

**APPROVED**

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

**1003(a)**

**Application for Schools in YEAR ONE of Title I School Improvement**

Under the *No Child Left Behind Act of 2001*, PL 107-110

**Due: June 14, 2010**

Cover Page

**DIVISION INFORMATION**

School Division Name:

Accomack

Mailing Address: P.O.Box 330, Accomac, VA 23301

Division Contact: Jessie Duncil, Assistant Superintendant for Instruction

Telephone (include extension if applicable): (757)787-5754 Fax: (757)787-2951

E-mail: [jduncil@sbo.accomack.k12.va.us](mailto:jduncil@sbo.accomack.k12.va.us)

**SCHOOL INFORMATION**

Provide information for each year one Title I School Improvement school within the division that will receive support through the 1003(a) funds. Copy as many blocks as needed.

School Name: Arcadia Middle School

Mailing Address: 29485 Horsey Road, Oak Hall, VA 23416

School Contact: Alma Brim, Principal

Telephone (include extension if applicable): (757)824-4862 Fax: (757)824-6618

E-mail: [soakley@ams.accomack.k12.va.us](mailto:soakley@ams.accomack.k12.va.us)

School Name: Nandua Middle School

Mailing Address: 20330 Warrior Drive, Onley, VA 23418

School Contact: John Killmon, Principal

Telephone (include extension if applicable): (757)787-7037 Fax: (757)787-8807

E-mail: [jkillmon@nms.accomack.k12.va.us](mailto:jkillmon@nms.accomack.k12.va.us)

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School Name: <u>Kegotank Elementary School</u>
Mailing Address: <u>P.O. Box 28, Mappsville, VA 23407</u>
School Contact: <u>Jennifer Annis, Principal</u>
Telephone (include extension if applicable): <u>(757)824-4756</u> Fax: <u>(757)824-4601</u>
E-mail: <u><a href="mailto:jannis@kes.accomack.k12.va.us">jannis@kes.accomack.k12.va.us</a></u>
School Name: <u>Metompkin Elementary School</u>
Mailing Address: <u>24501 Parksley Road, Parksley, VA, 23421</u>
School Contact: <u>Faye Williams, Principal</u>
Telephone (include extension if applicable): <u>(757)665-1299</u> Fax: <u>(757)665-5283</u>
E-mail: <u><a href="mailto:fwilliams@mes.accomack.k12.va.us">fwilliams@mes.accomack.k12.va.us</a></u>

**Assurances\***: The local educational agency assures that School Improvement 1003(a) 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).

**\*SPECIAL DIVISION ASSURANCE, IF ANY,  
DISCUSSED WITH THE DIRECTOR OF THE OFFICE OF SCHOOL IMPROVEMENT MUST BE ATTACHED.**

**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: W. Richard Bull ,Jr,

Date: June 14,2010

**The division will submit one application packet.**

**PART I: SCHOOLS TO BE SERVED**

Complete the requested information for the schools identified for your division in pink. See Appendix A-a

Name of School	Grade Span	Targeted Assisted School (Check)	Schoolwide Program School (Check)	School Membership	Percent Identified as Disadvantaged	Percent Students with Disabilities	Percent Limited English Proficient
Kegotank Elementary	PreK-5		X	1169	58	15	13
Metompkin Elementary	Pre K-5		X	1174	55	10	11
Arcadia Middle	6-8	X *		871	67	12	10
Nandua Middle	6-8	X*		899	67	10	10

- Middle schools have been granted school-wide status for 2010-2011 school year.

**PART II: STUDENT ACHIEVEMENT AND DEMOGRAPHIC DATA**

The LEA must provide the following information for each of the year one Title I School Improvement schools to be served with 1003(a) funds.

- Student achievement data for the past two years (2007-2008, 2008-2009) in reading/language arts and mathematics: by school for the “all students” category and for each AYP subgroup; and by grade level in the “all students” category and for each AYP subgroup;
- Analyzed student achievement data with identified areas that need improvement;
- 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; and
- Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics.

Response: Arcadia Middle School

Test data	<b>English</b>	<b>07-08</b>	<b>08-09</b>	<b>Math</b>	<b>07-08</b>	<b>08-09</b>
	All	84	84		74	85
	Black	76	76		65	81
	Hispanic	91	90		68	82
	White	89	89		82	87
	SWD	84	90		77	92
	EDis.	82	83		69	84
	LEP	87	89		68	78
Grade 6	<b>English</b>	<b>07-08</b>	<b>08-09</b>	<b>Math</b>	<b>07-08</b>	<b>08-09</b>
	All	81	81		54	71
	Black	73	72		42	74
	Hispanic	96	89		79	74
	White	83	82		54	82
	SWD	71	76		50	88
	EDis.	81	80		53	73
	LEP	96	84		83	61
Grade 7	<b>English</b>			<b>Math</b>		
	All	86	83		66	81
	Black	75	76		60	78
	Hispanic	96	81		65	86
	White	96	91		76	81
	SWD	86	92		82	89
	EDis	83	82		61	83
	LEP	91	83		57	84
Grade 8	<b>English</b>			<b>Math</b>		
	All	84	89		92	95
	Black	79	79		93	95
	Hispanic	79	100		76	85
	White	90	96		97	100
	SWD	90	100		100	100
	EDis	82	86		90	93
	LEP	67	100		63	84

Analyzed data/area(s) of need	Overall, 8 <sup>th</sup> grade is strong in all areas. Arcadia Middle School math scores were low in 07-08, prompting a strong improvement plan. Scores increased dramatically in math 08-09. Arcadia became a Title I school in 09-10. In order to make AYP goals, they must increase scores in all areas, but particularly in the Black, SWD and ED sub-groups at grades 6 and 7 Both math and English scores must increase.																												
Demographics	<table border="0"> <tr> <td><b>Attendance</b></td> <td><b># students</b></td> <td><b>Male</b></td> <td><b>Female</b></td> <td><b>Black</b></td> <td><b>White</b></td> <td><b>Hispanic</b></td> </tr> <tr> <td>95</td> <td>467</td> <td>255</td> <td>212</td> <td>187</td> <td>196</td> <td>78</td> </tr> <tr> <td><b>SWD</b></td> <td><b>LEP</b></td> <td colspan="2"><b>Homeless</b></td> <td colspan="3"><b>ED</b></td> </tr> <tr> <td>60</td> <td>46</td> <td colspan="2">3</td> <td colspan="3">312</td> </tr> </table>	<b>Attendance</b>	<b># students</b>	<b>Male</b>	<b>Female</b>	<b>Black</b>	<b>White</b>	<b>Hispanic</b>	95	467	255	212	187	196	78	<b>SWD</b>	<b>LEP</b>	<b>Homeless</b>		<b>ED</b>			60	46	3		312		
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Goals	Increase overall and sub-group pass rate in math to 87%.by 2010=-2011 Increase overall and subgroup pass rate in English to 89 % by 2010-2011.(As measured by SOL tests.)																												

Nandua Middle School

Test data	English	07-08	08-09	Math	07-08	08-09
	All	81	82		76	82
	Black	76	74		69	74
	Hispanic	64	72		58	81
	White	88	93		85	89
	SWD	71	83		70	76
	EDis	74	76		56	79
	LEP	59	71			
Grade 6	<b>English</b>	<b>07-08</b>	<b>08-09</b>	<b>Math</b>	<b>07-08</b>	<b>08-09</b>
	All	75	75		59	74
	Black	65	64		45	62
	Hispanic	64	75		50	91
	White	87	88		73	85
	SWD	53	73		56	53
	EDis	67	67		53	67
	LEP	60	79		47	82

<p style="text-align: center;">Grade 7</p>	<table border="1"> <thead> <tr> <th>English</th> <th>07-08</th> <th>08-09</th> <th>Math</th> <th>07-08</th> <th>08-09</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>85</td> <td>82</td> <td></td> <td>78</td> <td>80</td> </tr> <tr> <td>Black</td> <td>82</td> <td>72</td> <td></td> <td>72</td> <td>75</td> </tr> <tr> <td>Hispanic</td> <td>75</td> <td>67</td> <td></td> <td>67</td> <td>64</td> </tr> <tr> <td>White</td> <td>89</td> <td>93</td> <td></td> <td>87</td> <td>87</td> </tr> <tr> <td>SWD</td> <td>86</td> <td>77</td> <td></td> <td>77</td> <td>85</td> </tr> <tr> <td>EDis</td> <td>70</td> <td>76</td> <td></td> <td>71</td> <td>73</td> </tr> <tr> <td>LEP</td> <td>73</td> <td>67</td> <td></td> <td>64</td> <td>64</td> </tr> </tbody> </table>	English	07-08	08-09	Math	07-08	08-09	All	85	82		78	80	Black	82	72		72	75	Hispanic	75	67		67	64	White	89	93		87	87	SWD	86	77		77	85	EDis	70	76		71	73	LEP	73	67		64	64
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<p>Analyzed data/area(s) of need</p>	<p>Overall, scores are strong in 8<sup>th</sup> grade. Area of weakness is English at 6<sup>th</sup> and 7<sup>th</sup> grades, with particular weakness in the Black, SWD Hispanic and LEP sub-groups Nandua Middle School became a Title I School in 209-2010, which placed them in School Improvement.</p>																																																
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	All	77	74		77	77
	Black	70	69		70	79
	Hispanic	72	76		83	69
	White	83	79		82	77
	SWD	73	72		59	68
	EDis	71	71		75	76
	LEP	65	79		80	70
Grade 3	<b>English</b>	<b>07-08</b>	<b>08-09</b>	<b>Math</b>	<b>07-08</b>	<b>08-09</b>
	All	74	61		80	70
	Black	75	51		78	56
	Hispanic	50	61		90	92
	White	85	71		88	79
	SWD	83	-		67	-
	EDis	76	61		84	64
	LEP	-	-		-	-
Grade 4	<b>English</b>	<b>07-08</b>	<b>08-09</b>	<b>Math</b>	<b>07-08</b>	<b>08-09</b>
	All	71	81		73	82
	Black	78	74		69	88
	Hispanic	-	90		-	60
	White	76	86		77	83
	SWD	65	83		50	79
	EDis	69	75		66	84
	LEP	-	-		-	-
Grade 5	<b>English</b>	<b>07-08</b>	<b>08-09</b>	<b>Math</b>	<b>07-08</b>	<b>08-09</b>
	All	78	80		76	80
	Black	59	83		62	95
	Hispanic	87	-		87	-
	White	91	79		82	72
	SWD	73	69		64	56
	EDis	70	77		76	80
	LEP	90	-		80	-

Analyzed data/area(s) of need	Kegotank Elementary has been fully accredited for the past 4 years. However, scores in all sub-groups have prevented them for making AYP. Analysis of grade level scores at the teacher level revealed a pattern of 1-2 teachers with extremely low pass rates, which caused a depression of scores in that grade level and overall. Plans were developed for these teachers, as well as a school improvement plan, which addressed all sub-groups.																												
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95	579	288	291	239	217	112																							
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86	75	9	338																										
Goals	KES will increase SOL pass rates for all students and all sub-groups to 89% in English and 87% in Math by 2010-2011.																												

Metompkin Elementary School

Test data	English	07-08	08-09	Math	07-08	08-09	
Grade 3	All	80	74		83	81	
	Black	64	65		72	70	
	Hispanic	77	70		81	84	
	White	93	85		95	88	
	SWD	63	50		74	55	
	EDis	73	67		77	79	
	LEP	74	64		80	85	
		<b>English</b>	<b>07-08</b>	<b>08-09</b>	<b>Math</b>	<b>07-08</b>	<b>08-09</b>
		All	70	71		75	81
		Black	48	71		48	69
		Hispanic	65	52		73	83
		White	90	88		100	91
		SWD	-	-		-	-
		EDis	60	63		65	78
	LEP	63	44		78	81	
Grade 4		<b>English</b>	<b>07-08</b>	<b>08-09</b>	<b>Math</b>	<b>07-08</b>	<b>08-09</b>
		All	82	71		88	72
		Black	62	57		81	58

Grade 5	Hispanic	85	71		95	71	
	White	97	83		93	83	
	SWD	58	-		75	-	
	EDis	78	66		85	67	
	LEP	82	65		94	76	
	<b>English</b>	<b>07-08</b>	<b>08-09</b>	<b>Math</b>	<b>07-08</b>	<b>08-09</b>	
	All	86	80		85	90	
	Black	89	63		89	83	
	Hispanic	80	95		76	100	
	White	92	85		92	88	
	SWD	-	45		-	64	
	EDis	79	73		80	90	
	LEP	75	94		70	100	
Analyzed date/area(s) of need	Metompkin Elementary has been fully accredited for the past 6 years. However, scores in the Black, Hispanic, SWD and LEP sub-groups have prevented MES from making AYP. This year, SOL test scores were analyzed by grade level and teacher. Grade levels and/or teachers within the grade developed a plan to raise scores in need areas. Problems were found in all tested grades.						
Demographics	Attendance	# Students	Male	Female	White	Black	Hispanic
	96	595	313	282	199	184	200
	SWD	LEP	Homeless	ED			
	59	167	42	396			
Goals	MES will increase pass rates for all students and all subgroups to 89% in English and 87% in Math by 2010-2011.						

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

### PART III. DESIGN AND IMPLEMENT THE INTERVENTION FOR EACH SCHOOL

The LEA will need to have detailed plans in place to demonstrate how the intervention (State Transformation Model) will be implemented. Listed below are the factors that will be considered to assess the LEA's commitment to implementing the model.

Describe the following:

- The LEA has a plan in place to implement the model beginning of the 2010-2011 school year.
- The LEA has plans to regularly engage the school community to inform them of progress toward implementing the model.
- The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of the model.
- The LEA can demonstrate adequate capacity to implement the model.

Response: The LEA established a District Leadership Team during the 2009-2010 school year to assist schools in school improvement. We established goals for the district, as well as those to help schools in improvement, through the CII tool. The leadership team consisted of the Superintendent, Assistant Superintendent for Instruction, Elementary and Middle School Coordinators, Federal Programs, Special Education and Data Coordinators, School Board and community members. Each member of the District team will assume responsibilities for monitoring relevant components of the model (for example, the data coordinator will train and work with school and district team members to disaggregate and interpret benchmark data.) This team will continue to assist schools as they implement the Transformation Model The chart below outlines examples of our plan to assure engagement throughout the 2010-2011 school year. This schedule is not inclusive and is in addition to VDE planned activities. D=District team, S=School team, C=School Improvement Coach, D=District contact

Activity	Person(s) Responsible	Date(s)
Presentation to School Board	D,S	Quarterly, beginning August, 2010
Presentation to PTA	S	Fall 2010, Spring 2011
Meeting to determine indicators	S,C,DC	August,2010 (1-2 days)
Facilitate implementation of coaching activities	S,C, DC	Weekly, monthly, quarterly as described in role/responsibility document
Quarterly curriculum planning for school teams(3-5 hours within school day)	S,D. DC	August. November, February ,May, June

Accomack County Schools has a train-the-trainer model for Division initiatives, which include Interactive Reading and Notetaking, Thinking Maps, QUILT, Ruby Payne strategies and Cooperative Learning. We will continue to train and monitor these strategies. Also, we have focused training in the areas of inclusion and differentiated instruction, which will continue with assistance from these grants. Grant funds will allow us to expand and individualize our Professional Development activities through the use of PD360. We will greatly enhance our ability to provide quality formative assessments and strengthen data analysis through Interactive Achievement, Inc. We are also exploring the development of a cohort program with Casenex for general and ESL teachers in the area of ESL, and in the area of special education.

This Spring, the Virginia Department of education issued participation rates for VGLAs in all districts. Accomack County tests 34.4% of SWD in Reading and 27.4 % in Math. Both areas are well over the state average. As a result of these rates, we participated in an audit of

our VGLA process. Findings included the lack of appropriate documentation to certify SWD as eligible for the VGLA, and the tendency to allow students to take the VGLA in all areas, regardless of severity and/or area of the disability. Consultation and on-going professional development, such as the training offered by VDE through these grants will be a priority for funds also.

Accomack County has piloted the Olweus Bullying Prevention Program in 2 elementary and one middle school. The program was adopted for use in these three schools because we have seen a decrease in bullying and an increase in student feelings of safety, as shown by referrals and student surveys respectively, in those schools. These grants will allow the program to expand to 2 additional elementary (KES, MES) and one middle (AMS) school. Teacher teams will be trained, and they will train all others in these schools.

Arcadia and Nandua Middle Schools participated in an audit of the instructional practices in their English/Language Arts classes. Findings from the audit were used to plan Professional Development, using the coaching model in the areas of vocabulary development, comprehension strategies and tiered assignments (differentiated curriculum). Grant funds will be used for consultant fees, workshop stipends, substitutes and materials. Another emphasis of the training will be motivating reluctant readers, which will entail the purchase of books of particular interest to minority populations, as well as featuring male and female characters.

For the 2009-2010 school year Accomack County Schools used the VDE at-risk profile for students transitioning from 8<sup>th</sup> to 9<sup>th</sup> grade. As part of the grant, we will be extending this profile to include students from grades 3-8. This extension will also include training for elementary and middle school teachers concerning risk factors in the early grades.

New principals were placed at Metompkin and Kegotank Elementary schools for the 2010-2011 school year. We have also developed plans for improvement at each grade as well as individual teacher level. Also, the 2009-2010 school year was the last year for Reading First in those schools. The professional development and materials these schools have received is tremendous. Efforts will continue, through the use of a Reading consultant, to expand the coaching model to all resource teachers in these schools.

#### **PART IV: MODIFY PRACTICES AND/OR POLICIES, IF NECESSARY, TO ENABLE IMPLEMENTATION OF THE MODEL FULLY AND EFFECTIVELY**

The LEA will provide evidence that a review of division and school policies have been completed to ensure alignment with the State Transformation Model. 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.

Response: **Note:** Following the initial VDE webinar the District Leadership Team met to consider this question. It was determined that no

changes needed to be made to implement this model.

## **PART V. SUSTAIN THE REFORM EFFORT AFTER THE FUNDING PERIOD ENDS**

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 the following:

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;
- Division plan and budget for sustaining the reform effort.  
ACPS operates on a train-the-trainer model for District initiatives. Each training team is assigned to a member of the District Leadership team for sustained use of the initiatives. This model will continue with grant initiatives.  
The schools in improvement value the information, format and inclusive nature of the Indistar. We will explore using this tool in all of our schools for their required school improvement plans.  
Another important sustainability factor is monitoring. This must take place in each school, and begin with Administration. As a District, we have embarked on an Administrative Leadership Initiative. This year, the focus is on meaningful observations, utilizing rubrics and “look fors”. Indicators are being developed, and a software program will provide the platform for this endeavor. This training, along with software and other components of this leadership academy, will be sustained with county and federal funds.  
School teacher leaders will be trained using a coaching model. This model will be sustained using our train-the-trainer model.

## **PART VI: SELECTION OF COACH**

The State Transformation Model, which year one schools are implementing, requires schools to use funding to hire a coach that will work with the school in the area(s) that caused the school to enter school improvement. Responsibilities of a coach may include, but are not limited to the following:

Assisting the School Improvement Team in:

- Using appropriate data to:
  - drive decision-making in developing, selecting, and evaluating instructional programs and practices
  - select appropriate strategies to individualize classroom instruction
  - establish goals for all students with a focus on subgroup performance
- Developing and evaluating a highly effective school improvement plan via online planning
- Protecting instructional time
- Monitoring student progress and sharing findings
- Promoting a collegial relationship between school administrators, staff, and coach

In the box below, please respond to the following questions:

Describe the process that was used or will be used to select the coach for the schools that will be served with 1003(a) funds - NCLB year one schools. **Coaches must be employed by June 28, 2010, the last day to register for the summer institute.** Use as much space as needed.

Response: The District leadership consulted with Dr. Melanie Yules, to determine types of personnel used by other districts s coaches. Models discussed included: full time coach selected from district personnel, part-time coach with other district responsibilities, district-level coordinators coach outside the district with familiarity, coach outside the district with little familiarity. The choice was a person outsider with our district who has worked with he district before. This coach will serve all four of our schools in school improvement.

Dr Yules has worked with our teachers to implement inclusive practices, and has agreed to assume the responsibility of our School Improvement Coach.

Additionally, each school in improvement will contract with a full-time employee to be trained as teacher leaders, and to facilitate the implementation of the grants. As schools established goals for 2010-2011 they outlined characteristics they would look for in a coach. They selected 2-3 candidates, which were reviewed with the District leadership team before final selection..

Check the expertise of the coach or prospective coach. Check all that apply.

<p>School 1: ___Kegotank</p> <p><input checked="" type="checkbox"/>_x_Reading/English/Language Arts  <input checked="" type="checkbox"/>_x_Mathematics  <input checked="" type="checkbox"/>_x_Instructional/Administrative/School Leadership  <input checked="" type="checkbox"/>_x_Experience as Virginia Department of Education Coach  <input checked="" type="checkbox"/>_x_University Level School Leadership Experience  <input checked="" type="checkbox"/>_x_Independent Education Contractor/Consultant  <input checked="" type="checkbox"/>_x_Other (Describe) Special education experience</p>	<p>School 2: _____Metompinkin</p> <p><input checked="" type="checkbox"/>_x_Reading/English/Language Arts  <input checked="" type="checkbox"/>_xMathematics  <input checked="" type="checkbox"/>_x_Instructional/Administrative/School Leadership  <input checked="" type="checkbox"/>_x_Experience as Virginia Department of Education Coach  <input checked="" type="checkbox"/>_xUniversity Level School Leadership Experience  <input checked="" type="checkbox"/>_x_Independent Education Contractor/Consultant  <input checked="" type="checkbox"/>_x_Other (Describe)Special Education</p>	<p>School 3: _____Nandua</p> <p><input checked="" type="checkbox"/>_x_Reading/English/Language Arts  <input checked="" type="checkbox"/>_x_Mathematics  <input checked="" type="checkbox"/>_x_Instructional/Administrative/School Leadership  <input checked="" type="checkbox"/>_x_Experience as Virginia Department of Education Coach  <input checked="" type="checkbox"/>_x_University Level School Leadership Experience  <input checked="" type="checkbox"/>_x_Independent Education Contractor/Consultant  <input checked="" type="checkbox"/>_x_Other (Describe)Special Education</p>
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<p>School 4: _____Arcadia_____</p> <p><input checked="" type="checkbox"/>_xReading/English/Language Arts  <input checked="" type="checkbox"/>_x_Mathematics  <input checked="" type="checkbox"/>_x_Instructional/Administrative/School Leadership  <input checked="" type="checkbox"/>_x_Experience as Virginia Department of Education Coach  <input checked="" type="checkbox"/>_x_University Level School Leadership Experience  <input checked="" type="checkbox"/>_x_Independent Education Contractor/Consultant  <input checked="" type="checkbox"/>_x_Other (Describe)Special Education</p>	<p>School 5: _____</p> <p><input checked="" type="checkbox"/>_Reading/English/Language Arts  <input checked="" type="checkbox"/>_Mathematics  <input checked="" type="checkbox"/>_Instructional/Administrative/School Leadership  <input checked="" type="checkbox"/>_Experience as Virginia Department of Education Coach  <input checked="" type="checkbox"/>_University Level School Leadership Experience  <input checked="" type="checkbox"/>_Independent Education Contractor/Consultant  <input checked="" type="checkbox"/>_Other (Describe)</p>	<p>School 6: _____</p> <p><input checked="" type="checkbox"/>_Reading/English/Language Arts  <input checked="" type="checkbox"/>_Mathematics  <input checked="" type="checkbox"/>_Instructional/Administrative/School Leadership  <input checked="" type="checkbox"/>_Experience as Virginia Department of Education Coach  <input checked="" type="checkbox"/>_University Level School Leadership Experience  <input checked="" type="checkbox"/>_Independent Education Contractor/Consultant  <input checked="" type="checkbox"/>_Other (Describe)</p>
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**PART VII: BUDGET**

**Note:** Budget Summaries (one for the division and one for each year one school). 1003(a) funding may be expended on any 1003(a) Condition of Award. See Attachment B-a. 1003(a) funding may also be expended for the purchase of educational vendor/company services to support the implementation of the selected reform model. See Attachment C-a.

**Note:** Part 2: Budget Narrative: The detailed budget summary the LEA submits as part of the grant application will provide evidence of how 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 support 1003(a) initiatives. Additionally, the LEA will provide a budget narrative in its application that will provide a description of how other resources will be used, such as personnel, materials, and services to support school improvement activities.

**Division Budget Summary**

**Division Name:** \_\_\_\_\_ Accomack \_\_\_\_\_

**Virginia Department of Education Grant Expenditure Requirements**

**Note 1**

**Divisions must ensure that 1003(a), year one School Improvement, applicant schools participating in Strand III (TeachFirst Formative Assessment) of the July 19-22, 2010, institute include the purchase of the TeachFirst Formative Assessment platform in their budgets. The total expenditures from all Strand III schools must be included in the division summary budget.**

**Cost: \$1,950 per school**

Yes  No: Does the division have schools participating in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute?

If yes, check here to indicate that the division has included the purchase of the TeachFirst Formative Assessment platform in its budget for each school.

	School Year 2010-2011		
Expenditure Codes	ESEA 1003(a)Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	Total Across Object Codes  (Do not include "other" funds.)
<b>1000 - Personnel</b>	196,000.00		196,000.00
<b>2000 - Employee Benefits</b>	49,000.00		49,000.00
<b>3000 - Purchased Services</b>	290,700.00		290,700.00
<b>4000 - Internal Services</b>			
<b>5000 - Other Charges</b>	41,500.00		41,500.00
<b>6000 - Materials and Supplies</b>	125,232.00		125,232.00
<b>8000 - Equipment/Ca pital Outlay</b>			
<b>Total</b>	702,432.00		<b>(Must equal Division Allocation) 702,432.00</b>

**School Budget Summary**

School Name: \_\_\_\_\_ Arcadia Middle \_\_\_\_\_

**Virginia Department of Education Grant Expenditure Requirements**

\_\_\_ Yes \_\_\_ x \_\_\_ No: Is this school a participant in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute?

\_\_\_ If yes, check here to indicate that the school has included the purchase of the TeachFirst Formative Assessment platform in its budget.

School Year 2010-2011			
Expenditure Codes	ESEA 1003(a) Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	Total Across Object Codes  (Do not include "other" funds.)
<b>1000 - Personnel</b>	44,000.00		<i>44,000.00</i>
<b>2000 - Employee Benefits</b>	11,000.00		<i>11,000.00</i>
<b>3000 - Purchased Services</b>	83,300.00		<i>83,300.00</i>
<b>4000 - Internal Services</b>			
<b>5000 - Other Charges</b>	10,500.00		<i>10,500.00</i>
<b>6000 - Materials and Supplies</b>	26,808.00		<i>26,808.00</i>
<b>8000 - Equipment/Capital Outlay</b>			
<b>Total</b>	<i>175,608.00</i>		<b>(Must Equal School Allocation) 175,608</b>

**School Budget Summary**

School Name: Nandua Middle

**Virginia Department of Education Grant Expenditure Requirements**

Yes  No: Is this school a participant in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute?

If yes, check here to indicate that the school has included the purchase of the TeachFirst Formative Assessment platform in its budget.

School Year 2010-2011			
Expenditure Codes	ESEA 1003(a) Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	Total Across Object Codes (Do not include "other" funds.)
1000 - Personnel	44,000.00		44,000.00
2000 - Employee Benefits	11,000.00		11,000.00
3000 - Purchased Services	80,300.00		80,300.00
4000 - Internal Services			
5000 - Other Charges	10,000.00		10,000.00
6000 - Materials and Supplies	30,308.00		30,308.00
8000 - Equipment/Capital Outlay			
<b>Total</b>	<b>175,608.00</b>		<b>(Must Equal School Allocation)</b>
			<b>175,608</b>

**School Budget Summary**

School Name: Metompkin Elementary

**Virginia Department of Education Grant Expenditure Requirements**

Yes  No: Is this school a participant in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute?

If yes, check here to indicate that the school has included the purchase of the TeachFirst Formative Assessment platform in its budget.

School Year 2010-2011			
Expenditure Codes	ESEA 1003(a) Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	Total Across Object Codes (Do not include "other" funds.)
1000 - Personnel	54,000.00		54,000.00
2000 - Employee Benefits	13,500.00		13,500.00
3000 - Purchased Services	63,700.00		63,700.00
4000 - Internal Services			
5000 - Other Charges	10,500.00		10,500.00
6000 - Materials and Supplies	33,908.00		33,908.00
8000 - Equipment/Capital Outlay			
<b>Total</b>	<b>175,608</b>		<b>(Must Equal School Allocation) 175,608</b>



**Duplicate form for each school applying for 1003(a) funding.**

**Part 2. Budget Narrative: Describe in detail by expenditure codes how the school improvement 1003(a) funds as well as other funding sources will be used to support school improvement activities.**

**Division Name:** \_\_\_\_\_ **Accomack** \_\_\_\_\_

1. Personal Services (1000)

Each school will pay a stipend to the school level coach. Stipends will be paid for staff at all schools to attend professional development outside the school day. Substitutes will be paid for teachers who attend professional development, team data meetings, etc.  
Stipends for teacher/tutors to remediate during and after the school day will also be paid by the grants.

2. Employee Benefits (2000)

Benefits will include fixed costs for all pertinent expenditures in the personal services category.

3. Purchased Services (3000)

Each school will pay the school improvement coach for 25 days. Additionally, the middle schools will pay for a Reading/English coach who will work on identified needs. Two elementary and one middle school will contract for training in the Olweus bullying prevention program.  
Services provided to enhance the skills of teachers to work with ELL students will be purchased and pro-rated to each school. These services may include coursework and/or contracted training services. Casenex will be contacted for possible services. Additionally, several IHE have expressed interest in providing this coursework. The same services will be arranged for general education/special education populations.  
To enhance professional development opportunities all schools will use grant funds to provide PD 360 services. Also, to streamline and improve benchmark and other formative evaluations, schools will purchase Interactive Achievement subscriptions for all their students.  
All schools will work with Mid Atlantic Equity Center (MAEC) to evaluate our ELL program, make recommendations and train to strengthen our services to this population.

4. Internal Services (4000)

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5. Other Charges (5000)

Each school will budget for travel to VDE trainings, as well as conferences and/or other opportunities for team members.
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6. Materials and Supplies (6000)

Materials include those needed to support Olweus Bullying Prevention, PD 360, Interactive Achievement, Ruby Payne, Differentiated instruction, English/reading coaches. Funds are also included for textbooks for coursework.
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7. Equipment/Capital Outlay (8000)

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**School Name:** \_\_\_\_\_ Arcadia Middle \_\_\_\_\_

1. Personal Services (1000)

School coaches, stipends for staff to attend training and substitute teachers will be paid from this line item. Also, training and stipends will be paid for during and after school SOL remediation coaches.

2. Employee Benefits (2000)

Fixed costs for 1000 activities will be paid.

3. Purchased Services (3000)

AMS will pay for their school improvement coach from these funds. Also, a reading consultant, who will coach and provide PD in the area of vocabulary development, comprehension and literacy. AMS will purchase PD 360, as well as Interactive Achievement, Inc. programs. Other purchased services include coursework for ELL/General education teachers, as well as General education/special education teachers. Arcadia Middle will also receive professional development in order to implement the Olweus Bullying Prevention Program.

4. Internal Services (4000)

5. Other Charges (5000)

School teams will travel to School Improvement training, as well as attend other relevant workshops and conferences, such as Vision to Practice. Travel expenses will also be paid to Olweus consultants. District contact expenses will also be shared.

6. Materials and Supplies (6000)

Materials will be purchased to implement initiatives listed in 1000 and 3000 sections. Additionally, the principal will purchase a computer with capabilities to video conference. Additionally, the literacy component of the middle schools grants will necessitate the purchase of culturally relevant, age appropriate literature for students.

7. Equipment/Capital Outlay (8000)

**Duplicate form for each school applying for 1003(a) funding.**

School Name: \_\_\_\_\_ Nandua Middle School \_\_\_\_\_

1. Personal Services (1000)

School coaches, stipends for professional development and substitute teachers will be paid from these funds. Also, training and stipends will be paid to during and after school remediation coaches.

2. Employee Benefits (2000)

This line item will provide fixed costs for the 1000 personnel.

3. Purchased Services (3000)

Nandua Middle School will purchase PD 360, Interactive Achievement, Inc. and Casenex classes for ELL, Special Education and General Education teachers. The school improvement Coach, as well as Reading consultant fees will also be purchased.

4. Internal Services (4000)

5. Other Charges (5000)

Staff travel and expenses for VDE trainings, as well as conferences such as Vision to Practice, will also be possible from 5000 funds. District contact expenses will also be shared by the schools in improvement.

6. Materials and Supplies (6000)

Materials to implement 1000 and 3000 activities will be purchased. These include culturally relevant literature for students, book study, textbooks to accompany coursework, and additional supplies needed to implement the professional development

portions of the grant.

7. Equipment/Capital Outlay (8000)

**Duplicate form for each school applying for 1003(a) funding.**

School Name:                     Kegotank Elementary                    

1. Personal Services (1000)

School coaches, stipends for professional development and substitutes will be paid from these funds. Also training and stipends will be paid for during and after school SOL remediation coaches.

2. Employee Benefits (2000)

Benefits for services in 1000 will be paid from this line item.

3. Purchased Services (3000)

Purchased services include the school improvement coach, consultant for training and implementation of a coaching model for resource teachers, PD 360, Interactive Achievement, Inc., Casenex coursework for ELL, special education and general education teachers. Training for Olweus Bullying Prevention will also be contracted.

4. Internal Services (4000)

5. Other Charges (5000)

Travel and expenses for consultants, school teams and the District contact will be paid.

[Empty box]

6. Materials and Supplies (6000)

Materials include those necessary to implement the initiatives generated by this grant, as well as textbooks for coursework and book study. The grant will also pay for materials necessary to enhance the professional development activities

7. Equipment/Capital Outlay (8000)

[Empty box]

**Duplicate form for each school applying for 1003(a) funding.**

School Name: \_\_\_\_\_ **Metompkin Elementary** \_\_\_\_\_

1. Personal Services (1000)

Stipends for school coaches, professional development and during and after school SOL remediation coaches will be paid from this grant. Also, substitutes will be paid as needed.

2. Employee Benefits (2000)

Benefits for personnel above will be paid.

3. Purchased Services (3000)

Purchased services will include the school improvement coach and the consultant to train resource teachers. Also included will be the purchase of PD 360, Interactive Achievement, Inc., Casenex classes and Olweus Bullying Prevention training..

4. Internal Services (4000)

[Empty box]

5. Other Charges (5000)

Travel and expenses for school teams, District contact, and consultants will be charged to this line item.

6. Materials and Supplies (6000)

Materials to implement initiatives generated by the grant, as well as textbooks for coursework will be paid with this grant. Also, general materials needed to enhance professional development activities will be paid.

7. Equipment/Capital Outlay (8000)

**Duplicate form for each school applying for 1003(a) funding.**

These accounts 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.

### **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.

**Strand I**  
**(Mentor Coaching Training and Special Education Training)**

The **New\* 1003g Coach**, the **New Building Principal**, a **Special Education Teacher**, and a **New Division Contact Person** must register for this strand of the summer institute.

Strand I: <http://www.cpe.vt.edu/reg/nci-s1>

**For divisions marked with an asterisk (\*): Division contact registers for Strand II.**

Accomack County	Nandua MS	Year I of Title I School Improvement
Accomack County	Arcadia MS	Year I of Title I School Improvement
Accomack County	Kegotank ES	Year I of Title I School Improvement
Accomack County	Metompkin ES	Year I of Title I School Improvement
Alexandria City*	Washington MS	Year I of Title I School Improvement
Alexandria City*	Washington MS 2	Year I of Title I School Improvement
Alexandria City*	Hammond MS	Year I of Title I School Improvement
Alexandria City*	Hammond MS 2	Year I of Title I School Improvement
Alexandria City*	Hammond MS 3	Year I of Title I School Improvement
Alexandria City*	Ramsay ES	Year I of Title I School Improvement
Brunswick County	Red Oak-Sturgeon ES	Year I of Title I School Improvement
Campbell County	Altavista ES	Year I of Title I School Improvement
Charles City County	Charles City County ES	Tier III – 1003g
Franklin City	Franklin HS	Tier III – 1003g
Fredericksburg City*	Walker-Grant MS	Year 1 of Title I School Improvement
Greene County	Nathaniel Greene ES	Year I of Title I School Improvement
Greene County	Greene County Primary	Year I of Title I School Improvement
Greensville County	Greensville ES	Year I of Title I School Improvement
Hampton City*	Mallory ES	Tier III – 1003g
Henrico County*	Highland Springs ES	Year I of Title I School Improvement
Henrico County*	Adams ES	Year I of Title I School Improvement
Lynchburg City	Perrymont ES	Year I of Title I School Improvement

Middlesex County	Middlesex ES	Year I of Title I School Improvement
Newport News City*	L.F. Palmer ES	Tier III – 1003g
Roanoke City*	Hurt Park ES	Tier III – 1003g
Roanoke City*	William Fleming HS	Tier III – 1003g
Shenandoah County	Sandy Hook ES	Year I of Title I School Improvement
Smyth County	Marion Intermediate	Year I of Title I School Improvement
Smyth County	Marion Primary	Year I of Title I School Improvement
Staunton City	Ware ES	Year I of Title I School Improvement
Suffolk City*	Benn Jr. ES	Year I of Title I School Improvement
Suffolk City*	Mount Zion ES	Year I of Title I School Improvement
Warren County*	Wilson Morrison ES	Year I of Title I School Improvement

## Strand II

### (Division Leadership Support Training)

The **Title I Director** or **Director of Instruction of Returning\* Divisions** must register for this strand of the summer institute.

Strand II: <http://www.cpe.vt.edu/reg/nci-s2>

(\*Returning means divisions that did attend last summer's institute.)

Albemarle County	Henrico County	Richmond City
Alexandria City	King George County	Roanoke City
Amherst County	King and Queen County	Rockbridge County
Arlington County	Lancaster County	Shenandoah County
Bedford County	Louisa County	Stafford County
Craig County	Lunenburg County	Suffolk City
Culpeper County	Newport News City	Warren County
Essex County	Norfolk City	Westmoreland County
Fairfax County	Northampton County	Williamsburg-James City Co.
Fauquier County	Orange County	
Fluvanna County	Petersburg City	
Franklin City	Pittsylvania County	
Fredericksburg City	Portsmouth City	
Hampton City	Pulaski County	

**Strand III  
(Formative Assessment™ Training)**

The **Returning\* Building Principal** and the **Returning 1003g School Coach** must register for this strand of the summer institute.

Strand III: <http://www.cpe.vt.edu/reg/nci-s3>

(\*Returning means individuals that did attend last summer's institute.)

Albemarle County	Greer ES	Year I of Title I School Improvement
Alexandria City	Mount Vernon ES	Year I of Title I School Improvement
Alexandria City	Patrick Henry ES	Year I of Title I School Improvement
Alexandria City	Cora Kelly Magnet School	Tier III – 1003g
Alexandria City	Jefferson-Houston ES	Tier III – 1003g
Amherst County	Central ES	Tier III – 1003g
Arlington County	Barcroft ES	Year I of Title I School Improvement
Arlington County	Drew Model ES	Tier III – 1003g
Arlington County	Hoffman-Boston ES	Tier III – 1003g
Arlington County	Randolph ES	Tier III – 1003g
Bedford County	Bedford ES	Year I of Title I School Improvement
Bedford County	Bedford Primary	Year I of Title I School Improvement
Craig County	McCleary ES	Tier III – 1003g
Culpeper County	Sycamore Park ES	Tier III – 1003g
Culpeper County	Pearl Sample ES	Tier III – 1003g
Essex County	Essex Intermediate	Tier III – 1003g
Essex County	Tappahannock ES	Tier III – 1003g
Fauquier County	Grace Miller ES	Year I of Title I School Improvement
Fluvanna County	Central ES	Tier III – 1003g
Fluvanna County	Columbia District ES	Tier III – 1003g
Fluvanna County	Cunningham District ES	Tier III – 1003g
Hampton City	Smith ES	Year I of Title I School Improvement
King George County	King George ES	Tier III – 1003g
King George County	Potomac ES	Tier III – 1003g
King and Queen County	King and Queen ES	Tier III – 1003g
Lancaster County	Lancaster Primary School	Tier III – 1003g
Louisa County	Trevilians ES	Year I of Title I School Improvement
Lunenburg County	Victoria ES	Year I of Title I School Improvement
Newport News City	Sedgefield ES	Tier III – 1003g
Norfolk City	Jacox ES	Year I of Title I School Improvement
Norfolk City	Lindenwood ES	Year I of Title I School Improvement
Northampton County	Kiptopeke ES	Tier III – 1003g
Northampton County	Occhannock ES	Tier III – 1003g
Orange County	Orange ES	Tier III – 1003g

Orange County	Lightfoot ES	Year I of Title I School Improvement
Orange County	Unionville ES	Year I of Title I School Improvement
Orange County	Gordon Barbour ES	Year I of Title I School Improvement
Petersburg City	A.P. Hill ES	Tier III – 1003g
Petersburg City	J.E.B. Stuart ES	Tier III – 1003g
Petersburg City	Vernon Johns Junior High	Tier III – 1003g
Pittsylvania County	Dan River MS	Tier III – 1003g
Pittsylvania County	Kentuck ES	Tier III – 1003g
Portsmouth City	Brighton ES	Year I of Title I School Improvement
Portsmouth City	Churchland Academy ES	Tier III – 1003g
Pulaski County	Dublin ES	Year I of Title I School Improvement
Pulaski County	Pulaski ES	Tier III – 1003g
Richmond City	Blackwell ES	Year I of Title I School Improvement
Roanoke City	Addison MS	Tier III – 1003g
Roanoke City	Huff Lane Intermediate	Year I of Title I School Improvement
Roanoke City	Round Hill Montessori	Year I of Title I School Improvement
Rockbridge County	Fairfield ES	Year I of Title I School Improvement
Shenandoah County	Ashby Lee ES	Tier III – 1003g
Stafford County	Kate Waller Barrett ES	Year I of Title I School Improvement
Stafford County	Falmouth ES	Year I of Title I School Improvement
Suffolk City	Elephant's Fork ES	Tier III – 1003g
Warren County	Warren County MS	Year I of Title I School Improvement
Westmoreland County	Washington District ES	Tier III – 1003g
Williamsburg-James City	Montague ES	Year I of Title I School Improvement

**Included for Application Completion Only-UVA Lead Turnaround Program**

Fairfax County	Woodlawn ES	Year I of Title I School Improvement
Fairfax County	Bucknell ES	Year I of Title I School Improvement
Fairfax County	Beech Tree ES	Year I of Title I School Improvement
Fairfax County	Hollin Meadows ES	Year I of Title I School Improvement

Fairfax County	Dogwood ES	Tier III – 1003g
Fairfax County	Hybla Valley ES	Tier III – 1003g
Fairfax County	Washington Mill ES	Tier III – 1003g
Fairfax County	Mount Vernon Woods ES	Tier III – 1003g

**Strand IV  
(Lead Turnaround Partner Training)**

The **Division Superintendent or Assistant Superintendent**, the **Lead Turnaround Partner**, and the **School Principal of Tier I and Tier II Schools** must register for this strand of the summer institute.

Strand IV: <http://www.cpe.vt.edu/reg/nci-s4>

	Tier 1 Schools		Tier 2 Schools
<b>Brunswick County</b>	<b>James. S. Russell Middle</b>	<b>Alexandria City</b>	<b>T.C. Williams HS</b>
<b>Grayson</b>	<b>Fries Middle</b>	<b>Buchanan County</b>	<b>Hurley HS*</b>
<b>Norfolk City</b>	<b>Lake Taylor Middle</b>	<b>Colonial Beach</b>	<b>Colonial Beach HS</b>
<b>Norfolk City</b>	<b>Ruffner Middle</b>	<b>Danville City</b>	<b>Langston Focus HS</b>
<b>Petersburg City</b>	<b>Peabody Middle</b>	<b>King and Queen County</b>	<b>Central HS</b>
<b>Richmond City</b>	<b>Fred D. Thompson Middle</b>	<b>Prince Edward County</b>	<b>Prince Edward Co HS</b>
<b>Richmond City</b>	<b>Boushall Middle</b>	<b>Richmond City</b>	<b>Armstrong HS</b>
<b>Roanoke City</b>	<b>Westside Elementary</b>	<b>Richmond City</b>	<b>George Wythe HS*</b>
<b>Sussex County</b>	<b>Chambliss Elementary</b>	<b>Roanoke City</b>	<b>Patrick Henry HS*</b>
<b>Sussex County</b>	<b>Sussex Central Middle</b>		

\*These schools have applied for a waiver of identification.

**SUMMARY OF CONDITIONS OF AWARD**

<b>Requirement</b>	<b>A Requirement of 1003(g)</b>	<b>A Requirement of 1003(a)</b>
<b>Requirements for Tier I and Tier II Schools and Divisions (Other Schools As Indicated)</b>		
<b><u>School Level</u></b>		
Selection and implementation of a federal reform model (Appendix C)	Yes	No
Continued Submission of the Data Analysis or Restructuring Quarterly Reports	Yes	Yes
Continued School Improvement Planning via Indistar™ (Center on Innovation and Improvement - CII)	Yes	Yes
Online Attendance at Rapid Improvement Indicator-based Webinars (Tailored to summer institute strands as follow-up technical assistance)	Yes	Yes
For the purpose of monitoring struggling students in reading, the Office of School Improvement is requiring Tier I and Tier II schools to purchase <i>ISTATION</i> (K-10). Cost \$6500 per school.  For the purpose of monitoring struggling students in mathematics, the Office of School Improvement is requiring Tier I and Tier II schools to purchase the Algebra Readiness Diagnostic Test (ARDT). Cost \$4 per student.	Yes	No
Attendance at 1003(g) and 1003(a) summer institute to be held at the Williamsburg Marriott, July 19-22, 2010.	Yes	Yes

<b>Requirement</b>	<b>A Requirement of 1003(g)</b>	<b>A Requirement of 1003(a)</b>
<b>(Division Level)</b> <b><u>Divisions with Tier I and Tier II Schools</u></b>		
Continued School Improvement Planning via Indistar™: Division-Level (Center on Innovation and Improvement - CII)	Yes	Yes
Attendance at Summer Institute Training (July 19-22, 2010, Williamsburg's Marriott) - Lead Turnaround Partner Training with Lauren Morando Rhim. (The principal will attend this training with the division contact person.)	Yes	No
Attendance at Lead Turnaround Partner Follow-up Division-level Webinars (Tailored to summer institute strand as follow-up technical assistance)	Yes	No
Summer Institute Training (July 19-22, 2010, Williamsburg's Marriott) - Division Leadership Support (Training Provided by The College of William and Mary)	Yes	No
<b>Requirements for Tier III Schools and Divisions</b>		
<b><u>School Level</u></b>		
Employment of a School Improvement Coach	Yes	Yes
Continued Submission of the Data Analysis Quarterly Reports	Yes	Yes
Continued School Improvement Planning via Indistar™ (Center on Innovation and Improvement - CII)	Yes	Yes
Summer Institute Training (July 19-22, 2010 – Mentor Coaching and Special Education Training)	Yes, if assigned to Strand I	Yes, if assigned to Strand I

<b>Requirement</b>	<b>A Requirement of 1003(g)</b>	<b>A Requirement of 1003(a)</b>
Online Attendance at Mentor Coach Training Webinars (follow-up to summer training)	Yes, if assigned to Strand I	Yes, if assigned to Strand I
Summer Institute Training (July 19-22, 2010), Formative Assessment Module: Checking for Understanding [Training Provided by TeachFirst]  <i>(New to the institute schools will be assigned to the Teacher Leader Training.)</i>	Yes, if assigned to Strand III	Yes, if assigned to Strand III
Online Attendance at Formative Assessment Webinars (follow-up to summer training)	Yes, if assigned to Strand III	Yes, if assigned to Strand III
<b>(Division Level)</b> <b><u>Divisions with Tier III Schools</u></b> <b><u>(Exception: Accomack, Brunswick, Campbell, Charles City, Greene, Lynchburg, Middlesex, Symth, and Staunton)</u></b>		
Use of a Division-Level Coach Model	Yes	No
Continued School Improvement Planning via Indistar™: Division-Level (Center on Innovation and Improvement – CII)	Yes	Yes
Summer Institute Training (July 19-22, 2010), Williamsburg's Marriott - Division Leadership Support (Training Provided by The College of William and Mary)	Yes	No
Four One-Day Division Leadership Workshops (October, December, February, and April)	Yes	No
Site Visits to Schools with the Division Leadership Support Directors	Yes	No
Attendance at Webinars and Video Conferencing via The College of William and Mary	Yes	No
<b><u>Special Requirements for Schools Assigned to Strand III of the Summer Institute</u></b>  Schools assigned to Stand III of the July Institute will be required to purchase the support platform for the implementation of TeachFirst's Formative Assessment Series™. (The cost is \$1,950 per school. For information regarding contracting with	Yes	Yes, if assigned to Strand III

TeachFirst, please contact John Mullins at (206) 453-2445.)		
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Attachment C-a

**ACHIEVE3000**

[www.Achieve3000.com](http://www.Achieve3000.com)

Sonya Coleman  
Regional Director  
301-352-3459

Cambridge Education  
Mott MacDonald dba Cambridge Education  
Trevor B. Yates, Executive Vice President  
717-701-0123

CaseNEX, LLC  
<http://www.casenex.com/casenet/index.html>  
Griff Fernandez  
866- 817- 0726

Classworks  
<http://www.classworks.com>  
Wayne Brown  
804-747-3515

Compass Learning  
<http://www.compasslearning.com>  
Corey Good  
804-651-3508

EdisonLearning, Inc  
<http://www.edisonlearning.net/>  
Curtiss Stancil, Vice President for Business Development  
917-482-4396

Educational Impact  
<http://www.educationalimpact.com>  
George Elias  
215-534-0899

Evans Newton, Inc.  
<http://www.evansnewton.com>  
Cecily Williams-Blijd  
240-695-2479

ISTATION  
<http://www.istation.com>  
Bob Blevins  
866-883-7323

Johns Hopkins University  
Kathy Nelson (contact for middle schools only)  
410-516-8800

Pearson Digital Learning  
[www.pearsonschool.com](http://www.pearsonschool.com)

Matt Robeson  
804-836-3906  
Pearson Education  
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Fred Bost, Regional VP  
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Pearson Tapestry  
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Steve Watson  
843-538-3834

READ NATURALLY INC  
<http://www.readnaturally.com>  
Ben Weisner  
Director, Sales and Marketing  
800-788-4085, ext. 8722 (desk)  
612-710-5697 (cell)

Research For Better Teaching  
<http://www.rbteach.com>  
Cynthia Pennoyer  
978-263-9449

TeachFirst  
<http://www.teachfirst.com>  
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Teachscape  
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Veronica Tate  
757-289-6192

The Flippen Group  
<http://www.flippengroup.com>  
Brian Whitehead  
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Voyager Learning  
<http://www.voyagerlearning.com/about/index.jsp>  
Ron Klausner  
888-399-1995

