

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

**Application for School Improvement Grant (SIG) 1003(g) Funds  
Under the *No Child Left Behind Act of 2001*, Public Law 107-110**

**Cover Page**

**Division Information**

School Division Name: **Norfolk Public Schools**  
Division Contact: **Dr. Christine Harris/Dr. Natalie Halloran**  
Mailing Address: **800 E. City Hall Ave., Norfolk, Va. 23510**  
Telephone (include extension if applicable): **757-628-3834 (Dr. Harris)** Fax: **757-628-3462 (Dr. Harris)**  
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**School Information**

Provide information for each school within the division that will receive support through the SIG funds.

School Name: **Lindenwood Elementary**  
Principal Name: **Danjile Henderson**  
Mailing Address: **2700 Ludlow St., Norfolk, Va. 23504**  
Telephone (include extension if applicable): **757-628-2577** Fax: **757-628-2576**  
E-mail: **[dhenherson@nps.k12.va.us](mailto:dhenherson@nps.k12.va.us)**

School Name: **Tidewater Park Elementary**  
Principal Name: **Dr. Dawn Lawrence**  
Mailing Address: **1045 E. Brambleton Ave., Norfolk, Va. 23504**  
Telephone (include extension if applicable): **757-628-2500** Fax: **757-628-2501**  
E-mail: **[dmlawren@nps.k12.va.us](mailto:dmlawren@nps.k12.va.us)**

(cover page continued)

**Assurances:** The local educational agency assures that SIG funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under the *No Child Left Behind Act of 2001* (NCLB). Additionally, the local educational agency agrees by signing below to implement program specific assurances located in "Section E. Assurances."

**Certification:** I hereby certify that, to the best of my knowledge, the information contained in this application is correct.

Superintendent's Signature: \_\_\_\_\_

Superintendent's Name: \_\_\_\_\_

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

*R Bentley*  
*Richard E. Bentley Jr.* 6/12  
*6/17/11*

**Section A: Schools to be Served**

**Note:** Descriptions of each of the four intervention models are included in Appendix A of the guidance document.

**1. Tier I and Tier II School Information**

Identify each Tier I and/or Tier II school that the school division commits to serve in the chart below. For each school identified, please provide the NCES ID #, the tier identification, and the intervention model the school will implement.

| School Name               | NCES ID #    | Tier I                   | Tier II                  | Intervention Model(s)    |                          |                          |                          |
|---------------------------|--------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                           |              |                          |                          | Turnaround               | Restart                  | Transformation           | Closure                  |
| Lindenwood Elementary     | 510267001112 | X                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X                        | <input type="checkbox"/> |
| Tidewater Park Elementary | 510267001142 | X                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X                        | <input type="checkbox"/> |
|                           |              | <input type="checkbox"/> |
|                           |              | <input type="checkbox"/> |

**2. Tier III School Information**

Identify each Tier III school that will be served. For each school identified, please provide the NCES ID # and the tier identification. If the school will implement an intervention model, please indicate which one the school will implement. If the school will not implement an intervention model, indicate “other school improvement strategies.”

| School Name | NCES ID # | Tier III                 | Intervention Model(s) or Other School Improvement Strategies |                          |                          |                          |                                     |
|-------------|-----------|--------------------------|--|--------------------------|--------------------------|--------------------------|-------------------------------------|
|             |           |                          | Turnaround   | Restart                  | Transformation           | Closure                  | Other School Improvement Strategies |
| N/A         |           | <input type="checkbox"/> | <input type="checkbox"/>                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
|             |           | <input type="checkbox"/> | <input type="checkbox"/>                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
|             |           | <input type="checkbox"/> | <input type="checkbox"/>                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
|             |           | <input type="checkbox"/> | <input type="checkbox"/>                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |

## Section B: Required Elements

### Part 1. Student Achievement and Demographic Data - Applicable to Tier I, II, and III Schools

The LEA must provide the following information for each of the Tier I, Tier II, and Tier III schools that will be served.

**Note: An LEA with Tier I schools must serve all of its Tier I schools before serving any eligible Tier III school.**

- a. Student achievement data for the past two years (2008-2009 and 2009-2010) in reading/language arts and mathematics: by school for the “all students” category and for each Adequate Yearly Progress (AYP) subgroup; and by grade level in the “all students” category and for each AYP subgroup;
- b. Analyzed student achievement data with identified areas that need improvement;
- c. Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject;
- d. Number of years each instructional staff member has been employed at the school;
- e. Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools;
- f. Information about the demographics of the student population to include attendance rate, total number of students, and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status;
- g. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of the library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess;
- h. Total number of minutes in the school year that all students were required to attend school and any increased learning time (e.g., before- or after-school, Saturday school, summer school);
- i. Total number of days teachers worked divided by the maximum number of teacher working days;
- j. Information about the types of technology that are available to students and instructional staff;
- k. Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics.

Response: (Use as much space as needed.)

Note: Divisions should consider providing this information in chart form and include here.

## LINDENWOOD ELEMENTARY

### Student Achievement Data

| <b>Students</b>                           | <b>2008-2009<br/>Writing</b> | <b>2008-2009<br/>Language<br/>Arts</b> | <b>2008-2009<br/>Math</b> | <b>2009-2010<br/>Writing</b> | <b>2009-2010<br/>Language<br/>Arts</b> | <b>2009-2010<br/>Math</b> |
|---|------------------------------|--|---------------------------|------------------------------|--|---------------------------|
| <b>All Students</b>                       | <b>63</b>                    | <b>69</b>                              | <b>71</b>                 | <b>68</b>                    | <b>65</b>                              | <b>71</b>                 |
| <b>Black</b>                              | <b>63</b>                    | <b>67</b>                              | <b>70</b>                 | <b>69</b>                    | <b>65</b>                              | <b>71</b>                 |
| <b>Hispanic</b>                           | -                            | <                                      | <                         | <                            | <                                      | <                         |
| <b>White</b>                              | -                            | <                                      | <                         | -                            | <                                      | <                         |
| <b>Students with<br/>Disabilities</b>     | <                            | <b>32</b>                              | <b>35</b>                 | <                            | <b>27</b>                              | <b>43</b>                 |
| <b>Economically<br/>Disadvantaged</b>     | <b>60</b>                    | <b>66</b>                              | <b>70</b>                 | <b>67</b>                    | <b>61</b>                              | <b>69</b>                 |
| <b>Limited<br/>English<br/>Proficient</b> | -                            | -                                      | -                         | -                            | <                                      | <                         |
| <b>Grade 3</b>                            | -                            | <b>61</b>                              | <b>71</b>                 | -                            | <b>60</b>                              | <b>76</b>                 |
| <b>Grade 4</b>                            | -                            | <b>68</b>                              | <b>62</b>                 | -                            | <b>62</b>                              | <b>65</b>                 |
| <b>Grade 5</b>                            | <b>63</b>                    | <b>80</b>                              | <b>83</b>                 | <b>68</b>                    | <b>74</b>                              | <b>71</b>                 |

### **Analyzed Student Achievement Data**

**Lindenwood Elementary School did not achieve State Accreditation or AYP for the past three years. The 2008-2009 and the 2009-2010 SOL results reveal many troubling trends centering on the students' performance on the Writing, Language Arts and Mathematics assessments.**

**SOL Language Arts results for all students fell 4 points (from 69 to 65); Language Arts scores for black students fell 2 points (from 67 to 65); Language Arts scores for students with disabilities fell 5 points (from 32 to 27); Language Arts economically disadvantaged students' scores fell 5 points (from 66 to 61); third grade Language Arts scores fell 1 point (from 61 to 60); fourth grade Language Arts scores fell 6 points (from 68 to 62); and fifth grade Language Arts scores fell 6 points (from 80 to 74).**

**SOL Math results for all students remained the same (71); Math scores for black students rose 1 point (from 70 to 71); Math scores for students with disabilities rose 8 points (from 35 to 43); Math economically disadvantaged students' scores fell 1 point (from 70 to 69); third grade Math scores rose 5 points (from 71 to 76); fourth grade Math scores rose 3 points (from 62 to 65); and fifth grade Math scores fell 12 points (from 83 to 71).**

**In addition, the student scores on the Writing SOL assessment rose 4 points (from 63% in 2008-2009 to 68% in 2009-2010). Economically disadvantaged students' scores rose 7 points (from 60 to 67); and fifth grade writing scores rose 5 points (from 63 to 68).**

**The achievement gaps between the subgroups and the general student population on the 2009-2010 SOL assessment bear close examination. Students with disabilities scored 38 points lower on the SOL Language Arts assessment than the general student population (65 compared to 27); the Math assessment for students with disabilities was 28 points lower than the general student population (43 compared to 71). There is little difference in the assessment results between the all students (Writing-68, Language Arts- 65, Math-71) and the economically disadvantaged students (Writing-67, Language Arts- 61, Math-69), but there is an achievement gap.**

## Teachers

| <b>Teachers</b>                                       | <b>Number</b> | <b>Percentage</b> |
|---|---------------|-------------------|
| <b>Total Teachers</b>                                 | <b>39</b>     | <b>100%</b>       |
| <b>Highly Qualified Teachers</b>                      | <b>39</b>     | <b>100%</b>       |
| <b>Teachers With Less Than Three Years Experience</b> | <b>15</b>     | <b>36%</b>        |

| <b>Teachers With Less Than Three Years Experience</b> | <b>Subject</b>           | <b>Grade</b>             |
|---|--------------------------|--------------------------|
| <b>CS</b>   | <b>Music</b>             | <b>General Music</b>     |
| <b>LG</b>   | <b>Elementary</b>        | <b>1</b>                 |
| <b>JD</b>   | <b>Elementary</b>        | <b>K</b>                 |
| <b>KA</b>   | <b>Elementary</b>        | <b>5</b>                 |
| <b>HW</b>   | <b>Elementary</b>        | <b>K</b>                 |
| <b>DW</b>   | <b>Elementary</b>        | <b>3</b>                 |
| <b>JA</b>   | <b>Elementary</b>        | <b>1</b>                 |
| <b>AS</b>   | <b>Elementary</b>        | <b>2</b>                 |
| <b>SW</b>   | <b>Elementary</b>        | <b>4</b>                 |
| <b>JB</b>   | <b>Elementary</b>        | <b>1</b>                 |
| <b>DW</b>   | <b>Elementary</b>        | <b>K</b>                 |
| <b>KK</b>   | <b>Elementary</b>        | <b>K</b>                 |
| <b>SB</b>   | <b>Learning Disabled</b> | <b>Learning Disabled</b> |
| <b>DW</b>   | <b>Elementary</b>        | <b>K</b>                 |
| <b>SF</b>   | <b>Elementary</b>        | <b>5</b>                 |

| <b>Number of Instructional Staff</b> | <b>Years Employed at the School</b> |
|--------------------------------------|-------------------------------------|
| 1                                    | 33                                  |
| 1                                    | 15                                  |
| 1                                    | 14                                  |
| 1                                    | 13                                  |
| 1                                    | 11                                  |
| 2                                    | 6                                   |
| 3                                    | 5                                   |
| 3                                    | 4                                   |
| 9                                    | 3                                   |
| 14                                   | 2                                   |
| 6                                    | 1                                   |

**Total Number of Students and Attendance Rate**

| <b>Total Number of Students</b> | <b>Attendance Rate</b> |
|---------------------------------|------------------------|
| 377                             | 95%                    |

**Disaggregated Student Categories**

| <b>Student Categories</b> |            |
|---------------------------|------------|
| <b>Male</b>               | <b>187</b> |
| <b>Female</b>             | <b>190</b> |
| <b>Black</b>              | <b>344</b> |
| <b>Hispanic</b>           | <b>13</b>  |

|                                   |            |
|-----------------------------------|------------|
| <b>White</b>                      | <b>5</b>   |
| <b>Students with Disabilities</b> | <b>35</b>  |
| <b>Economically Disadvantaged</b> | <b>273</b> |
| <b>Limited English Proficient</b> | <b>5</b>   |
| <b>Migrant Status</b>             | <b>1</b>   |
| <b>Homeless Status</b>            | <b>0</b>   |

### Physical Plant

|  |   |
|--|---|
| <b>Date Built</b>                          | <b>1953</b>   |
| <b>Square footage</b>                      | <b>54,900 sq. ft.</b>   |
| <b>Number of Classrooms</b>                | <b>32 Classrooms and 3 Mobile Units</b>   |
| <b>Description of Library Media Center</b> | <b>The school library media center is staffed by a certified school library media specialist and a half-day highly qualified library media assistant and provides equitable access to current resources and information on site and remotely 24/7 (Internet-based).</b> |
| <b>Description of Cafeteria</b>            | <b>The cafeteria has a seating capacity of appropriately 190.</b>   |
| <b>Description for Physical Education</b>  | <b>The school has a gym and an outside playground.</b>  |

**Total Minutes of the School Year and Increased Learning Time**

|   |   |
|---|---|
| <b>Minutes in School Year</b>               | <b>180 days x 390 minutes per day = 70,200 minutes per year</b>   |
| <b>SOL Remediation After School Program</b> | <b>The SOL Remediation Program operates 30 weeks /3 hours per week during the school year providing an additional 90 hours (5,400 minutes) of instruction and remediation).</b> |
| <b>Summer School</b>                        | <b>Selected students will be invited to participate in summer learning programs</b>   |

**Total Number of Days Teachers Worked Divided by the Maximum Number of Teacher Work Days**

**6992.49 Total Days Worked / 7,400 Teaching Days = 94.4%**

**Technology Available to Students and instructional Staff**

**Lindenwood Elementary School students and staff have access to 1 computer lab. In addition, both students and teachers have access to current resources and information on site and remotely 24/7 (Internet –based). The classrooms have computer stations, I-pod connections and Smart boards/White Boards. The Media center has been refurbished within the last three years. In August, the school will receive \$54,000 in books and AV collection upgrades.**

**Annual Goals for Student Achievement on State Assessments for Reading/Language Arts and Mathematics**  
**(2010 -2011)**

- Annual Measurable Objective for Reading/Language Arts is 86
- Annual Measurable Objective for Mathematics is 85

**TIDEWATER PARK ELEMENTARY**

**Student Achievement Data**

| <b>Students</b>                   | <b>2008-2009<br/>Writing</b> | <b>2008-2009<br/>Language Arts</b> | <b>2008-2009<br/>Math</b> | <b>2009-2010<br/>Writing</b> | <b>2009-2010<br/>Language Arts</b> | <b>2009-2010<br/>Math</b> |
|-----------------------------------|------------------------------|------------------------------------|---------------------------|------------------------------|------------------------------------|---------------------------|
| <b>All Students</b>               | <b>94</b>                    | <b>80</b>                          | <b>71</b>                 | <b>71</b>                    | <b>65</b>                          | <b>72</b>                 |
| <b>Black</b>                      | <b>94</b>                    | <b>80</b>                          | <b>71</b>                 | <b>70</b>                    | <b>65</b>                          | <b>72</b>                 |
| <b>Hispanic</b>                   | -                            | -                                  | -                         | -                            | -                                  | -                         |
| <b>White</b>                      | -                            | <                                  | <                         | <                            | <                                  | <                         |
| <b>Students with Disabilities</b> | <b>83</b>                    | <b>83</b>                          | <b>69</b>                 | <                            | <b>67</b>                          | <b>48</b>                 |
| <b>Economically Disadvantaged</b> | <b>97</b>                    | <b>80</b>                          | <b>71</b>                 | <b>70</b>                    | <b>65</b>                          | <b>72</b>                 |
| <b>Limited English Proficient</b> | -                            | -                                  | -                         | -                            | -                                  | -                         |
| <b>Grade 3</b>                    | -                            | <b>89</b>                          | <b>82</b>                 | -                            | <b>62</b>                          | <b>71</b>                 |

|                |           |           |           |           |           |           |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|
| <b>Grade 4</b> | <b>-</b>  | <b>71</b> | <b>47</b> | <b>-</b>  | <b>64</b> | <b>70</b> |
| <b>Grade 5</b> | <b>94</b> | <b>80</b> | <b>84</b> | <b>71</b> | <b>71</b> | <b>76</b> |

### **Analyzed Student Achievement Data**

**Although Tidewater Park Elementary School has been fully accredited for the past three years, it did not achieve AYP in 2009-10 and 2010-2011. The 2008-2009 and the 2009-2010 SOL results reveal many troubling trends centering on the students' performance on both the Language Arts and Mathematics assessments.**

**SOL Language Arts results for all students fell 15 points (from 80 to 65); Language Arts scores for black students fell 15 points (from 80 to 65); Language Arts scores for students with disabilities fell 16 points (from 83 to 67); Language Arts economically disadvantaged students' scores fell 15 points (from 80 to 65); third grade Language Arts scores fell 27 points (from 89 to 62); fourth grade Language Arts scores fell 7 points (from 71 to 64); and fifth grade Language Arts scores fell 9 points (from 80 to 71).**

**SOL Math results for all students rose 1 point (from 71 to 72); Math scores for black students rose 1 point (from 71 to 72); Math scores for students with disabilities fell 17 points (from 69 to 48); Math economically disadvantaged students' scores rose 1 point (from 71 to 72); third grade Math scores fell 11 points (from 82 to 71); fourth grade Math scores rose 23 points (from 47 to 70); and fifth grade Math scores fell 8 points (from 84 to 76).**

**In addition, the student scores on the Writing SOL assessment tumbled 24 points (from 94% in 2008-2009 to 71% in 2009-2010). Students with disabilities' scores fell 16 points (from 83 to 67); economically disadvantaged students' scores fell 27 points (from 97 to 70); and fifth grade writing scores fell 23 points (from 94 to 71).**

**The achievement gaps between one of the subgroups and the general student population on the 2009-2010 SOL assessment are surprising. For example, students with disabilities scored two points higher on the SOL Language Arts assessment than the general student population (67 compared to 65), but on the Math assessment students with disabilities scored 24 points below the general student population (48 compared to 72). There is little difference in the assessment results between the all students (Writing-71, Language Arts- 65, Math-72) and the economically disadvantaged students (Writing-70, Language Arts- 65, Math-72).**

**Teachers**

| <b>Teachers</b>                                       | <b>Number</b> | <b>Percentage</b> |
|---|---------------|-------------------|
| <b>Total Teachers</b>                                 | <b>39</b>     | <b>100%</b>       |
| <b>Highly Qualified Teachers</b>                      | <b>39</b>     | <b>100%</b>       |
| <b>Teachers With Less Than Three Years Experience</b> | <b>5</b>      | <b>13%</b>        |

| <b>Teachers With Less Than Three Years Experience</b> | <b>Subject</b>    | <b>Grade</b> |
|---|-------------------|--------------|
| <b>AB</b>   | <b>Elementary</b> | <b>K</b>     |
| <b>KH</b>   | <b>Elementary</b> | <b>5</b>     |
| <b>CL</b>   | <b>Elementary</b> | <b>1</b>     |
| <b>AS</b>   | <b>Elementary</b> | <b>5</b>     |
| <b>LW</b>   | <b>Elementary</b> | <b>3</b>     |

| <b>Number of Instructional Staff</b> | <b>Years Employed at the School</b> |
|--------------------------------------|-------------------------------------|
| <b>1</b>                             | <b>21</b>                           |
| <b>1</b>                             | <b>20</b>                           |
| <b>1</b>                             | <b>18</b>                           |
| <b>1</b>                             | <b>14</b>                           |

|   |    |
|---|----|
| 4 | 11 |
| 2 | 10 |
| 1 | 9  |
| 2 | 8  |
| 2 | 7  |
| 1 | 6  |
| 4 | 5  |
| 4 | 4  |
| 8 | 3  |
| 2 | 2  |
| 5 | 1  |

**Total Number of Students and Attendance Rate**

|                                 |                        |
|---------------------------------|------------------------|
| <b>Total Number of Students</b> | <b>Attendance Rate</b> |
| 369                             | 96%                    |

**Disaggregated Student Categories**

| <b>Student Categories</b>         | <b>Number</b> |
|-----------------------------------|---------------|
| <b>Male</b>                       | <b>189</b>    |
| <b>Female</b>                     | <b>180</b>    |
| <b>Black</b>                      | <b>367</b>    |
| <b>Hispanic</b>                   | <b>0</b>      |
| <b>White</b>                      | <b>1</b>      |
| <b>Students with Disabilities</b> | <b>44</b>     |

|                                   |            |
|-----------------------------------|------------|
| <b>Economically Disadvantaged</b> | <b>287</b> |
| <b>Limited English Proficient</b> | <b>0</b>   |
| <b>Migrant Status</b>             | <b>0</b>   |
| <b>Homeless Status</b>            | <b>6</b>   |

**Physical Plant**

|  |   |
|--|---|
| <b>Date Built</b>                          | <b>1964</b>   |
| <b>Square footage</b>                      | <b>39,675 sq. ft.</b>   |
| <b>Number of Classrooms</b>                | <b>17 Classrooms and 7 Mobile Units</b>   |
| <b>Description of Library Media Center</b> | <b>The school library media center is staffed by a certified school library media specialist and a half-day highly qualified library media assistant and provides equitable access to current resources and information on site and remotely 24/7 (Internet-based).</b> |
| <b>Description of Cafeteria</b>            | <b>The cafeteria has a seating capacity of appropriately 224.</b>   |
| <b>Description for Physical Education</b>  | <b>The school has only a small room delegated to physical education; however, the school has a large outside playground.</b>  |

**Total Minutes of the School Year and Increased Learning Time**

|   |   |
|---|---|
| <b>Minutes in School Year</b>               | <b>180 days x 390 minutes per day = 70,200 minutes per year</b>   |
| <b>SOL Remediation After School Program</b> | <b>The SOL Remediation Program operates 30 weeks /3 hours per week during the school year providing an additional 90 hours (5,400 minutes) of instruction and remediation).</b> |
| <b>Summer School</b>                        | <b>Selected students will be invited to participate in summer learning programs</b>   |

**Total Number of Days Teachers Worked Divided by the Maximum Number of Teacher Work Days**

**7114.05 Days Worked / 7,420 Teaching Days = 95.8%**

**Annual Goals for Student Achievement on State Assessments for Reading/Language Arts and Mathematics (2010 -2011)**

- **Annual Measurable Objective for Reading/Language Arts is 86**
- **Annual Measurable Objective for Mathematics is 85**

### **Technology Available to Students and Instructional Staff**

**Tidewater Park Elementary School students and staff have access to 1 computer lab. In addition, both students and teachers have access to current resources and information on site and remotely 24/7 (Internet –based). The classrooms have computer stations, I-pod connections and Smart boards/White Boards. The Media center has been refurbished within the last three years. In August, the school will receive \$54,000 in book and AV collection upgrades.**

**Part 2. Design and Implement an Intervention for Each School – Tier I and Tier II schools must implement one of the intervention models. Tier III schools may implement one of the intervention models or other school improvement strategies.**

The LEA will need to have detailed plans in place to demonstrate how the interventions will be designed as well as the plan for implementation. Listed below are the factors that will be considered to assess an LEA’s commitment to designing interventions consistent with the factors below from the U.S. Department of Education (USED) Final Requirements for School Improvement Grants as amended November 1, 2010.

For each school listed in Section A that is implementing one of the intervention models, describe the following:

- a. The plan to implement the interventions by the beginning of the 2011-2012 school year.
- b. The plan to regularly engage the school community, with substantial emphasis on parental engagement, to inform members of progress toward the design and implementation of the interventions and to give them opportunity to provide input.
- c. The LEA resources to research and design the selected interventions as intended.
- d. The plan to set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.
- e. The SEA sponsored strategic planning session attended or to be attended by the LEA.
- f. The LEA’s capacity to implement the selected intervention models.

**Response:** (Use as much space as needed.)

- a. **To assist in successfully implementing interventions for the Transformation model by the beginning of the 2011 – 2012 school year, pre-implementation actions and events will take place. Various planning sessions between district administrators and Pearson (Lead Turnaround Partner) will occur. For additional information, see attached document/proposal p. 2 – 5 and scope of work p.16 (pre-implementation professional development).**

- b. The needs assessment that is part of the pre-implementation uses the My Voice survey (in which one audience is parents) will provide incentives for parents to complete the survey. See the section in the proposal that further speaks to parent engagement (p. 12 – 13). Norfolk Public Schools’ teacher evaluation instrument has a Domain that addresses/rates teachers based upon their student achievement data/student growth. Using performance indicators defined and addressed within this Domain, teachers receive a rating of: exceed standards, meet standards, or below standards. Teacher performance for the teachers in schools participating in this grant will be based in part upon student growth in accordance with Norfolk’s evaluation system.**
- c. Norfolk Public Schools’ school board, district administrators, and teachers fully support the implementation of this Transformation model. District representatives participated in the Virginia Department of Education Lead Turnaround Partner (LTP) presentations (webinar) and reviewed RFP documents by all “awarded contractors” on the state’s website. District administrators will work collaboratively with Pearson (LTP) to ensure interventions are selected that address the varied learning needs of students and build the capacity of teachers and building administrators.**
- d. Our emphasis on Pearson’s Implementation Category 3 – High Performance Leadership, Management, and Organization – is too make certain that all resources are aligned with ensuring a successful implementation of the design as well as interventions. Planning sessions are part of the pre-implementation support for the Leadership Team to ensure that the schedule accommodates the work to be done. Using funds provided in this grant, 300 hours of extended learning will be provided to students from early October through June and during the summer before school, afterschool, on Saturdays, and during summer school. Discussions will take place as to options being made available to support an extended school year for staff and students.**
- e. District administrators participated in the VDOE grant application technical assistance webinar on April 19, the Lead Turnaround Partner presentations (webinar) on May 2, and attended the grant technical assistance session in Richmond on June 8 (along with LTP – Pearson).**
- f. Norfolk Public Schools is committed to ensuring that resources are allocated and support systems are in place to ensure an effective implementation of the Transformation model. District administrators will work collaboratively with Pearson (LTP) and participated in all VDOE technical assistance session (webinars, trainings, etc.).**

For any Tier III school listed in Section A *not* implementing one of the intervention models, describe the following:

- g. The services the school will receive or the activities the school will implement; and
- h. The goals the LEA will establish to hold accountable its Tier III schools that receive school improvement grant funds.  
(See Appendix B of the guidance document for examples of other school improvement strategies.)

Response: (Use as much space as needed.)

**NA**

- If the LEA lacks sufficient capacity to serve all of its Tier I schools, provide the following information:
  - a. What steps have been taken to secure the support of the local school board for the intervention model selected?
  - b. What steps have been taken to secure the support of the parents for the intervention model selected?
  - c. If the LEA does not have sufficient staff to implement the selected intervention model fully and effectively, has the LEA considered use of the SIG funds to hire necessary staff?
  - d. What steps have been taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to implement the model?

Response: (Use as much space as needed.)

Note: For divisions with Tier II and Tier III schools, this response is NA.

Mark NA, if applicable

**NA**

### Part 3. Recruit, Screen, and Select External Providers, If Applicable

To assist school divisions with recruiting, screening, and selecting external providers, if applicable, the Virginia Department of Education (VDOE) conducted a Request for Proposals for Lead Turnaround Partners (LTPs). Awarded were four independent contractors: Cambridge Education; Edison Learning, Inc.; John Hopkins University; and Pearson Education. School divisions may select an LTP from the competitively awarded contract list or they may choose to initiate their own competitive process. The benefit of selecting a provider from the VDOE contract list is that the competition has already taken place and a school division will not have to delay the implementation of the work with the LTP by awaiting results from its own competitive process. Specific information such as contract number and pricing about each awarded contractor is publicly posted on the VDOE Web site. The link below provides the request for proposal for the selection of the LTPs:

[http://www.doe.virginia.gov/support/school\\_improvement/title1/1003\\_g/tier\\_1-2/meeting\\_apr\\_2010/rfp\\_low\\_achieving\\_schools.pdf](http://www.doe.virginia.gov/support/school_improvement/title1/1003_g/tier_1-2/meeting_apr_2010/rfp_low_achieving_schools.pdf)

Below are the factors that will be considered to assess the LEA's commitment to recruit, screen, and select external providers, if applicable, consistent with the USED Final Requirements for School Improvement Grants as amended in November 1, 2010. Describe the following:

- a. Reasonable and timely steps taken to recruit, screen, and select providers to be in place by the beginning of the 2011-2012 school year that may include, but are not limited to:
  - i. Analyzing the LEA's operational needs;
  - ii. Researching and prioritizing the external providers available to serve the school;
  - iii. Contacting other LEA's currently or formerly engaged with the external provider regarding their experience;
  - iv. Engaging parents and community members to assist in the selection process; and
  - v. Delineating the responsibilities and expectations to be carried out by the external provider as well as those to be carried out by the LEA.

Mark **NA** here if the LEA selected an LTP from the state's list.

**NA**

Mark **NA** here if the selected model does not require an LTP.

Response: (Use as much space as needed.)

- b. Detailed and relevant criteria for selecting external providers that take into account the specific needs of the Tier I and/or Tier II schools to be served by external providers. These criteria may include, but are not limited to:
  - i. A proven track record of success in working with a particular population or type of school;
  - ii. Alignment between external provider services and needs of the LEA;
  - iii. Capacity to and documented success in improving student achievement; and
  - iv. Capacity to serve the identified school or schools with the selected intervention model.

Mark **NA** here if the LEA selected an LTP from the state’s list.  
**NA**  
Mark **NA** here if the selected model does not require an LTP.  
Response: (Use as much space as needed.)

**Part 4: Modify Practices and/or Policies, If Necessary, to Enable Implementation of the Intervention Fully and Effectively-Applicable to Tier I, II, and III Schools**

The LEA will provide evidence that a review of division and school policies have been completed to ensure alignment with the selected interventions. Evidence will include copies of division meeting agenda and accompanying notes. If changes are needed to existing policies and/or procedures, additional documentation will be requested such as revisions to policy manuals, local board of education meeting minutes, and/or other appropriate division communication. *These documents may be scanned and attached as an appendix to this application with an explanation provided below.*

Response: (Use as much space as needed.)

**See attached documentation (meeting agendas)**

### **Part 5. Sustain the Reform Effort After the Funding Period Ends - Applicable to Tier I, II, and III Schools**

The LEA will provide a narrative identifying resources, financial and otherwise, to demonstrate how the reform effort will be sustained after the funding period ends. The LEA's ability to sustain the reform effort after the funding period ends will be evaluated by considering descriptions provided for the required components below.

Describe the following:

- Use of the Indistar™ tool by the division and school improvement teams to inform, coach, sustain, track, and report school improvement activities;
- Implementation of contract with external provider, if applicable; and
- Division plan and budget for sustaining the reform effort.

Response: (Use as much space as needed.)

**This past school year, Lindenwood and Tidewater Park were both in school improvement and utilized the Indistar tools to inform, coach, track, and report school improvement activities. A division team met monthly to review their Indistar plan and ensured that it was aligned with the identified needs at each school site. Division team members were part of each school improvement team and participated in monthly meeting/planning sessions and VDOE webinars.**

**Norfolk Public Schools has selected Pearson as their Lead Turnaround Partner. Pearson's proposal and Scope of Work are attached. A Pearson representative will be attending the VDOE grant technical assistance session (Richmond – June 8) with the division representative.**

**The sustainability of the Transformation model at both schools will be made possible by the utilization of local, state, and federal funds (Title I, Title II, etc.). Each aspect of Pearson's implementation process and their support systems are designed to scaffold development of capacity for sustained improvement of the reform effort at the school and district levels. *The most recent AIR research report recognizes Pearson's work as one of three models with sustainable results.***

### Section C: Pre-implementation Activities

“Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 SIG funds.

Allowable pre-implementation activities include, but are not limited to, the following. The LEA may:

- a. Hold parent and community meetings to review school performance, discuss the new intervention model to be implemented, and develop school improvement plans in line with the model selected.
- b. Either: 1) select a charter school operator, a charter management organization (CMO), or an educational management organization (EMO) from the state-approved list; or 2) conduct the required review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly select any external provider that may be necessary to assist in planning for the implementation of an intervention model.
- c. Recruit and hire the incoming principal, leadership team, and/or instructional staff.
- d. Provide remediation and enrichment to students in schools that will implement an intervention model, purchase appropriate instructional materials, or compensate staff for instructional planning.
- e. Provide professional development that will enable staff to effectively implement new or revised instructional programs that are aligned with the school’s comprehensive and instructional plan and intervention model.
- f. Develop and pilot a data system for use in schools implementing an intervention model; analyze data; or develop and adopt interim assessments for use in those schools.
- g. Conduct other allowable pre-implementation activities.
- h. Include sufficient funds in the budget to conduct pre-implementation activities fully and effectively in addition to implementing an intervention model for its Tier I, Tier II, as well as to support school improvement activities in its Tier III schools throughout the period of availability of funds.

If applicable, describe the activities for pre-implementation.

|  |
|--|
| Response: (Use as much space as needed.) |
|--|

**To assist in successfully implementing interventions for the Transformation model by the beginning of the 2011 – 2012 school year, pre-implementation actions and events will take place such as:**

- **various planning sessions between district administrators and Pearson (Lead Turnaround Partner)**
- **needs assessments and implementation audits**
- **hiring highly-qualified administrators, teachers, and support staff**
- **purchasing various research-based materials, supplies, and supplemental instructional resources**
- **hold a parent/community open house**
- **professional development for administrators, leadership teams and staff**

**\*See attached proposal p. 2 – 5 and Scope of Work p. 16 (pre-implementation professional development)**

#### **SECTION D: BUDGET**

As stipulated in the final USED SIG guidance, divisions may apply for \$50,000 to \$2,000,000 per school for each year of the grant. The total budget request may not exceed \$2,000,000 per school for each year or \$6,000,000 per school over three years.

**Part 1:** Budget Summary (one for the division and one for each school). School Improvement Grant (SIG) funds may be expended on any allowable expense as described in the Guidelines for School Improvement Grant Application document. School Improvement Grant funds may also be expended for the purchase of educational vendor/company services to support the implementation of the selected intervention model(s). Appendix A in the guidance document contains additional information on the four intervention models. The LEA must submit the following:

- a. One combined LEA-level budget summary detailing expenditures designed to support implementation of the selected school intervention model(s) in all schools chosen to be served in the LEA (Tier I, Tier II and Tier III schools);
- b. For each school served with SIG funds, a budget summary detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies.
- c. For each school served with SIG funds, a detailed narrative describing the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives.

A description of expenditure codes can be found at the end of Section D.

See following pages for budget form(s).

**Part 1(a): Combined Division-Level Budget Summary for ALL (Tier I, Tier II, and Tier III) Schools the LEA Commits to Serve**

In the chart below, please include a budget summary of expenditures for activities designed to support implementation of the selected school intervention model(s) in the LEA’s **Tier I, Tier II, and Tier III** schools. Please duplicate the chart below and complete a separate budget for each school the LEA commits to serve with SIG funds.

| Expenditure Codes                | Year 1: 2011-2012<br>(includes pre-implementation period) |                    |                               | Year 2: 2012-2013  |                               | Year 3: 2013-2014  |                               | Total  |
|----------------------------------|---|--------------------|-------------------------------|--------------------|-------------------------------|--------------------|-------------------------------|--|
|                                  | Pre-implementation<br>(SIG Funds)                         | SIG Funds          | Other Funds                   | SIG Funds          | Other Funds                   | SIG Funds          | Other Funds                   | Sum of SIG Funds for<br>all three years.<br><i>Do not include “other<br/>funds.”</i> |
| 1000 - Personnel                 | \$21,000  | \$314,000          | \$6,000<br>(Title I)          | \$244,000          | \$6,000<br>(Title I)          | \$244,000          | \$6,000<br>(Title I)          | \$823,000  |
| 2000 - Employee Benefits         | \$1,608   | \$17,270           | \$1,000<br>(Title I)          | \$11,860           | \$1,000<br>(Title I)          | \$11,860           | \$1,000<br>(Title I)          | \$42,598   |
| 3000 - Purchased Services        | \$131,200   | \$600,000          | \$2,000<br>(Title I)          | \$600,000          | \$2,000<br>(Title I)          | \$600,000          | \$2,000<br>(Title I)          | \$1,931,200  |
| 4000 - Internal Services         |   | \$20,000           |                               |                    |                               |                    |                               | \$20,000   |
| 5000 - Other Charges             |   | \$32,000           |                               | \$75,400           |                               | \$75,400           |                               | \$182,800  |
| 6000 - Materials and Supplies    | \$6,600   | \$150,000          | \$10,000<br>(Title I)         | \$180,000          | \$10,000<br>(Title I)         | \$180,000          | \$10,000<br>(Title I)         | \$516,600  |
| 8000 – Equipment/ Capital Outlay |   |                    |                               |                    |                               |                    |                               |  |
| <b>Total</b>                     | <b>\$160,408</b>  | <b>\$1,133,270</b> | <b>\$19,000<br/>(Title I)</b> | <b>\$1,111,260</b> | <b>\$19,000<br/>(Title I)</b> | <b>\$1,111,260</b> | <b>\$19,000<br/>(Title I)</b> | <b>\$3,516,198</b>   |

These expenditure codes are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

**Part 1(b): Budget Summary for Each School the LEA Commits to Serve with SIG Funds**

For **each school** served with SIG funds, please provide a budget detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Separate division- and school-level expenses for SIG funds. Division-level expenses are those that occur at the division level to support school improvement activities for the specific school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Please duplicate the chart below as needed to complete a separate budget for each school the LEA commits to serve with SIG funds.

| SCHOOL NAME: <b>Lindenwood Elementary</b> |   |                            |                          | TIER IDENTIFICATION: TIER I <u>  X  </u> TIER II <u>  </u> TIER III <u>  </u> |                          |                            |                          |  |
|---|---|----------------------------|--------------------------|---|--------------------------|----------------------------|--------------------------|--|
|   | Year 1: 2011-2012<br>(includes pre-implementation period) |                            |                          | Year 2: 2012-2013   |                          | Year 3: 2013-2014          |                          | Total  |
| Expenditure Codes                         | Pre-implementation SIG Funds                              | SIG Funds                  | Other Funds              | SIG Funds   | Other Funds              | SIG Funds                  | Other Funds              | Sum of SIG Funds for all three years. <i>Do not include "other funds."</i> |
| <b>1000 – Personnel</b>                   | Division Expenses \$                                      | Division Expenses \$82,000 | Other: \$3,000 (Title I) | Division Expenses \$82,000  | Other: \$3,000 (Title I) | Division Expenses \$82,000 | Other: \$3,000 (Title I) | Division Expenses \$246,000  |
|   | School Expenses \$10,500                                  | School Expenses \$75,000   |                          | School Expenses \$40,000  |                          | School Expenses \$40,000   |                          | School Expenses \$165,500  |
| <b>2000 – Personnel</b>                   | Division Expenses \$                                      | Division Expenses \$2,870  | Other: \$500 (Title I)   | Division Expenses \$2,870   | Other: \$500 (Title I)   | Division Expenses \$2,870  | Other: \$500 (Title I)   | Division Expenses \$8,610  |
|   | School Expenses \$804                                     | School Expenses \$5,765    |                          | School Expenses \$3,060   |                          | School Expenses \$3,060    |                          | School Expenses \$12,689   |

|   |                                    |                                      |                                       |                                       |                                       |                                       |                                       |                                       |
|---|------------------------------------|--------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| <b>3000 - Purchased Services</b>  | Division Expenses<br>\$            | Division Expenses<br>\$              | Other:<br><b>\$1,000</b><br>(Title I) | Division Expenses<br>\$               | Other:<br><b>\$1,000</b><br>(Title I) | Division Expenses<br>\$               | Other:<br><b>\$1,000</b><br>(Title I) | Division Expenses<br>\$               |
|   | School Expenses<br><b>\$65,600</b> | School Expenses<br><b>\$300,000</b>  |                                       | School Expenses<br><b>\$300,000</b>   |                                       | School Expenses<br><b>\$300,000</b>   |                                       | School Expenses<br><b>\$965,600</b>   |
| <b>4000 - Internal Services</b>   | Division Expenses<br>\$            | Division Expenses<br>\$              | Other:<br>\$                          | Division Expenses<br>\$               | Other:<br>\$                          | Division Expenses<br>\$               | Other:<br>\$                          | Division Expenses<br>\$               |
|   | School Expenses<br>\$              | School Expenses<br><b>\$10,000</b>   |                                       | School Expenses                       |                                       | School Expenses                       |                                       | School Expenses<br><b>\$10,000</b>    |
| <b>5000 - Other Charges</b>   | Division Expenses<br>\$            | Division Expenses<br><b>\$16,000</b> | Other:<br>\$                          | Division Expenses<br><b>\$15,700</b>  | Other:<br>\$                          | Division Expenses<br><b>\$15,700</b>  | Other:<br>\$                          | Division Expenses<br><b>\$47,400</b>  |
|   | School Expenses                    | School Expenses                      |                                       | School Expenses<br><b>\$22,000</b>    |                                       | School Expenses<br><b>\$22,000</b>    |                                       | School Expenses<br><b>\$44,000</b>    |
| <b>6000 - Materials and Supplies</b>  | Division Expenses                  | Division Expenses                    | Other:<br><b>\$5,000</b><br>(Title I) | Division Expenses                     | Other:<br><b>\$5,000</b><br>(Title I) | Division Expenses                     | Other:<br><b>\$5,000</b><br>(Title I) | Division Expenses                     |
|   | School Expenses<br><b>\$3,300</b>  | School Expenses<br><b>\$75,000</b>   |                                       | School Expenses<br><b>\$90,000</b>    |                                       | School Expenses<br><b>\$90,000</b>    |                                       | School Expenses<br><b>\$258,300</b>   |
| <b>8000 - Equipment / Capital Outlay</b>  | Division Expenses<br>\$            | Division Expenses<br>\$              | Other:<br>\$                          | Division Expenses<br>\$               | Other:<br>\$                          | Division Expenses<br>\$               | Other:<br>\$                          | Division Expenses<br>\$               |
|   | School Expenses<br>\$              | School Expenses                      |                                       | School Expenses                       |                                       | School Expenses<br>\$                 |                                       | School Expenses                       |
| <b>Total</b>  | Division Expense                   | Division Expense<br><b>\$100,870</b> | Other:<br><b>\$6,000</b><br>(Title I) | Division Expenses<br><b>\$100,570</b> | Other:<br><b>\$6,000</b><br>(Title I) | Division Expenses<br><b>\$100,570</b> | Other:<br><b>\$6,000</b><br>(Title I) | Division Expenses<br><b>\$302,010</b> |
|   | School Expenses<br><b>\$80,204</b> | School Expenses<br><b>\$465,765</b>  |                                       | School Expenses<br><b>\$455,060</b>   |                                       | School Expenses<br><b>\$455,060</b>   |                                       | School Expenses<br><b>\$1,456,089</b> |
| <b>Sum of SIG Funds for all three years for this school Do not include "other funds."</b> |                                    |                                      |                                       |                                       |                                       |                                       |                                       | <b>\$1,758,099</b>                    |

| SCHOOL NAME: <b>Tidewater Park Elementary</b> |   |                            |                          | TIER IDENTIFICATION: TIER I <input checked="" type="checkbox"/> TIER II <input type="checkbox"/> TIER III <input type="checkbox"/> |                          |                            |                          |   |
|---|---|----------------------------|--------------------------|--|--------------------------|----------------------------|--------------------------|---|
|   | Year 1: 2011-2012<br>(includes pre-implementation period) |                            |                          | Year 2: 2012-2013  |                          | Year 3: 2013-2014          |                          | Total   |
| Expenditure Codes                             | Pre-implementation SIG Funds                              | SIG Funds                  | Other Funds              | SIG Funds  | Other Funds              | SIG Funds                  | Other Funds              | Sum of SIG Funds for all three years. Do not include "other funds." |
| <b>1000 – Personnel</b>                       | Division Expenses \$                                      | Division Expenses \$82,000 | Other: \$3,000 (Title I) | Division Expenses \$82,000   | Other: \$3,000 (Title I) | Division Expenses \$82,000 | Other: \$3,000 (Title I) | Division Expenses \$246,000   |
|   | School Expenses \$10,500                                  | School Expenses \$75,000   |                          | School Expenses \$40,000   |                          | School Expenses \$40,000   |                          | School Expenses \$165,500   |
| <b>2000 – Personnel</b>                       | Division Expenses   | Division Expenses \$2,870  | Other: \$500 (Title I)   | Division Expenses \$2,870  | Other: \$500 (Title I)   | Division Expenses \$2,870  | Other: \$500 (Title I)   | Division Expenses \$8,610   |
|   | School Expenses \$804                                     | School Expenses \$5,765    |                          | School Expenses \$3,060  |                          | School Expenses \$3,060    |                          | School Expenses \$12,689  |

|   |                                    |                                      |                                       |                                       |                                       |                                       |                                       |                                       |
|---|------------------------------------|--------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| <b>3000 - Purchased Services</b>  | Division Expenses<br>\$            | Division Expenses<br>\$              | Other:<br><b>\$1,000</b><br>(Title I) | Division Expenses<br>\$               | Other:<br><b>\$1,000</b><br>(Title I) | Division Expenses<br>\$               | Other:<br><b>\$1,000</b><br>(Title I) | Division Expenses<br>\$               |
|   | School Expenses<br><b>\$65,600</b> | School Expenses<br><b>\$300,000</b>  |                                       | School Expenses<br><b>\$300,000</b>   |                                       | School Expenses<br><b>\$300,000</b>   |                                       | School Expenses<br><b>\$965,600</b>   |
| <b>4000 - Internal Services</b>   | Division Expenses<br>\$            | Division Expenses<br>\$              | Other:<br>\$                          | Division Expenses<br>\$               | Other:<br>\$                          | Division Expenses<br>\$               | Other:<br>\$                          | Division Expenses<br>\$               |
|   | School Expenses<br>\$              | School Expenses<br><b>\$10,000</b>   |                                       | School Expenses                       |                                       | School Expenses                       |                                       | School Expenses<br><b>\$10,000</b>    |
| <b>5000 - Other Charges</b>   | Division Expenses<br>\$            | Division Expenses<br><b>\$16,000</b> | Other:<br>\$                          | Division Expenses<br><b>\$15,700</b>  | Other:<br>\$                          | Division Expenses<br><b>\$15,700</b>  | Other:<br>\$                          | Division Expenses<br><b>\$47,400</b>  |
|   | School Expenses<br>\$              | School Expenses                      |                                       | School Expenses<br><b>\$22,000</b>    |                                       | School Expenses<br><b>\$22,000</b>    |                                       | School Expenses<br><b>\$44,000</b>    |
| <b>6000 - Materials and Supplies</b>  | Division Expenses                  | Division Expenses                    | Other:<br><b>\$5,000</b><br>(Title I) | Division Expenses                     | Other:<br><b>\$5,000</b><br>(Title I) | Division Expenses                     | Other:<br><b>\$5,000</b><br>(Title I) | Division Expenses                     |
|   | School Expenses<br><b>\$3,300</b>  | School Expenses<br><b>\$75,000</b>   |                                       | School Expenses<br><b>\$90,000</b>    |                                       | School Expenses<br><b>\$90,000</b>    |                                       | School Expenses<br><b>\$258,300</b>   |
| <b>8000 - Equipment / Capital Outlay</b>  | Division Expenses<br>\$            | Division Expenses<br>\$              | Other:<br>\$                          | Division Expenses<br>\$               | Other:<br>\$                          | Division Expenses<br>\$               | Other:<br>\$                          | Division Expenses<br>\$               |
|   | School Expenses<br>\$              | School Expenses                      |                                       | School Expenses                       |                                       | School Expenses<br>\$                 |                                       | School Expenses                       |
| <b>Total</b>  | Division Expense                   | Division Expense<br><b>\$100,870</b> | Other:<br><b>\$9,500</b><br>(Title I) | Division Expenses<br><b>\$100,570</b> | Other:<br><b>\$9,500</b><br>(Title I) | Division Expenses<br><b>\$100,570</b> | Other:<br><b>\$9,500</b><br>(Title I) | Division Expenses<br><b>\$302,010</b> |
|   | School Expenses<br><b>\$80,204</b> | School Expenses<br><b>\$465,765</b>  |                                       | School Expenses<br><b>\$455,060</b>   |                                       | School Expenses<br><b>\$455,060</b>   |                                       | School Expenses<br><b>\$1,456,089</b> |
| <b>Sum of SIG Funds for all three years for this school</b><br><i>Do not include "other funds."</i> |                                    |                                      |                                       |                                       |                                       |                                       |                                       | <b>\$1,758,099</b>                    |

**Part 1(c): Budget Narrative for Each School the LEA Commits to Serve with SIG Funds**

In the chart below, for **each school** served with SIG funds, please provide a budget narrative of expenditures for activities designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Include the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives. Use as much space as needed for each Expenditure Code. Please duplicate the chart below as needed to complete a separate budget for each school the LEA commits to serve with SIG funds.

|  |  |
|--|--|
| <p><b>SCHOOL NAME: Lindenwood Elementary</b></p>   | <p><b>TIER IDENTIFICATION: <input checked="" type="checkbox"/> TIER I <input type="checkbox"/> TIER II <input type="checkbox"/> TIER III</b></p> |
| <p><b>1000 – Personnel</b> (Use as much space as necessary.)<br/> <b>Funds in this category will be spent to support certified/licensed part-time instructional tutors (during the school day and for extended learning opportunities) – 2 to 3 tutors will be hired to provide support to students identified via data in reading and math (2 – 3 days a week), substitute teachers (for quarterly planning by grade levels and to cover staff to participate in professional development activities), and for teachers participating in extended learning professional development opportunities (during the school year and summer). Funding will also support the following division level positions: project director (50%) and parent engagement teacher specialist (50%). The parent engagement specialist will be a certified teacher who will provide support to parents to aid in increasing student achievement (via workshops, trainings, home visits, etc.). Title I funds will also support this category.</b></p> |  |
| <p><b>2000 -Employee Benefits</b> (Use as much space as necessary.)<br/> <b>Fringe Benefits and FICA (division and school level). Title I funds will also support this category.</b></p>   |  |
| <p><b>3000 - Purchased Services</b> (Use as much space as necessary.)<br/> <b>Istation will be purchased to serve as an additional instructional resource and monthly assessment tool. Pearson (LTP) instructional resources and services will support the various components of their intervention model. Funding will also be used to support the VDOE data/monitoring tool and other resources that increase student achievement and build stakeholders (staff, parents, and students) capacity. Title I funds will also support this category.</b></p>   |  |
| <p><b>4000 – Internal Services</b> (Use as much space as necessary.)<br/> <b>Funding in this category will support transportation for students participating in extended learning activities (before and after school, Saturday school, and summer school).</b></p>  |  |
| <p><b>5000 – Other Charges</b> (Use as much space as necessary.)<br/> <b>Funding in this category will support professional development opportunities (division and school staff) that continue to build staff capacity (conferences - local, state, and national). Staff my also participate in Pearson’s instructional summer institutes, academies,</b></p>   |  |

**and national conferences. Participating in VDOE meetings, workshops, trainings, and grant related opportunities will be supported. Indirect costs (2.9% - division level expense) will also be funded.**

**6000 - Materials and Supplies (Use as much space as necessary.)**

**Pearson (LTP) instructional resources and materials will support the various components of their intervention model (approx. \$40,000 – components: Standards and Assessments; Aligned Instruction; High Performance Leadership, Management and Organization; Professional Learning Communities; and, Parent/Guardian and Community Engagement). Funding will also support classroom mini grants that support Pearson’s supplemental instructional activities in all content areas, extended learning opportunities (during the school year and summer), content specific resources and manipulatives, instructional supplies, software, books, ipads, e-reads, and other materials, supplies, and resources that support student achievement. Title I funds will also support this category.**

**8000 – Equipment/Capital Outlay (Use as much space as necessary.)**

**SCHOOL NAME: Tidewater Park Elementary**

**TIER IDENTIFICATION:  TIER I  TIER II  TIER III**

**1000 – Personnel (Use as much space as necessary.)**

**Funds in this category will be spent to support part-time certified/licensed instructional tutors (during the school day and for extended learning opportunities) – 2 to 3 tutors will be hired to provide support to students identified via data in reading and math (2 – 3 days a week), substitute teachers (for quarterly planning by grade levels and to cover staff to participate in professional development activities), and for teachers participating in extended learning professional development opportunities (during the school year and summer). Funding will also support the following division level positions: project director (50%) and parent engagement teacher specialist (50%). The parent engagement specialist will be a certified teacher who will provide support to parents to aid in increasing student achievement (via workshops, trainings, home visits, etc.). Title I funds will also support this category.**

**2000 -Employee Benefits (Use as much space as necessary.)**

**Fringe Benefits and FICA (division and school level). Title I funds will also support this category.**

**3000 - Purchased Services (Use as much space as necessary.)**

**Istation will be purchased to serve as an additional instructional resource and monthly assessment tool. Pearson (LTP) instructional resources and services will support the various components of their intervention model. Funding will also be used to support the**

**VDOE data/monitoring tool and other resources that increase student achievement and build stakeholders (staff, parents, and students) capacity. Title I funds will also support this category.**

**4000 - Internal Services** (Use as much space as necessary.)

**Funding in this category will support transportation for students participating in extended learning activities (before and after school, Saturday school, and summer school).**

**5000 - Other Charges** (Use as much space as necessary.)

**Funding in this category will support professional development opportunities (division and school staff) that continue to build staff capacity (conferences - local, state, and national). Staff may also participate in Pearson's instructional summer institutes, academies, and national conferences. Participating in VDOE meetings, workshops, trainings, and grant related opportunities will be supported. Indirect costs (2.9% - division expense) will also be funded.**

**6000 - Materials and Supplies** (Use as much space as necessary.)

**Pearson (LTP) instructional resources and materials will support the various components of their intervention model (approx. \$40,000 – components: Standards and Assessments; Aligned Instruction; High Performance Leadership, Management and Organization; Professional Learning Communities; and, Parent/Guardian and Community Engagement). Funding will also support classroom mini grants that support Pearson's supplemental instructional activities in all content areas, extended learning activities (during the school year and summer), content specific resources and manipulatives, instructional supplies, software, books, ipads, e-reads, and other materials, supplies, and resources that support student achievement. Title I funds will also support this category.**

**8000 – Equipment/Capital Outlay** (Use as much space as necessary.)

## Expenditure Code Definitions

**1000 Personal Services** - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

**2000 Employee Benefits** - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

**3000 Purchased Services** - Services acquired from outside sources (i.e., private vendors, other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.

**4000 Internal Services** - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.

**5000 Other Charges** - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, leases/rental, Indirect Cost, and other.

**6000 Materials and Supplies** - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."

**8000 Equipment/Capital Outlay** - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.

## Section E: Assurances

The LEA must assure that it will—

1. Use its SIG funds to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
2. Via the Indistar™ online school improvement tool, establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and, on a quarterly basis, measure progress on the leading indicators in Section B of this application to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved and monitored by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the SEA the school-level data required under the final requirements of this SIG grant.

## Section F: Waivers

The LEA identifies the waiver that it will implement for each school. Not all waivers are applicable for each school. If the waiver is applicable, please identify the school that will implement the waiver.

A waiver from Section 1116(b)(12) of the *Elementary and Secondary Act of 1965* (ESEA) to permit local educational agencies to allow their Tier I, and Tier II, Tier III, Title I participating schools implementing a turnaround or restart model to “start over” in the school improvement timeline.

1. (School Name)
2. (School Name)
3. (School Name)
4. (School Name)

A waiver from the 40 percent poverty threshold in Section 1114(a)(1) of the ESEA to permit local educational agencies to implement a schoolwide program in a Tier I, Tier II, or Tier III school that does not meet the poverty threshold.

1. (School Name)
2. (School Name)
3. (School Name)
4. (School Name)

#### **Application Submission**

- Applications are due on **Friday, June 17, 2011**. The application must be submitted to the Department via the Virginia Department of Education's Single Sign-On for Web Systems (SSWS) DropBox no later than midnight on Friday, June 17, 2011.
- Applications should be sent to the attention of Marcia Birdsong.
- In the subject line, indicate the division name and application type (e.g., Portsmouth SIG Application).
- In the file name, include the division name, application type, and initial year of implementation (e.g., PortsmouthSIGApplication11-12).

(If there is a need for a dropbox user name and password, please contact your SSWS division administrator.)

**1003g Grant Planning Meeting**

**SEAS Conference Room**

**May 16, 2011**

- I. Grant Overview
  - a. Tier I status (Lindenwood and Tidewater Park)
  - b. Estimated funding
  - c. Intervention Models and requirements (restart, turnaround, transformation, and closure)
  - d. Selecting a Lead Turnaround Partner (Cambridge Education, Edison Learning, Inc., and Pearson)
  - e. Staffing
  - f. Grant Application – due **June 17, 2011**
- II. Additional grant requirements and conditions of award
- III. Lead Turnaround Partner planning meeting
- IV. Next steps

**Attendees:**

Dr. Carolyn Taylor (Executive Director – Elementary Schools)

Lillian Thomas (Executive Director – Elementary Schools)

Dr. Gale Lee (Senior Director, Compensatory Education Programs)

Dr. Natalie Halloran (Senior Coordinator, Programs Support and Dissemination)

Dr. Dawn Lawrence (Principal, Tidewater Park Elementary)

Danjile Henderson (Principal, Lindenwood Elementary)

## 1003g Grant Planning Meeting

CEP Office

May 16, 2011

- I. Grant Overview:
  - a. Tier I Schools (Lindenwood and Jacox) Requirements (review application components)
  - b. Various data requested
  - c. Intervention Models and requirements (restart, turnaround, transformation, and closure)
  - d. Selecting a Lead Turnaround Partner (Cambridge Education, Edison Learning, Inc., and Pearson)
  - e. Grant Application – due **June 17, 2011**
- II. Data needed from SEAS
- III. Follow-up meeting

### Attendees:

Dr. Natalie Halloran (Senior Coordinator, Programs Support and Dissemination)

Gary Rueggeger (Senior Coordinator, Grants and Innovative Programs)

**1003g Grant Planning Meeting**

**CAO Conference Room**

**May 17, 2011**

- I. Tier I Schools (Lindenwood and Tidewater Park)
- II. Grant Overview
- III. Grant Application – due June 17, 2011
- IV. Intervention Models and requirements (restart, turnaround, transformation, and closure)
- V. Selecting a Lead Turnaround Partner
  - a. Cambridge Education
  - b. Edison Learning, Inc.
  - c. Pearson Education
- VI. VDOE grant technical assistance (Richmond – June 6)
- VII. Planning meetings with principals and executive directors
- VIII. Next steps

**Attendees:**

Dr. Christine Harris (Chief Academic Officer)

Dr. Natalie Halloran (Senior Coordinator, Programs Support and Dissemination)

**1003g Grant Planning Meeting**

**(Pearson Education)**

**CEP Conference Room**

**May 25, 2011**

- I. Tier I status (Lindenwood and Tidewater Park)
- II. District selection: **Transformation Model**
- III. Lead Turnaround Partner selection: **Pearson**
  - a. Program components and overview (3 year partnership)
  - b. Summer planning and training (pre implementation activities)
  - c. Staffing
  - d. VDOE RFP and Statement of Work/Proposal
- IV. Grant Application – due **June 17, 2011**
- V. VDOE grant technical assistance (Richmond – June 6)
- VI. Next steps

**Attendees:**

Dr. Carolyn Taylor (Executive Director – Elementary Schools)

Lillian Thomas (Executive Director – Elementary Schools)

Dr. Gale Lee (Senior Director, Compensatory Education Programs)

Dr. Natalie Halloran (Senior Coordinator, Programs Support and Dissemination)

Dr. Dawn Lawrence (Principal, Tidewater Park Elementary)

Danjile Henderson (Principal, Lindenwood Elementary)

Pearson Education Representatives

# **Pearson School Achievement Services Comprehensive Improvement Model for Elementary School**

Pearson School Achievement Services is pleased to submit this proposal to Norfolk Public Schools to implement the Pearson Comprehensive Improvement Model with Lindenwood Elementary School and Tidewater Park Elementary School both of which have grades Pre-K to 5. In keeping with the Virginia Department of Education (VADOE) School Improvement Grant process, Norfolk has selected Pearson as their Lead Turnaround Partner to work with the each of the elementary schools over the next three years to raise student achievement. Pearson has a contract in place with VADOE that details the services that Pearson will provide as a Lead Turnaround Partner and how Pearson will help schools meet VADOE expectations including the 25 indicators. This proposal represents further clarification around the scope of work and provides implementation details as a complement to the contract. This proposal covers both pre-implementation and comprehensive improvement services. The Appendix contains information about other programs and materials that fall outside of the contract and that Lindenwood Elementary and Tidewater Park Elementary are planning to put into place to ensure that the staff has the tools they need to help all students be successful.

- 1) pre-implementation services as allowed in the SIG grant application, described in Pearson's submission to VADOE, and called out in the contract pricing
- 2) implementation of the Comprehensive Improvement Model with more finite detail than in the RFP submission and the contract; and,
- 3) Appendix with details on supplemental services

## **STRATEGY**

The Pearson approach involves a rigorous methodology that guides change across multiple dimensions of the school to quickly increase academic achievement for all students—from vision, leadership, and instructional practice to collaboration and stakeholder involvement. The work of Pearson School Achievement Services (SAS) is powered by America's Choice research and experience in partnering with a variety of schools, districts, and states, to raise student achievement. SAS includes all of Pearson's professional development and consulting services with specialization in school improvement and work with states, districts, and schools on improving school performance. In addition, SAS is able to leverage Pearson's range of education programs and services. These extensive resources are available to assist our staff in delivering the services set out in this proposal and can be called upon for expert assistance and monitoring as needed to enable us to deliver the services needed by Lindenwood and Tidewater Park.

The Pearson Comprehensive Improvement Model conforms to the following elements of the U.S. Department of Education's guidelines for school improvement for the Transformation Model:

- All comprehensive instructional reform required activities
- Teacher and school leader effectiveness required activities related to the provision of ongoing, high-quality, job-embedded professional development
- All comprehensive instructional reform permissible activities

The Pearson Comprehensive Improvement Model and all work we do with schools places emphasis on five major areas during implementation: Standards and Assessments; Aligned Instruction; High Performance Leadership, Management and Organization; Professional Learning Communities; and, Parent/Guardian and Community Engagement. Each of the 25 indicators that VADOE uses to measure the success of implementation is aligned with at least one of these categories and serves to focus the work and measure progress that a school is making.

## **PRE-IMPLEMENTATION**

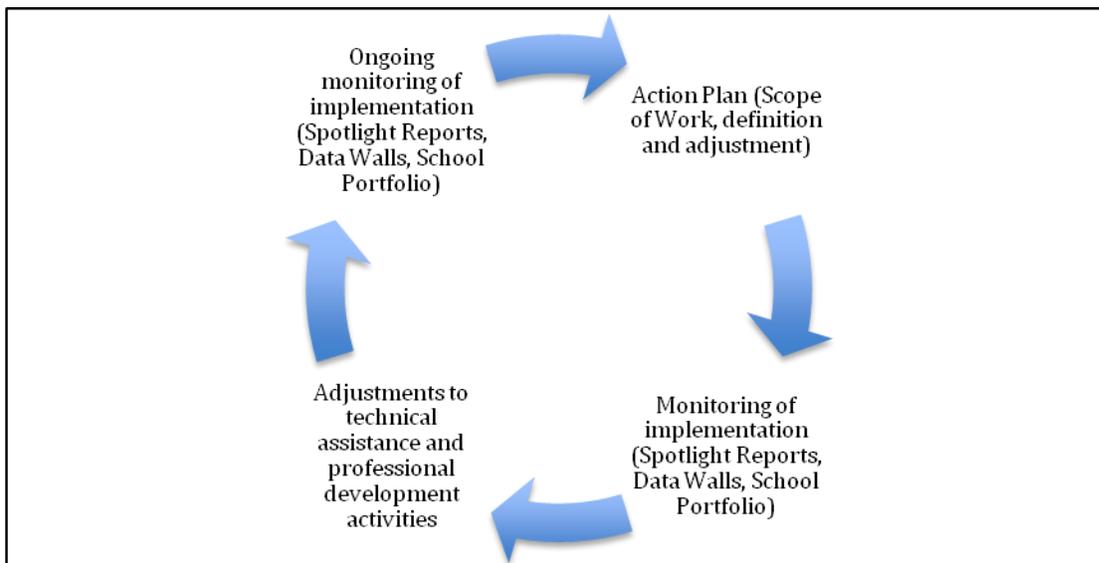
Pearson will begin the work at Lindenwood and Tidewater Park with a systematic diagnostic process that includes a comprehensive needs analysis - gathering data from multiple data sources assessing where the school is currently – what are the strengths to build on and what are specific areas that require more attention. Our comprehensive needs assessment process anchors the creation and implementation of the customized Action Plan for improvement through a set of protocols and tools that will help Lindenwood and Tidewater Park Elementary each start the process of school improvement by further clarifying its school needs, determining priorities, and developing a single, coherent, focused plan for improvement for each school. We recognize that each school will have different strengths and therefore, that implementation at each school will call for a different focus. The My Voice Survey will play an important part in the needs assessment, reaching out to all the constituencies for the schools – students, parents, teachers, and administrators. This dialogue and data gathering will result in a School Profile of for each school - one that will capture critical programmatic elements that contribute to the success of school improvement efforts and will highlight issues that need to be addressed in enabling the school to continue to move forward. It will emphasize what is already in place, where challenges exist, and the implications for the school improvement plan. The School Profile lays the foundation on which the school will map out a coherent implementation plan for school improvement that integrates existing efforts, builds on strengths, and establishes clear action steps to meet program outcomes - the Action Plan.

An important component of the School Profile is a series of force field analyses that capture the “driving forces” that are promoting progress toward improvement goals and “resisting forces” which need to be overcome if improvement goals are to be addressed, let alone achieved. The results of the analyses and school profile are reported to the leadership team and then become the basis for collaboratively constructing subsets of the Action Plan for 30-, 60-, and 90-day time periods; determining time-based implementation elements to monitor; and making adjustments for long-range action planning. The activities and resultant reports and plans of action establish specific goals for school improvement based on evidence, provide explicit recognition of the unique characteristics and culture of the school, take into account the programs and initiatives already in place and their relative effectiveness in terms of student performance. This process is designed to develop school ownership of the plan for implementation and confirm the mission and vision of the school.

Throughout this process, the Pearson specialists will guide the school leadership team to pay special attention to the concept of a coherent, standards-based instructional system in which all components are aligned to support students' achievement of the standards.

Our approach to outcomes-based measurement of an Action Plan blends performance-based assessment—used to measure the quality and impact of school improvement initiatives with critical milestones tracking—and an iterative process used to measure whether school improvement activities are on track as defined in the focused implementation plan. This approach involves discrete streams of activity that will support school leadership as they (1) create their school's Action Plan, (2) align the critical implementation milestones VADOE uses to track their school's progress, (3) make use of the reporting tools that VADOE has developed and provided, and, (4) move each school's performance and culture forward, adjusting and revising their Action Plan and the focus of technical assistance and professional development designed to support their goals - a crucial part of the process. The process starts during pre-implementation and will be used throughout the school year.

### Outcomes-Based Action Plan Process



Our field specialists will work with the school leadership team to align VADOE implementation expectations with each school's Action Plan and establish a timeline for achievement of those expectations to meet the VADOE requirements. During the pre-implementation phase, the Action Plans are fine tuned to reflect the individual needs of Lindenwood and Tidewater Park. The flow of the work will be adjusted based on where each school is starting, the culture of the school, and the expertise of the staff.

The implementation expectations are the data points for what Pearson refers to as the Spotlight Report, i.e. a monthly data report that are uploaded into Indistar. The Spotlight Report is a digital progress-monitoring tool that will be used by the school leadership team working with our field specialists to

monitor time-based implementation events and expectations. The Spotlight Report is a school-specific report that indicates where in the process a school is at that given time. Data from Spotlight Reports will be front and center in all team meetings to evaluate progress at the school and determine next steps for provision of technical assistance and professional development.

This work does not stop with the end of pre-implementation. During the school year, we build on the pre-implementation work, providing feedback to the school leadership team during onsite Technical Assistance visits. As part of the process, we will conduct Focus Walks with members of the Leadership Team to study and learn about the school in operation. The team will follow a protocol and focus on programs and practices relevant to the alignment and coherence of the school's curriculum and systems for monitoring and supporting students' growth. Each school visit will include time to view classes in session, as the schedule allows, and to meet with the principal and key staff. Our specialists will inquire about curricula, course sequencing, textbooks, assessment systems, scheduling, and supports for special populations. This process of co-creating the expectations and rubrics from the Action Plan to create the customized Spotlight Report serves to establish working relationships, common expectations, and team building. For both Lindenwood and Tidewater Park, the appropriate balance of activity among the areas to be monitored and the focus of the work of the school will be determined by the school's own needs and circumstances.

During Pre-Implementation the Leadership Team starts professional development on how to lead the core work of the school – standards, assessment, and aligned instruction - in a standards-based environment across all grade levels. This professional development starts then continues throughout the school year. Work with the school leaders includes building an understanding of the characteristics of standards-based instruction and how they may be manifested in different content areas; analyzing instructional practices; using student work exemplars and anchors as references for examining student work; establish protocols for examining student work in a safe and collaborative environment; discuss instructional practices from a standards-based perspective; build and implement plans for instructional improvement, align interventions for students who need additional support; and engage parents and the community in supporting all students to meet standards. During the process particular attention is paid to using data to drive instruction in the classroom and ensuring the increased rigor is reflected in the classroom lessons.

Three Pearson leadership and field specialists delivering onsite consultancy services two days will facilitate Pre-Implementation. These highly qualified educators will use onsite data and interviews to conduct and complete the school's Needs Assessment. Results of this Needs Assessment will be shared with the School leadership team. During each school's Leadership Team retreat, our specialists will work with the each school's Leadership Team to create a 30-, 60-, and 90-day plan for immediate action and develop customized reporting system based on VADOE tools available and aligning VADOE's requirements for each of these time periods to assess specific, concrete, and time-based elements of implementation. Finally, we will facilitate teamwork as part of developing the long-range Action Plan for the school.

During the year, administrators at Lindenwood and Tidewater Park participate in additional professional development and coaching, exploring the research on the role of administration and its relationship to

affecting higher-order change; learning how to distribute responsibilities among a leadership team comprised of supervisors, coaches, teachers, parents, and members of the community; and developing systems that enable them to effectively focus on instructional leadership to improve student achievement.

Throughout the implementation Pearson leadership specialist will provide on-site, shoulder-to-shoulder coaching for the principal and leadership team, on implementing the practices studied during the professional development provided during pre-implementation. The leadership specialist will guide school leaders on the process of managing change, provide feedback on progress in implementation, troubleshoot problems and helping the team find solutions to issues that arise in the process of change toward an aligned standards-based instructional system.

Pre-implementation work sets the stage for the work to be done during the school year and provides a clear roadmap for that work and the expectations for measuring progress.

## **COMPREHENSIVE IMPROVEMENT MODEL**

The intensive work continues when the school year starts. The five design tasks are front and center in everything done at each school. Clearly Standards and Assessments along with Aligned Instruction are the core “business” of the school. But work in these areas will not flourish without the supporting structures of High Performance Leadership, Management and Operations, strong Professional Learning Communities, and Parent/Guardian and Community Engagement. That is why, initially, the emphasis is on building a strong Leadership Team to lead the work ahead and make sure that the organization of the school, including schedules, allows for and reflects the work outlined in the Action Plan.

### **Focus of Stage One Implementation**

The overarching priorities for Stage One implementation are:

- Establishing the school leadership team as the primary collaborative team focused on changing instructional practice to ensure that all students meet high expectations
- Initiating the use of instructional routines, classroom rituals, continual formative assessment, and student-centered structures in all core programs with the goal of establishing school wide standards-based instruction
- Instituting a “planning for results” process that focuses on mining formative and summative data in order to identify student needs
- Implementing targeted Tier 2 interventions for students who are working below grade level

Building blocks of the Model include:

- A rigorous core curriculum framework (Tier 1) aligned to state standards
- Instructional approaches and materials aligned to the curriculum framework
- Supplementary instruction and accelerated learning aligned to the curriculum framework and state standards (Tier 2 and Tier 3)

- Supports for students' social and emotional development and age appropriate career interventions that address student motivation and discipline
- Professional development for teachers tailored to the standards, curriculum, and assessments and incorporating research-based practices in professional learning and teacher collaboration
- Institutional supports to establish and sustain the system and coaching and technical assistance for school leaders, teachers, and guidance staff
- Supports focused on alignment and effectiveness of critical system components, including recruitment and performance management, management of resources, and provision of operational flexibility
- Parent engagement and community outreach that builds commitment to and understanding of the system

## **Our Approach**

The foundation of our approach is our commitment to standards-based reform and the belief that all students can meet high expectations. The essential elements of our approach are as follows:

- Effective school turnaround requires a comprehensive vision of a standards-based, aligned, and coherent instructional system.
- An effective leader and leadership by example are essential to school turnaround. No one individual can develop the vision, communicate it, eliminate obstacles, and produce successful people who lead, manage, and secure the change as an integral part of the school's culture. Leadership must be distributed.
- Substantive change requires development of an institutional belief that all students can meet high expectations. Our approach is designed to help people at all levels of school systems clarify and change their expectations of students, and to build a school culture that reflects and supports high expectations for all students.
- Improvements to system alignment and coherence must proceed on all fronts simultaneously. But implementation needs to be managed by steps (30-, 60-, and 90-day plans) within an articulated vision of the goal and regular evidence-based reviews and plan adjustments.
- The classroom is the locus of improvement in outcomes; the teacher really matters and student engagement really matters. Professional development must build instructional practices that match the belief that all students can meet high expectations and focus explicitly on building student engagement so that students are able and willing to share responsibility for their achievement.
- Students' progress towards college and career readiness involves both their academic progress and development of college-ready behaviors. Students' progress in both areas must be monitored regularly and linked to tiered systems of support to help students get on track and stay there.
- Building capacity for sustainability must be a focus from the beginning. Scaffolding learning applies to the students and adults in the system alike; thus, we use modeling and coaching to provide scaffolded support to school/district leaders and teachers as they develop their roles.

These elements of turnaround are consistent with Mass Insight’s formulation of Readiness to Learn, Readiness to Teach, and Readiness to Act. We work with the district regarding the extent of operating flexibility to be provided to a school. Our approach sets the turnaround process firmly within an integrated standards-based system focused on college and career readiness for all students.

### **Curriculum and the Comprehensive Improvement Model**

The Model is built upon a standards-based, comprehensive, and balanced approach to teaching and learning, grounded in research. Its roots lie in the standards development efforts of the various national subject organizations, together with national bodies such as Achieve and the New Standards project, one of the antecedents of America’s Choice. Programmatic elements are clearly connected to the Virginia state standards and assessments. Our goal is to help schools achieve success for their students in meeting the expectations of the standards and assessments for which they are accountable. Teachers of all subjects receive professional development on standards-based instruction and learn strategies for more effective teaching in their classrooms. Emphasis in the first year is on reading, writing, and mathematics.

For the core instructional program, the Model focuses on enhancing the rigor of the curriculum and on increasing the effectiveness of instruction. The emphasis is on helping teachers be more effective with the core curriculum materials the school is using. In its role as Lead Turnaround Partner, Pearson will provide guidance to the schools around the safety nets that need to be in place to ensure that all students can be successful.

The chart below presents our approach to preparing all students to achieve proficiency or beyond. This approach is consistent with a Response to Intervention model. It displays a continuum that moves from students who are successful in regular on-grade classrooms to students who have fallen two or more years behind their peers. Each level of the chart identifies issues that some students face during the course of their academic studies. As they first encounter difficulties in making progress, students may require some extra attention from the classroom teacher or in an after-school homework clinic where their questions can be answered. Effective monitoring of students’ progress and provision for differentiation based on student need within the core instructional program are vital for meeting students’ learning needs and for limiting the number of students who require supplementary instructional support.

The next level of student need is critical because, as questions are not answered, students often begin to develop misconceptions or knowledge gaps that become obstacles to their effective participation in the core instructional program. At this point, a short-term intervention is required. If students do not obtain the instructional support of such an intervention that is targeted to their needs, it is likely that they will fall further behind and eventually require a replacement acceleration course to catch them up with their peers. Students who are further behind require more intensive interventions. As is evident from the following table, our approach to meeting students’ learning needs is consistent with the concepts of Response to Intervention. The goal is to provide the most appropriate intervention as soon as the student’s need is identified.

| <b>Situation of Student</b>  | <b>Needed by Student</b>                       | <b>Intervention</b>  | <b>Tier of Instruction</b>                  |
|--|--|--|---|
| Keeps up with coursework   | Regular instruction                            | Instruction aligned with standards   | Tier 1: Core Instructional Program          |
| Struggles with some assignments  | Extra feedback on work, thinking               | Focused teaching with classroom Q&A, partner work, teacher help  |   |
| Not bringing enough from earlier lessons each day                        | Extra support with regular program             | Addition of homework clinic, tutoring, attention beyond class  |   |
| Misconceptions disrupt participation; misunderstanding disrupts learning | In-depth concentration on troublesome concepts | Sustained supplementary instruction using special materials or programs, in addition to the regular program  | Tier 2: Supplementary Instructional Support |
| Two or more years behind, misconceptions accrued over many years         | Intensive acceleration course                  | Selection of more intensive interventions that in some cases take the place of the core curriculum. Building on what student does know. Repairing erroneous knowledge and filling gaps | Tier 3: Intensive Academic Acceleration     |

In this typology of student learning needs, the first three rows of the chart align with Tier 1 of Response to Intervention; these rows serve to distinguish the needs of certain students, at different times, within the core instructional program. The fourth and fifth rows align with Tier 2 and Tier 3 of Response to Intervention, respectively. This typology of student circumstances and needs provides a tool for analyzing schools' provision of an appropriate range of services to make certain that each student has access to a rigorous academic program. To ensure such access, we offer the following services related to curriculum.

#### Literacy/English Language Arts

- A comprehensive approach to reading and writing within a workshop structure for grades Pre-K through 5. The literacy program incorporates author and genre studies and an approach that embeds assessment and test preparation into daily instruction.
- Identified interventions are incorporated

The literacy program has as its goal high levels of student performance in reading, writing, and speaking as required by Virginia standards. A strong focus on the development of oral language in the primary years is the fundamental building block for literacy. This focus begins in Pre-K and extends through 3rd grade. Our approach to oral-language development is based on the speaking and listening standards that

were developed as part of New Standards. It includes benchmark expectations for students in both speaking and listening at each grade level from Pre-K to grade 3, with videotaped samples of student work together with explicit guidance on strategies for building students' skills in speaking and listening.

The focus on speaking and listening provides the foundation for a comprehensive standards-based approach to reading and writing that builds consistently from the primary years through to the bridge to middle school, using a readers and writers workshop model. It is geared to a literacy block of time of 2.5 hours per day in the primary grades and 2 hours in the upper elementary grades. The primary grades' program includes a dedicated period of time each day for skills development.

Our approach to reading is focused on establishing all students as independent readers by no later than third grade. We adopt a comprehensive approach that includes skill development as well as students' development of the habits and behaviors of effective independent readers. This is coupled with close monitoring of student progress to ensure that students are making appropriate progress and the timely use of interventions as needed by individual students. This approach works with any reading program that a school is using.

The workshop approach is designed to provide a balance of whole-group, small-group, and individual instruction and to scaffold the development of students' academic behaviors to allow them to act as independent and responsible learners. The professional development guides teachers in establishing the workshop and its associated routines, rituals, and instructional practices.

Support for the writing program includes author and genre studies designed as examples of standards-based curriculum units. These units guide teachers in providing students with a scaffolded sequence of learning experiences in which they study the literary techniques and writing styles of leading authors and learn to write proficiently in selected genres. These studies also provide instructional models from which teachers may develop their own curriculum units. The frontloading of each genre (in order to build and/or activate prior knowledge) and the attention to language development and academic vocabulary are beneficial for all students but especially for English language learners (ELLs), as is the in-depth focus on the essential features of writing genres and text structures. The same explicit use of instructional scaffolds, such as graphic organizers, read-aloud/think-alouds, and small-group and partner work, and the intentional use of metacognitive strategies support the needs of mildly or moderately impaired students. Each study includes pre- and post-tests, rubrics for a scaffolded set of tasks and work products throughout, and class profiles for progress monitoring.

The program also makes use of the Genre Study of Standardized Testing that shows teachers how they can prepare students for standardized tests in a very deliberate and effective manner to help students understand the standardized test as a text genre and embed test preparation into daily instruction. At every grade level, our assessment process and the accompanying matching of texts to students' instructional and independent reading levels provide for differentiated instruction. Checks throughout our programs provide guidance for the differentiation of instruction in this area.

### Mathematics

- Support for implementation of adopted mathematics curricula that include an emphasis on conceptual learning to balance the common emphasis on skills and problem solving.
- Professional development around core mathematics concepts as well as implementation of a workshop structure for learning.
- An intervention program focused on addressing mathematics misconceptions of targeted students.
- Acceleration programs for secondary students who are two or more years behind.

Support for strengthening the core instructional program in mathematics is designed around the school's or district's adopted mathematics texts and the Virginia state standards. The findings of the Trends in International Mathematics and Science Studies (TIMSS) and our own in-depth international benchmarking have focused attention on the need to balance skills, problem solving, and conceptual understanding and the importance of establishing a coherent sequence of mathematical study to move students toward higher mathematical proficiency.

Professional development, support materials, and technical assistance are designed to support teachers in working to achieve greater balance and coherence in their programs. Our professional development places an emphasis on conceptual learning to balance the common emphasis on skills and problem solving. The approach is aimed first and foremost at strengthening teachers' content and curricular knowledge. In particular, we focus on building teachers' understanding of core mathematics concepts that are critical to laying the pathway to students' achievement in advanced mathematics.

A further focus of the Model is on the instructional environment in mathematics and strategies for providing differentiated instruction and establishing a climate of disciplined inquiry through the use of effective instructional strategies and evidenced by accountable talk. Special attention is paid to the establishment of the mathematics practices that lead to deep understanding of the content. We adopt a workshop approach with a balance of whole-class, small group, and individual instruction and independent work. Our approach is geared to a block of 60 minutes of mathematics instruction every day. The workshop is framed by routines and rituals that are consistent with those used in other content areas but designed specifically to establish effective environments for learning mathematics. Building a common approach to instruction on the part of the math department at the secondary level allows teachers to develop independent learners and thinkers among their students

### **Differentiated Supports to Address Students' Non-Academic Needs**

Going hand in hand with the academic components of the Model are supports for students' social and emotional growth. These supports attend to students' motivation, engagement, and capacity to manage themselves as learners.

We focus on students' sense of belonging to the school, their connections to teachers and other adults, their friendships with peers, their sense that they are known both as learners and as people, and their belief in their ability to succeed academically. Emphasis is placed on instructional routines and rituals built into everyday classroom learning to scaffold students' development as effective learners and

members of a productive learning community. As we noted above, these are fundamental to the standards-based instructional approach embedded in our Model. Predictable routines and rituals provide for (1) direct instruction to the whole class, (2) small-group instruction for students according to need, and (3) individual instruction based on students' assessed needs.

## **Academic Behaviors**

We also provide support for consistent, age-appropriate expectations and the necessary scaffolding for students' development as effective learners and members of a productive learning community across content areas, such as skills in identifying and setting goals for one's learning, working independently and in groups, and knowing when and how to seek help. Expectations related to these academic behaviors are threaded throughout best practices in instruction and are critical to students long term learning. Systematic attention to students' development of these academic behaviors is important for all students and vital for students for whom skills in self-management and cooperation do not come easily. These types of support are also incorporated into the Tier 2 and Tier 3 academic interventions.

A second focus is building personalization and strong teacher-student relationships. At the elementary level, the value of the class teacher in providing personalization can be enhanced through "looping." This is a powerful strategy, especially when it is implemented on a systematic basis (e.g., looping grades 2–3 and grades 4-5 across the school).

## **Professional Development to Support Implementation**

Our model for comprehensive improvement is founded on a deeply held belief in the critical role of teachers, and the administrators and coaches who support them, in the improvement of educational outcomes for students, and belief that the quality of teachers' skills and judgments is enhanced by continuing professional development throughout their careers. Strong professional learning communities are a venue for enhancing teacher and administrator expertise and building capacity. We provide protocols for starting to build these learning teams in the first year and deepen that work in the second and third years.

Ongoing, job-embedded professional development:

- Focuses on instructional practices critical to improving the quality of students' learning, with a special emphasis on those practices that schools experience most difficulty getting established on their own, such as differentiation during the work period
- Emphasizes using assessment to focus teaching and to move students from where they are to where they need to be
- Scaffolds participants' learning, with hands-on experience with content and modeling of practices they will use in their classrooms
- Emphasizes embedding professional development in ongoing instructional practice
- Addresses instructional needs of ELLs at different English Language Development (ELD) proficiency levels and research-based strategies for addressing these needs

- Attends to instructional needs of students with special needs who are included in the general education classroom and research-based strategies for addressing these needs
- Features a foundation in relevant research and inclusion of explicit connections to best practices

Professional development programs include practices essential for supporting English language learners so that teachers are able to incorporate these practices into their instruction routinely and effectively. Similarly, instructional supports consistent with principles of Universal Design for Learning supporting special needs students are included in the core instructional program and Tier 2 interventions.

### **Support for Building Parent Engagement and Community Outreach**

Pearson uses the research-based **My Voice** survey instruments to open the conversation with the school and community stakeholders about the need and requirements for turnaround. The resulting data allows us to engage stakeholders in processes, including force-field analysis, that provide productive ways of enabling open discussion of issues about expectations that must be addressed if the school's performance is to improve.

Our approach to helping schools build parent and community support centers on the principal and the leadership team. Parents and the community need to see that the effort to build involvement and engagement is sponsored and led from the "top" of the school. The principal and leadership team need to learn about the importance of building parent and community support and strategies for establishing and sustaining this support. They need to learn how schools in other communities have forged strong family and community relationships. They need to draw on the resources of their community as they undertake this process to design and implement a parent and community outreach plan that is linked to their comprehensive plan for improving student performance, molded to the characteristics and needs of their community, and capitalizes on the unique opportunities their community offers for forging relationships and engagement. All of these areas are included in the support we provide to principals and leadership teams. As an additional service we have the ability to access the assistance of experts in public relations and community development to provide customized support for development of the plan and tools for ongoing implementation.

In the first year, programs such as the 25-Book Campaign and Book of the Month are implemented and are a way to draw in the community. Additional tools available to the school are the Parent/Community outreach monograph that outlines successful programs and contains ideas for enticing parents, guardians, and the community to participate in the life of the school. Pearson recommends that a person, either on staff or perhaps a volunteer, be named as the coordinator of these activities and be an active member of the Leadership Team. The coordinator is provided with additional tools to engage the community in the work of the school.

### **Sustained Onsite Technical Assistance and Coaching**

A critical component of the work and a key to success is sustained onsite technical assistance, coaching, and support during implementation. Certified field specialists work with the school Leadership Team,

instructional coaches, and classroom teachers using a process of needs assessment and evaluation, demonstration, modeling, and ongoing observation and feedback. Our onsite technical assistance and coaching are designed to:

- Introduce powerful new tools, explain how they work, model their application, and help school staff become experts
- Help school leadership teams and teachers use data to pinpoint student needs and identify the right kind of interventions and strategies to improve performance
- Guide school leadership team members in making decisions about resource allocation
- Show teachers how to help students make standards their own, so they can judge the worth of their work and know what to do to make it achieve the standards
- Create a collaborative school environment where everyone shares the same vision of success
- Help build capacity and expertise of the faculty and administration including the content area coaches on staff at each school

Technical assistance and coaching are designed to actively support the development of the school as a professional community in a combination of ways. The school establishes classrooms that will provide models of the practices to be implemented across the school. These become sites in which teachers can observe these practices in action. The instructional coaches provide in-class support to both the content area school coaches and teachers as they try out new practices, with feedback to guide progressive refinement. This process is supported by a developing professional learning teams through a combination of study groups and teacher meetings that take place at grade-level meetings, department meetings, or faculty professional development sessions as appropriate.

Certified field specialists work with the school leadership team, instructional coaches, and classroom teachers using a process of needs assessment and evaluation, demonstration, modeling, and ongoing observation and feedback. Our onsite technical assistance and coaching are designed to:

- Introduce powerful new tools and programs, explain how they work, model their application, and help school staff become experts
- Help school leadership teams and teachers use data to pinpoint student needs and identify the right kind of interventions and strategies to improve performance
- Guide school leadership team members in making decisions about resource allocation
- Show teachers how to help students make standards their own, so they can judge the worth of their work and know what to do to make it achieve the standards
- Create a collaborative school environment where everyone shares the same vision of success

Technical assistance and coaching are designed to actively support the development of the school as a professional community in a combination of ways. The school establishes classrooms that will provide models of the practices to be implemented across the school. These become sites in which teachers can observe these practices in action. The instructional coaches provide in-class support to teachers as they try them out, with feedback to guide progressive refinement. This process is supported by a

combination of study groups and teacher meetings that take place at grade-level meetings, department meetings, or faculty professional development sessions as appropriate.

### **Developing a Data-Driven Culture**

Making effective use of assessment information, both formative and summative, is critical to districts' and schools' effectiveness in closing achievement gaps and ensuring access to a rigorous academic program for all students. Accordingly, using assessment information forms a continuous thread of focus in our work with schools from the initial planning of our partnership to each stage of implementation.

Through a combination of institutes, networks and technical assistance, we:

- Coach the leadership team to apply a systems approach as they integrate, synthesize and apply assessment findings throughout the school to effect positive change in teaching and learning
- Assist the leadership team to map and navigate the existing data environment, for example, the state and district assessments; other assessments that are used in the school; and test preparation programs that are currently in place
- Focus technical assistance visits on modeling and scaffolding learning about the process of analyzing and reflecting on student achievement data and how to use the data to guide instructional decision-making
- Build capacity for data use at the school level; for example, assisting in interpreting results and connecting to teaching strategies; helping teachers and leadership teams to identify students "on the bubble" as a result of quarterly benchmarks or state data; stressing the importance of formative assessments

These supports are designed to ensure that districts and schools have aligned their management and use of assessment information effectively.

### **Systematic Monitoring of Progress and Impact of Implementation**

As outlined in the section on Pre-Implementation, the professional development, technical assistance, and coaching that supports implementation are guided by a focused plan for the school. This plan is based on the school's needs assessment and the state's implementation expectations that describe expectations for implementation of practices designed to support school improvement. The focused plan is a roadmap for implementation.

Ongoing monitoring of implementation of the plan uses measures of student achievement data from curriculum-embedded, benchmark, and high stakes assessments to track progress. We also use an integrated set of processes and tools to monitor progress and measure qualitative and quantitative aspects of implementation. These include the Focus Walk, school portfolio, and Quality Review. A Focus Walk is a guided process of gathering and analyzing evidence of implementation and facilitation of reflection on their progress relative to the criteria of the Implementation Expectations. The work of the school is also captured in a portfolio, which provides leadership teams with a structured approach to analyzing the quality of implementation. While development of the school portfolio is an ongoing process, it is presented twice a year during the Quality Review. This process highlights the school's

patterns of success and challenges and steers a new focus for the leadership team’s work. After the review, the leadership team shares the results with the school community and works collectively to develop a plan for action to strengthen expectations or change the focus for implementation as the review findings have indicated. As the school leadership team develops capacity, it takes increasing responsibility for the conduct of the Quality Review, while our field staff transition into a critical observer role. Even after the designated period of implementation, we encourage schools to continue this process by engaging outside observers who can bring a critical perspective to the process. Tools such as Data Walls and the Spotlight Report, an electronic implementation rubric customized to school’s plan, support these monitoring processes and inform the leadership team’s ongoing work.

**Building Capacity for Sustained Improvement**

Each aspect of the implementation process and the system of supports we provide is designed to scaffold development of capacity for sustained improvement within each school and district.

Scaffolding includes modeling, shoulder-to-shoulder coaching, co-planning, providing exemplars, giving direct advice, and other strategies designed to provide support and guidance for people in the system as they take on new roles, tackle new problems, or approach tasks in different ways from those they have followed in the past. We use debriefing processes and transparent facilitation and provide protocols to transfer of these practices to participants. And we treat seriously the importance of the process of gradual withdrawal of scaffolding as the people in the system grow in competence and confidence in their changed roles. This approach is reflected in the design of our professional development and, especially, in the way our field services teams provide onsite technical assistance and coaching. The scaffolds we provide are designed to build capacity so that the people in the system can assume responsibility, independent of our support, for continuing improvement at the end of our formal engagement.

**Scope of Work: Schedule of Professional Development for Stage One at Lindenwood Elementary School and Tidewater Park Elementary School**

|                                 |                           |                             |
|---------------------------------|---------------------------|-----------------------------|
| <b>Professional Development</b> | <b>Pre-Implementation</b> | <b>Implementation Focus</b> |
|---------------------------------|---------------------------|-----------------------------|

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|---|------------------|--|
| <b>Needs assessment, analyses, customization of reporting process, and reports</b>  | 6 days           | As described in the proposal above, this work involves Pearson staff onsite, and collaboration with the staff at each school   |
| <b>Leadership Retreat</b>   | 2 days           | Development of the Action Plan that comes out of the needs assessment data and sets the stage for the work during the school year. An Orientation of the Comprehensive Improvement Model, roles and responsibilities and implementation expectations. Preparing to conduct the orientation for all staff at the kick-off session before start of school. Fine tuning of safety nets and final placement of students in specific programs. Initial planning for programs like the 25-Book campaign. |
| <b>Leadership Academy I</b>   | 3 days           | Initial PD on Leading for Change and Standards-Based Instruction.  |
| <b>Standards-Based Instruction</b><br>All staff with teaching and learning involvement  | 1 day            | Overview of standards-based instruction to set the stage for on-grade level work during the year.  |
|   |                  |  |
| <b>Professional Development</b>   | <b>Stage One</b> | <b>Implementation Focus</b>  |
| <b>Orientation</b><br>All staff   | 1 day            | A one-day orientation will be conducted for all staff Participants will be given an orientation to the Comprehensive Improvement Model and an overview of Stage One implementation   |
| <b>Leadership Academies</b><br><ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal(s)</li> </ul>                          | 3 days           | The Leadership Academy will describe the Stage One leadership expectations needed to implement the Model and the roles and responsibilities of the principal and members of the school leadership team, including monitoring of elements of the Implementation Expectations, use of student data to place students in appropriate interventions and supports, and effective implementation of instructional strategies and programs across the school.   |
| <b>Professional Development</b>   | <b>Stage One</b> | <b>Implementation Focus</b>  |
| <b>Leadership Networks</b><br><ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal(s) or Leadership Team Member</li> </ul> | 6 sessions       | Leadership Networks provide professional development and training in the core components of the Comprehensive Improvement Model. The Networks will focus on implementation issues, problem solving   |

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|   |   | <p>and key leadership content, including:</p> <ul style="list-style-type: none"> <li>Standards-based instruction and developing rigor in core courses: comprehensive standards-aligned reading and writing, including skills, vocabulary, and language development, and teaching for conceptual understanding</li> <li>Tier 2 Intervention: Misconceptions and gaps in student learning</li> <li>Assessment System: The America’s Choice ARO system as a guide to using data to guide instruction</li> <li>Managing Change: Leadership and reform</li> </ul>  |
| <p><b>Literacy Institutes – Core Pre-K–3</b></p> <ul style="list-style-type: none"> <li>Primary Literacy Coach plus one teacher from each of grades K–3</li> </ul>              | 6 days                                      | <p>This professional development is designed to assist teachers in developing and strengthening the oral language, and reading and writing skills of elementary school students. The literacy training incorporates a strong focus on the development of oral language in the primary years as the fundamental building block for literacy. The focus on speaking and listening provides the foundation for a comprehensive standards-based approach to reading and writing that builds consistently from the primary years through to the bridge to middle school, using a readers and writers workshop model. The approach to reading focuses on establishing all students as independent readers by no later than 3rd grade. The training adopts a comprehensive approach that includes skill development as well as students’ development of the habits and behaviors of effective independent readers.</p> <p>Support for the writing program includes genre studies designed for grades K through 5 that are aligned with the genre studies used in middle school. Standards-driven curriculum units guide teachers in providing students with a scaffolded sequence of learning experiences in which they study the literary techniques and writing styles of leading authors and learn to write proficiently in selected genres. The studies also provide instructional models from which teachers may develop their own curriculum units. Training will also focus on strengthening Readers and Writers Workshop structures. The coach and teachers will be expected to create demonstration classrooms for onsite training at their school site. The coach will utilize these demonstration classrooms to train teachers across each grade.</p> |
| <p><b>Literacy Institutes – Core 4 and 5</b></p> <ul style="list-style-type: none"> <li>Upper Elementary Literacy Coach plus one teacher from each of grades 4 and 5</li> </ul> | 6 6 days<br>6 days da<br>6 daysys<br>6 day6 |   |
| <p><b>Math Institutes – Pre-K–2</b></p> <ul style="list-style-type: none"> <li>One Lead Teacher from each of grades K–2</li> </ul>  | 4 days                                      | <p>The K-2 professional development is designed to introduce the mathematics workshop model to primary teachers and support their initial implementation. Teachers who attend this professional development will</p>  |

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|   |          | <p>be able to:</p> <ul style="list-style-type: none"> <li>• Implement Rituals and Routines, math “notebooks” and “journals” (adapted for primary students) in the context of lessons</li> <li>• Use formative assessment to differentiate student needs</li> <li>• Improve mathematical discourse by using talk strategies</li> <li>• Deliver lessons developed around the idea of counting, number recognition or MN lessons</li> <li>• Plan other lessons using their adopted program and America’s Choice lesson planning templates</li> </ul>   |
| <p><b>Math Institutes – Grades 3-5</b></p> <ul style="list-style-type: none"> <li>• One Lead Teacher from each of grades K–2</li> </ul> | 5 days   | <p>The Math Institute in Stage One provides an emphasis on an approach to teaching mathematics that combines skills, problem-solving, and conceptual understanding. The focus will be on teaching critical concepts that prepare students for success in higher mathematics, using the adopted materials. It will also include implementation of mathematics workshop structures to promote differentiated instruction. The Math Coach will be expected to create demonstration classrooms onsite at each grade.</p> <p>The Math Institute will provide practice in specific elements of the Model approach to teaching mathematics for participants to take back and work on in their classrooms during the intervening periods. The institute sessions incorporate in-classroom modeling and coaching strategies to provide hands-on experience for participants to build upon in their school.</p> |
| <b>Coaching Institute</b>   | 2        | <p>The Institute will focus on strengthening the skills of coaches and instructional support personnel and is organized around three themes: (1) developing skills for change, (2) coaching for content, and (3) fostering a coaching culture.</p>  |
| <b>Technical Assistance</b>   | 120 days | <p>Services form a combination of Pearson Content Onsite Onsite support from Pearson Specialists</p>  |

Note on scheduling: The School/District agrees to work with Pearson in order to develop a mutually agreed to schedule for professional development training and onsite technical assistance. All of the offsite workshops and seminars described above will be part of regularly scheduled Pearson programs and may include participants from other schools and other school districts. Professional development training for each subject area will be delivered to participants from the participating schools as a group. There are no scheduled make-up sessions. In addition, any day of onsite technical assistance, as provided herein, that is scheduled and not canceled at least two business days in advance will not be rescheduled

and will be counted as delivered. Any notification of cancellation must be submitted to the assigned field specialist or the appropriate Regional Office.

## **Additional Services**

### Annual National Conference

The National Conference is available to staff from participating network schools and districts (registration fees are not included in this Scope of Work). The three-day conference will feature national and international experts on educational reform and improving student performance. It will also highlight student work from the schools in the network, present topics and workshops on standards-based comprehensive school reform, and provide an opportunity to collaborate on implementation issues with other schools.

### Community of Learning

The Community of Learning (“COL”) is the online eLearning portal that provides materials, tools and online resources in support of implementation of the Pearson Comprehensive Improvement Model and Instructional Solutions. Designated school staff will access the implementation expectations (rubrics), monographs, study groups, blackline masters of assessments, scoring templates, videos and other handouts. Implementation tools *that are available only on the COL* are, as applicable: assessment scoring templates, monograph flipbooks, genre study online resources, and access to the Assessment Reporting Online System (see below). All files are posted in formats compatible with Microsoft Office – Word, PowerPoint, Excel – as well in Portable Document Format (PDF) files. Users of the COL will need broadband access, Adobe Flash Player 10.0 or higher and/or QuickTime Player 5.0 or higher to view downloadable videos.

In addition, social networking tools such as blogs, journals, discussion boards, chat rooms, etc., are available through COL for client use as part of study groups and online professional development, as applicable. Online professional development is designed to provide a self-study course environment enhanced by live, web-based sessions with content experts.

### Continuation

The Scope of Work related to implementing subsequent stages of the Model will be provided upon extension of the term of the agreement between Pearson and the District.

## **SHARED COMMITMENT**

We at Pearson are committed to a true partnership, in which we bring to our work the deeply held beliefs that all students can learn, that the classroom is the locus of improvement in outcomes, and that the quality of teachers, and the administrators and coaches who support them, is enhanced by

continuing professional development throughout their careers. Because this program represents a partnership between Pearson and the district, we share a commitment to full participation and implementation across the designated grade levels. Your commitment is equally necessary to obtain the results that we both desire and that all students deserve. Our years of experience tell us that successful implementation of the Model requires that schools and school districts agree to the following for all schools involved in the implementation effort:

1. Ensure participation by the school and designated school/district staff involved in the program, including attendance at professional development training sessions, meetings, networks, and other related events. In addition, the school agrees to send a team of at least three staff members to the annual National Conference (registration fees, travel and related costs are not included herein).
2. Provide, at no charge to Pearson, meeting facilities for all onsite or local networks, meetings, and professional development training workshops and institutes. Any meals or refreshments provided at training are the responsibility of the Client, at its sole discretion.
3. In order for designated school staff to have online access to materials and tools regarding the program, each school must provide all information requested by Pearson for the online Community of Learning system. Required information includes the full name, email address, and role (e.g., literacy coach) of each participant. It is also recommended that each school provide this information for other faculty or Client's staff participating in the program. Pearson reserves the right to deny any individual access to the Community of Learning system at its sole discretion.
4. Fully implement the mathematics components of the initiative:
  - For implementation of mathematics interventions
    - Schedule time for students to participate in the intervention during school and/or after school hours.
    - Acquire the student materials needed to support implementation of the mathematics intervention
    - Administer the any diagnostic assessments needed to determine which students should be involved in the intervention.
    - Administer the pre- and post-tests to students as provided with each intervention
    - Collect data on student performance.
5. Fully implement the literacy components of the initiative:
  - For implementation of the literacy program:
    - Acquire materials to support the implementatio of the on-grade level literacy training such as Foundation Studies, Genre Studies and Author Studies.
  - For implementation of Literacy Interventions:
    - Schedule time for students to participate in the intervention during school and/or after school hours.
    - Acquire the student materials needed to support implementation of the literacy interventions

- Administer the pre- and post-tests to students as available for the intervention
  - Collect data on student performance.
4. Administer the appropriate assessments to students to guide the placement of students in interventions.
  5. In addition, schools will collect additional diagnostic information to guide the placement of students in interventions, using available formative assessments. Results from these assessments will be used to plan for appropriate interventions to move students along the college and career readiness pathways. Also, the data will serve as a base line for evaluating student progress over time.
  6. To the extent permitted by applicable laws, the District agrees to provide the Pearson evaluator with the results of the administration of the Developmental Reading Assessment and any other assessments used in the Model; to administer a set of survey research instruments to faculty and students; to provide other relevant student data; and to allow researchers to visit the participating schools to interview faculty members and observe classes and other school-related activities.
  7. Provide, at no charge to Pearson, meeting facilities for all onsite or local networks, meetings, and professional development training workshops and institutes. Any meals or refreshments provided at training are the responsibility of the Client, at its sole discretion.
  8. In order for designated school staff to have online access to materials and tools regarding the program, each school must provide all information requested by Pearson for the online Community of Learning system. Required information includes the full name, email address, and role (e.g., literacy coach) of each participant. It is also recommended that each school provide this information for other faculty or Client's staff participating in the program. Pearson reserves the right to deny any individual access to the Community of Learning system at its sole discretion.

The partnership with the district leaders in support of this intervention is critical to its success. We expect district leaders to participate in professional development institutes and network meetings, to join Focus Walks at the school that monitor implementation, and especially to engage in specialized training in coaching. The Pearson Comprehensive Improvement Model is a short-term (five years) intervention that has long-term results because we are building the capacity of lead teachers, coaches, school administrators, and district officials to do the work that we do and to continue to support the strategies and programs that respond to student needs and build professionalized school and district capacity.

## **PRICING INFORMATION**

As detailed in the contract between Pearson and VADOE, pricing for both Lindenwood and Tidewater Park is as follows:

Pre-Implementation: \$164 per student

Comprehensive Improvement Model: \$700 per student

Thank you for the opportunity to present this proposal for implementing the Pearson Comprehensive Improvement Model in the Norfolk City Public schools. We look forward to working with you to improve achievement outcomes for all of your students.