhancing professional skills.</td>
<td>The other instructional personnel uses knowledge of subject/field/technology to implement services and to provide support for the targeted learning community consistent with established standards and guidelines.</td>
<td>The other instructional personnel attempts to use subject/field/technology but efforts are inconsistent in addressing the needs of the targeted learning community.</td>
<td>The other instructional personnel <em>rarely</em> implements or improperly implements subject/field/technology to meet the needs of the targeted learning community.</td>
</tr>
</tbody>
</table>

**Comments:**

### Performance Standard 5: Communication and Collaboration

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In addition to meeting the standard...</strong></td>
<td><strong>Effective is the expected level of performance.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The other instructional personnel <strong>demonstrates initiative in enhancing effective communication and collaboration techniques between the learners, families, staff, and the community.</strong></td>
<td>The other instructional personnel communicates and collaborates effectively with learners, families, staff, and the community to support learner learning and well-being.</td>
<td>The other instructional personnel attempts, but is inconsistent in communicating and has difficulty collaborating with learners, families, staff, and the community.</td>
<td>The other instructional personnel <em>rarely</em> communicates and collaborates effectively with learners, families, staff, and the community.</td>
</tr>
</tbody>
</table>

**Comments:**
**Performance Standard 6: Professionalism**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>In addition to meeting the standard...</em></td>
<td><em>Effective</em> <em>is the expected level of performance.</em></td>
<td><em>Unacceptable</em></td>
<td></td>
</tr>
<tr>
<td>The other instructional personnel is a professional role model for others, engaging <em>in a high level</em> of personal professional growth, and/or contributes to the development of others and the well-being of the profession.</td>
<td>The other instructional personnel maintains a commitment to professional ethics, demonstrates professional expertise, and participates in professional growth.</td>
<td>The other instructional personnel <em>inconsistently</em> demonstrates commitment to professional ethics, professional expertise, and participation in professional growth opportunities.</td>
<td>The other instructional personnel shows a disregard toward professional ethics and/or the school’s mission, is reluctant to support others, and/or <em>rarely</em> takes advantage of professional growth opportunities.</td>
</tr>
</tbody>
</table>

*Comments:*

**Performance Standard 7: Learner/Program Progress**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>In addition to meeting the standard...</em></td>
<td><em>Effective</em> <em>is the expected level of performance.</em></td>
<td><em>Unacceptable</em></td>
<td></td>
</tr>
<tr>
<td>The work of the other instructional personnel results in a <em>high level</em> of learner progress with all populations and/or program progress.</td>
<td>The work of the other instructional personnel results in acceptable and measurable learner or program progress based on established standards, division goals, and/or school goals.</td>
<td>The instructional efforts of the other instructional personnel result in <em>inconsistent</em> learner/program progress; more progress is needed to meet established standards.</td>
<td>The work of the other instructional personnel <em>rarely</em> results in acceptable learner progress and/or program progress.</td>
</tr>
</tbody>
</table>

*Comments:*
**Evaluation Summary**

- Recommended for continued employment.

- Recommended for Placement on a *Performance Improvement Plan*. (One or more standards are Unacceptable, or two or more standards are Developing/Needs Improvement.)

- Recommended for Dismissal/Non-renewal. (The other instructional personnel has failed to make progress on a *Performance Improvement Plan*, or the other instructional personnel consistently performs below the established standards, or in a manner that is inconsistent with the school’s mission and goals.)

**Commendations:**

**Areas Noted for Improvement:**

**Other Instructional Personnel Improvement Goals:**

<table>
<thead>
<tr>
<th>Overall Evaluation Summary Criteria</th>
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</thead>
<tbody>
<tr>
<td>□ ACCEPTABLE</td>
</tr>
<tr>
<td>□ UNACCEPTABLE</td>
</tr>
<tr>
<td>Due to three or more Developing/Needs Improvement or one or more Unacceptable ratings on performance standards</td>
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</tbody>
</table>

_________________________  ___________________________
Employee Signature/Date    Administrator’s Signature/Date
# OTHER INSTRUCTIONAL PERSONNEL
## INTERIM PERFORMANCE REPORT

Other Instructional Personnel: _____________________  School: ________________

Position: ________________________________  School Year: _____ - _____

Contract Status: 

Documentation Reviewed:
- Other Instructional Personnel Documentation Log
- Goal Setting Form
- Observation Form
- Learner Survey Summary
- Other ________________

**Directions:** Evaluators use this form at the end of the school year to provide continuing contract other instructional personnel with an assessment of performance during their interim years on the evaluation cycle. The other instructional personnel should receive a copy of the form. The signed form is submitted to the site administrator within 10 calendar days of the summative evaluation meeting.

## Performance Standard 7: Learner/Program Progress

<table>
<thead>
<tr>
<th>Exemplary</th>
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<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard ...</td>
<td>Effective is the expected level of performance.</td>
<td>The instructional efforts of the other instructional personnel result in inconsistent learner/program progress; more progress is needed to meet established standards.</td>
<td>The work of the other instructional personnel rarely results in acceptable learner progress and/or program progress.</td>
</tr>
<tr>
<td>The work of the other instructional personnel results in a high level of learner progress with all populations and/or program progress.</td>
<td>The work of the other instructional personnel results in acceptable and measurable learner or program progress based on established standards, division goals, and/or school goals.</td>
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Comments:

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</table>
Overall Evaluation Summary

Commendations:

Areas Noted for Improvement:

Other Instructional Personnel Improvement Goals:

Evaluator’s Signature

Date

Other Instructional Personnel’s Signature

Other instructional personnel’s signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.

Date

Site Administrator’s Signature

Date
## PERFORMANCE IMPROVEMENT PLAN

**Other Instructional Personnel:** ________________  **School:** ________________

**Position:** ____________________________  **School Year:** __________

<table>
<thead>
<tr>
<th>Performance Standard Number</th>
<th>Performance Deficiencies within the Standard to be Corrected</th>
<th>Resources/Assistance Provided Activities to be Completed by the Employee</th>
<th>Target Dates</th>
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The other instructional personnel’s signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of unacceptable performance.

Evaluator’s Signature/Date Initiated  
Other Instructional Personnel’s Signature/Date Initiated

### Results of Performance Improvement Plan¹:

<table>
<thead>
<tr>
<th>Performance Standard Number</th>
<th>Performance Deficiencies within the Standard to be Corrected</th>
<th>Comments</th>
<th>Review Dates²</th>
</tr>
</thead>
<tbody>
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</table>

### Final recommendation based on outcome of Improvement Plan:

- ☐ The performance deficiencies have been satisfactorily corrected: The other instructional personnel is no longer on a Performance Improvement Plan.
- ☐ The deficiencies were not corrected: The other instructional personnel is recommended for non-renewal/dismissal.

Evaluator’s Signature/Date Reviewed  
Other Instructional Personnel’s Signature/Date Reviewed

Signature denotes the review occurred, not necessarily agreement with the final recommendation.

1. These sections are to be completed collaboratively by evaluator and educational specialist. Additional pages may be added.
2. Review dates should be prior to target dates for each improvement objective. Each review is intended to document support and assistance provided to the educational specialist.

___ Additional Pages Attached
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

September 10, 2012

SUBJECT: Update on Bowling Green School Project

RECOMMENDATION: Information

RATIONALE: Mr. McConnell will give a brief update on the status of the Bowling Green School Project. Attached is a list of work completed since August 13, 2012.

David McConnell
Signature
CAROLINE COUNTY SCHOOL PUBLIC SCHOOL BOARD MEETING

September 10, 2012

SUBJECT: 21ST Century Community Learning Centers Grant Award

RECOMMENDATION: Informational

RATIONALE: The 21ST Century Community Learning Centers Grant has been awarded to Caroline County Public Schools for Caroline Middle School in the amount of $185,475. The grant funds will be used for after school programs for students and professional development for teachers with a focus on Science, Technology, Engineering and Mathematics (STEM). In addition, two satellite learning centers will receive support for instructional materials and program activities.

Dolly G. Lindsay
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

September 10, 2012

SUBJECT: Demo on Et Cetera Program

RECOMMENDATION: Informational

RATIONALE: Et Cetera is an interactive website and was designed to host the curriculum for Caroline County Public Schools for grades K-12 for core and non-core areas. The Et Cetera website replaced the hard copies of the Anchor (Curriculum) and the Treasure Chest (Lesson Plans). Teachers are able to access up to date Virginia Standards of Learning, Test Blue Prints, Scope and Sequence, pacing guides, lesson plans, and resources. The Et Cetera website is a valuable tool for teachers.

See demonstration of the Et Cetera website.

Dolly G. Lindsay
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

September 10, 2012

SUBJECT: Demo on Website

RECOMMENDATION: Informational Item

RATIONALE: Present live demonstration of new division website and school website(s).

Wade Murray
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

September 10, 2012

SUBJECT: Fund Raiser for Proposed Playground at CDLC

RECOMMENDATION: Informational

RATIONALE: Various community members in the Ladysmith area have expressed an interest in putting a playground at the former Ladysmith Elementary School, currently the Caroline Diversified Learning Center (CDLC). We are in support of this plan; however, we need to be mindful of the probability of this site being used for an elementary school in the future.

Gregory N. Killough
Signature