

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

DIVISION INFORMATION

School Division Name: _____ Albemarle County Public Schools _____
Mailing Address: _____ 401 McIntire Rd. Charlottesville 22902 _____
Division Contact: _____ Debora Collins _____
Telephone (include extension if applicable): _____ 434-296-5820 _____ Fax: _____ 434-296-5869 _____
E-mail: _____ dcollins@k12albemarle.org _____

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: _____ Mary Carr Greer Elementary _____
Mailing Address: _____ 190 Lambs Lane Charlottesville VA 22902 _____
School Contact: _____ Matt Landahl _____
Telephone (include extension if applicable): _____ 434-973-8371 _____ Fax: _____ 434-973-0629 _____
E-mail: _____ mlandahl@k12albemarle.org _____

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: _____

Date: _____

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)	School-wide Program School (Check)	School Membership	Percent Identified as Disadvantaged	Percent Students with Disabilities	Percent Limited English Proficient
Greer Elementary	K-5	X		421	65%	14%	30%

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.

- a. 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;
- b. Analyzed student achievement data with identified areas that need improvement;
- c. 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
- d. Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics.

Response:

Mary C. Greer Elementary School *English* SOL Pass Rates

	All	Black	Hispanic	White	Students w/ Disabilities	Economically Disadvantaged	Limited English Proficient
2007-08	77.98%	58.92%	80%	90.56%	57.14%	66.27%	90.69%
2008-09	91.42%	84.84%	95%	94.64%	82.14%	88.78%	95.55%

Mary C. Greer Elementary School *Math* SOL Pass Rates

	All	Black	Hispanic	White	Students w/ Disabilities	Economically Disadvantaged	Limited English Proficient
2007-08	79.01%	64.28%	70%	90.56%	72.72%	66.27%	82.60%
2008-09	94.88%	92.18%	85%	98.18%	96.15%	92.59%	93.75%

Reading

	All	Black	Hispanic	White	Students w/ Disabilities	Economically Disadvantaged	Limited English Proficient
2007-08	77.98%	58.92%	80%	90.56%	57.14%	66.27%	90.69%
3rd	83.30%	64.70%	100%	93.80%	66.70%	73.90%	100.00%
4th	75.50%	47.60%	75%	100.00%	62.50%	57.10%	88.20%
5th	74.50%	62.50%	100%	78.90%	57.10%	64.30%	83.30%
2008-09	91.42%	84.84%	95%	94.64%	82.14%	88.78%	95.55%
3rd	83.7	93.8	57.1	100	66.7	75	100.0
4th	76.8	52.6	52.6	75.0	62.5	61.3	90.0
5th	73.6	78.9	65.2	75	50.0	63.3	75

After analyzing our student achievement, we are proud of the gains we made last year in both reading and math with our overall population and our various sub group populations. After careful analysis, we made the following observations:

- Our Black student achievement in reading at 84% is still not at an acceptable level and needs to be raised. Attention needs to be paid to developing phonemic awareness at the early grades and on developing comprehension strategies in all grades.
- Our Hispanic student achievement is not at an acceptable level in math. We aim to correct this pattern through focused

Math

	All	Black	Hispanic	White	Students w/ Disabilities	Economically Disadvantaged	Limited English Proficient
2007-08	79.01%	64.28%	70%	90.56%	72.72%	66.27%	82.60%
3rd	88.20%	70.60%	100%	94.10%	85.70%	80.00%	100.00%
4th	72.50%	47.60%	25%	100.00%	62.50%	51.90%	81.30%
5th	79.60%	75.00%	100%	78.90%	66.70%	72.40%	80.00%
2008-09	94.88%	92.18%	85%	98.18%	96.15%	92.59%	93.75%
3rd	88.2	94.1	64.3	100	85.7	80	100
4th	69.1	100.0	47.4	25.0	62.5	48.4	70.0
5th	80.4	80	78.3	100.0	75.0	73.3	81.8

After analyzing our student achievement, we are proud of the gains we made last year in both reading and math with our overall population and our various sub group populations. After careful analysis, we made the following observations:

- Our Black student achievement in reading at 84% is still not at an acceptable level and needs to be raised. Attention needs to be paid to developing phonemic awareness at the early grades and on developing comprehension strategies in all grades.
- Our Hispanic student achievement is not at an acceptable level in math. We aim to correct this pattern through focused intervention and tutoring with our Hispanic students through both our RTI program during the day and our after-school tutorial interventions.

Our goals for SOL achievement in the 2008-2009 school year were to have 90% pass rates in reading and math for our overall population and our sub group populations as well. We made that goal in almost all areas. Our goals for SOL achievement for the 2009-2010 school year were to have 97.5% pass rates for our overall and sub group populations in mathematics and 95% pass rate for our overall and sub group populations in reading.

Total Student Population	Male	Female	Black	Hispanic	White	Other	Students with Disabilities	Economically Disadvantage d	Migrant	Limited English Proficient
421	202	219	169	47	122	83	59	162	0	126

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: Overview – One School's Story

The 2008-09 school year was Greer Elementary's first year in formal school improvement. In that first year the school participated in SES tutoring with record-breaking participation by both state approved vendors and student population. We operated with 6 different SES providers and 55% of students enrolled. The school also began biweekly assessments in reading and math, and began to initially implement Responsive Classroom and Being-a-Writer. Greer saw significant gains in SOL pass rates to 95% in math and 91.8% in reading.

The 2009-10 school year was Greer Elementary's second year in formal school improvement. Our focus was on the implementation of Responsive Classroom and the development of formative assessment strategies and instructional strategies through partnership with Expeditionary Learning funded by 1003(a) grant. We also had 1003(g) funding for an instructional coach. Our coach served as a data and instructional coach, working extensively with grade level Professional Learning Communities (PLCs) to connect assessment data to powerful instructional strategies.

Our work in the 2010-11 school year will deepen our understanding and practice in student centered assessment and instructional strategies. Our curriculum development work with Expeditionary Learning will continue with a focus on developing interdisciplinary units of study that utilize formative assessment strategies to prepare students for student led conferences at all grade levels in the Spring of 2011.

Recognizing the impact that coaches have on student achievement and teacher development we are committing to having two coaches in the 2010-11 school year, one with a focus on primary and the other on upper elementary classrooms. These coaches will serve along with teacher representatives from each grade level as part of the school leadership team. They will regularly monitor progress and make adjustments as needed in order to achieve the goals of our Indistar™ school improvement plan.

Rationale

Expeditionary Learning

Expeditionary Learning is an integral part of our school improvement plan because the theory and practice behind the model supports our belief in high expectations and active, hands-on learning. The results of EL are environments where students love to learn and teachers love to teach.

Using Expeditionary Learning techniques, teachers involve students in learning through rigorous academic content and service to the community. In Expeditionary Learning, schools' rated *implementing* or *highly implementing* in the 2007-08 school year students on average outperformed their district peers in reading by 9.3 percentage points and in math by 3.6 percentage points. Key student subgroups – black students, Hispanic students, low-income students, and Special Education students – **outperformed** their district subgroup peers in reading and in math. The key student subgroups mentioned above are representative of the student population at Greer Elementary.

Responsive Classroom

Responsive Classroom and Expeditionary Learning are clearly linked in their approach to community and authentic experiences as the basis for classroom management and student learning. Findings have associated the approach with higher student test scores, better social skills, and fewer problem behaviors. For teachers, findings show an increased sense of efficacy and more high-quality instruction. The research on effectiveness shows:

- Children showed greater increases in reading and math test scores
- Teachers felt more effective and more positive about teaching
- Children had better social skills
- Teachers offered more high quality instruction
- Children felt more positive about school.
- Teachers collaborated with each other more

In our first year with Responsive Classroom we implemented Morning Meetings™ in every classroom at every grade level. In 2010-11 we will implement school-wide Logical Consequences and clear/consistent teacher language through the development of Greer's Constitution. Most of our teachers are getting week long Responsive Classroom training through the Safe Schools Grant. We aim to use the 1003(a) funds for on-site consulting with our teaching assistants and for classroom teachers throughout the school year. In two years of Responsive Classroom, the number of days of suspensions out of school for students has decreased by 40%.

Endahl Consulting

Endahl Consulting has 38 years of experience in the field of education. Endahl has extensive experience designing new teacher mentor models and instructional coaching structures. They will be working with us to develop our peer observation model in relation to effective teaching and classroom management, part of our Indistar™ school improvement plan.

Technology

In support of students and teachers monitoring their own learning and setting academic goals, we will utilize technology to demonstrate growth and promote collaborative and reflective learning. **24 Digital cameras (\$4,200 – one for each classroom)** will be used for:

- Student preparation and reflection during student led conferences
- Digitally documenting teacher and student work
- Piloting digital portfolios
- Documenting PLC work and Instructional Rounds

15 iPads (\$9,000) for use by grade level teams will be used for:

- Collection and reporting formative assessment data for analysis by teachers and students.
- Research and readings for learning expeditions
- Differentiation and intervention (read aloud applications, etc)

Our Timeline

Below is the framework for our Indistar™ school improvement plan:

Curriculum	Assessment	Instruction		
Summer '10	Q1	Q2	Q3	Q4
<p>IIA01: Curriculum development <i>June 15-17:</i> Enduring Understandings Product/Assessment Long-term Learning Targets Expedition Components (brainstorm)</p> <p>IID08: SLT</p>	<p>ID13: Team Release Days Curriculum Planning: Learning Targets, Formative Assessments, Instructional Sequence</p> <p>IID09, IIIA06, IIIA26: Assessments</p>	<p>ID13: Team Release Days Learning Targets, Formative Assessments, Instructional Sequence</p> <p>DLE&HQP Institute: vertical team</p> <p>IID09: PLCs</p>	<p>ID13: Team Release Days</p> <p>IID09: PLCs using data to inform instruction. Literacy profile data, math profile data, biweekly assessments, etc.</p>	<p>Learning Expedition all grades</p> <p>Student Led Conferences all grades</p> <p>Product Outcome (authentic need/audience)</p> <p>Use of formative Assessments</p>

<p>Review/analyze multiple student data sets</p> <p>IE13: Staff & Community feedback on school progress – SLT to develop plan/timeline</p> <p>IID09, IIIA06: PLCs using data to inform instruction. June 18: PLCs mapping out process for academic year</p> <p>ID01: SLT and Committee Structure in place</p>	<p>(form/sum.) Teacher: Intro to Assessment Institute (6 teacher action research team)</p> <p>Teacher: Creation of learning targets & Student: Reflection and goal setting toward learning targets.</p> <p>EL: Product Outcome (authentic need/audience)</p> <p>IE13: Staff & Community feedback on school progress – survey w/report cards for feedback on our initiatives.</p> <p>IF04: Instructional Rounds Teacher: PLCs using data to inform</p>	<p>using data to inform instruction.</p> <p>Literacy profile data, math profile data, biweekly assessments, etc.</p> <p>IF04: Instructional Rounds</p> <p>IE13: Staff & Community feedback on school progress – survey w/report cards for feedback on our initiatives.</p>	<p>IE13: Staff & Community feedback on school progress – survey w/report cards for feedback on our initiatives.</p> <p>IF04: Instructional Rounds</p>	<p>Team review of Expedition</p> <p>IF04: Instructional Rounds</p> <p>IE13: Staff & Community feedback on school progress – survey w/report cards for feedback on our initiatives.</p> <p>Critique & Revision of student work</p> <p>Fieldwork & Experts</p>	
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	<p>instruction. Develop protocols for assessing student and teacher work (Literacy profile data, math profile data, biweekly assessments, etc.)</p> <p>Committee: Develop Student Led Conference process/protocol</p> <p>IIC08: School Culture School-wide Constitution</p>				
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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: **Documentation is attached as Appendix 1.**

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:

- 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.

- County Instructional Coaching Model – When grant funds are no longer available, Greer will continue to be supported with instructional coaches via the ACPS Instructional Coaching Model

- Gradual release of responsibility
 - **PLC Facilitation** –Coaches will work with teams of teachers to maintain and solidify the norms and procedures for grade level professional learning teams. Facilitation of these meetings will be modeled via the coaches during the first part of the year with the expectation that teachers will eventually take over and lead the process.
 - **Use of Indistar** – The school leadership team comprised of school administration, instructional coaches, grade level and department leaders, and parents will monitor and adjust the school improvement plan using the Indistar school improvement planning tool. Although all teachers and staff will be involved in implementing the school improvement plan, the Greer leadership team will review the school improvement plan using Indistar on a biweekly basis. We have mapped out the use of school improvement success indicators that we will monitor by quarter in the timeline included above in the grant application.
 - **Expeditionary Learning** – Coaches will work with teams of teachers to develop Learning Expeditions. Over time, with support from the ACPS Instructional Coaches, teachers will become competent developers of Expeditions to implement and assess the curriculum.
 - **Responsive Classroom** – Through the support of the Safe and Healthy School's Grant, teachers at Greer will be able to continue their learning of the Responsive Classroom model.

- Building capacity
 - **Turnover Rate** – The teacher turnover rate at Greer in past years has been as high as 25%. Currently, the turnover rate has decreased to about 7%. As the Greer staff stabilizes, capacity for sustaining rigorous instruction and high levels of student achievement increases.

 - **Embedded Professional Development**
 - Teachers attending offsite PD will utilize established protocols for experimenting, collaborating, reflecting, and revising instructional strategies

- Instructional rounds – observations by peers will be the established structure to foster best instructional practices through the intentional development of a feedback rich environment
- **Shared leadership and decision-making will be developed through the formation of the School Leadership Team, School Improvement Committees, and a collaborative intervention team comprised of RTI, Title 1, and GRT teachers.**
- **Learning Expeditions, instructional units and assessments will be electronically stored and made available to the school division data base**

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: Greer will be employing one full time coach, Ken Ferguson, and one .7 FTE coach, Sue Harris. Both were hired through an internal search process in Albemarle County and Greer School. Both have extensive experience as instructional coaches and experience with the Greer staff. Besides classroom teaching and instructional coaching, Ken Ferguson has also worked as an outside consultant with Expeditionary Learning. Sue Harris has great experience both in the classroom and as a coach and has also done consulting work with Reading First schools during that program's implementation in Virginia.

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

School 1: _____ Greer _____ <input type="checkbox"/> Reading/English/Language Arts <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input checked="" type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	School 2: _____ Greer _____ <input checked="" type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input checked="" type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	School 3: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)
School 4: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	School 5: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	School 6: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)

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: _____ Albemarle County- Greer _____

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.)
1000 - Personnel		Funded FTE	Salary	FICA		\$86,441
	HARRIS, SUZANNE	0.70	\$ 35,164	\$ 2,690		
	FERGUSON, KENNETH	1.00	\$ 45,135	\$ 3,452		
	Daily Rate for Summer Work (including FICA and VRS)		\$ 80,299	\$ 6,142		
	Ken Ferguson	265.39				
Sue Harris	270.07					
						Summer work of coaches 7 days each of daily rate= \$3748

2000 - Employee Benefits	NAME	FUNDED-FTE	Dental	Health	VRS	GLI	\$17,814
	HARRIS, SUZANNE	0.70	\$ 186	\$ 5,326	\$ -	\$ -	
	FERGUSON, KENNETH	1.00	\$ 266	\$ 7,609	\$ 4,301	\$ 126	
			\$ 452	\$ 12,935	\$ 4,301	\$ 126	
3000 - Purchased Services	Expeditionary Learning, Endahl Consulting, Responsive Classroom and Teach First Formative Assessment						\$51,484
4000 - Internal Services							
5000 - Other Charges	Travel Reimbursement- Mileage, meals, and hotels for conference attendance for conferences within the grant.						\$2,489
6000 - Materials and Supplies	<u>Technology</u> 24 Digital cameras (\$4,200 – one for each classroom)						\$4,200
8000 – Equipment/Capital Outlay	15 iPads (\$9,432) for use by grade level teams						\$9,432
Total							\$175,608

School Budget Summary

School Name: _____ See above- Greer School _____

<p>Virginia Department of Education Grant Expenditure Requirements</p> <p>___ Yes ___ X ___ No: Is this school a participant in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute?</p> <p>___ If yes, check here to indicate that the school has included the purchase of the TeachFirst Formative Assessment platform in its budget.</p>

School and division budget summary are one and the same.

	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			
2000 - Employee Benefits			
3000 - Purchased Services			
4000 - Internal Services			
5000 - Other Charges			
6000 - Materials and Supplies			
8000 - Equipment/Capital Outlay			
<i>Total</i>			(Must Equal School Allocation)

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: Albemarle- Greer

1. Personal Services (1000)

	Funded FTE	Salary	FICA
HARRIS, SUZANNE	0.70	\$ 35,164	\$ 2,690
FERGUSON, KENNETH	1.00	\$ 45,135	\$ 3,452
Daily Rate for Summer Work (including FICA and VRS)		\$ 80,299	\$ 6,142
Ken Ferguson	265.39		
Sue Harris	270.07		

Because of attendance at the summer conference at Williamsburg and three additional planning days, we will need to pay seven daily rate days for our instructional coaches. (265.39 x 7 + 270.07 x 7 = \$3748.22)

The total for this budget line is \$90,189

2. Employee Benefits (2000)

NAME	FUNDED-FTE	Dental	Health	VRS	GLI
HARRIS, SUZANNE	0.70	\$ 186	\$ 5,326	\$ -	\$ -
FERGUSON, KENNETH	1.00	\$ 266	\$ 7,609	\$ 4,301	\$ 126
		\$ 452	\$ 12,935	\$ 4,301	\$ 126

The total for this budget line is \$17,814

3. Purchased Services (3000)

Expeditionary Learning professional development for 2010-11	
18 on-site, direct-service days with a school designer who works intensively with grade level teams to design Learning Expeditions. This cost includes 6 planning/travel days for the school designer.	\$19,800
Expeditionary Learning Network membership. This includes <i>The Expeditionary Learning Core Practice Benchmarks</i> , materials for on-site professional development, and access to EL's online community to develop and share expedition resources.	\$7,500
5 teachers attend Designing Learning Expeditions and High Quality Products	\$4,800
Unlimited participation for administration, coaches, and SLT in the EL Virginia Leadership Cohort	\$1,600
Principal and one other member for SLT to attend Coaching For Leaders Institute.	\$1,600
2 teachers to attend EL National Conference	\$1,500
4 teachers to attend seminar visits to other EL schools	\$1,400
6 teachers to attend Elementary Math Institute	\$2,167
6 teachers to attend Introduction to Assessment Institute	\$2,167

Endahl Consulting- Endahl consulting will provide 100 hours of consulting and training of our instructional coaches at Greer with the goal of implementing a peer observation (instructional rounds) structure and system of professional development at our school. Endahl will help the coaches develop a “look fors” rubric for the peer observation and a protocol for sharing and disseminating feedback between teachers and grade level teams. \$4,000

Responsive Classroom will provide two days of on-site staff development for our teachers and teaching assistants in implementing Morning Meetings™, providing Logical Consequences to students, and using consistent teacher language throughout the day. \$3,000

Teach First Formative Assessment Series (Required in Strand III) \$1,950

The total for this budget line is \$51,484

4. Internal Services (4000)

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5. Other Charges (5000)

Travel Reimbursement- Mileage, meals, and hotels for conference attendance (for conferences within the grant).

The total for this budget line is \$2,489.

Albemarle County will contribute an additional \$2000 to pay for conference travel fees of school employees.

6. Materials and Supplies (6000)

24 Digital cameras (\$4,200 – one for each classroom) will be used for:

- Student preparation and reflection during student led conferences
- Digitally documenting teacher and student work
- Piloting digital portfolios
- Documenting PLC work and Instructional Rounds

The total for this budget line is \$4,200

7. Equipment/Capital Outlay (8000)

Technology

- In support of students and teachers monitoring their own learning and setting academic goals, we will utilize technology to demonstrate growth and promote collaborative and reflective learning.

15 iPads (\$9,000) for use by grade level teams will be used for:

- Collection and reporting formative assessment data for analysis by teachers and students
- Research and readings for learning expeditions
- Differentiation and intervention (read aloud applications, etc)

Total for this budget line is \$9,432

School Name: _____ Same as above- Greer School _____

1. Personal Services (1000)

2. Employee Benefits (2000)

3. Purchased Services (3000)

4. Internal Services (4000)

5. Other Charges (5000)

6. Materials and Supplies (6000)

7. Equipment/Capital Outlay (8000)

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.



Appendix 1

Department of Instruction
401 McIntire Road Charlottesville, Virginia 22902
Phone (434) 296-5820 Fax (434) 872-4564
www.k12albemarle.org

We are writing this letter to provide evidence that Albemarle County Public Schools has the prerequisite division and school policies which ensures alignment with the State Transformation Model. We find that there is no need for any changes in either our division policies or the expectations that the Albemarle County School Board has for the school division.

Albemarle County Schools has developed a mission, vision and 5 strategic goals.

OUR VISION

All learners believe in their power to embrace learning, to excel, and to own their future.

OUR MISSION

The core purpose of Albemarle County Public Schools is to establish a community of learners and learning, through rigor, relevance and relationships, one student at a time.

OUR GOALS

1. Prepare all students to succeed as members of a global community and in a global economy.
2. Eliminate the Achievement Gap
3. Recruit, retain, and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.
4. Achieve recognition as a world-class educational system.
5. Establish efficient systems for development, allocation, and alignment of resources to support the Division's vision, mission, and goals.

OUR VALUES

- Excellence
- Young People

- Community
- Respect

Albemarle County Public Schools has been using data to determine the progress on these goals and have reported progress to the school board.

ACPS has been using data to make instructional decisions for the past ten years. As part of the Professional Learning Community (PLC) model used in all of our schools, teachers meet regularly to construct common assessments and review student data. From this data, groups of teachers determine next differentiated instructional strategies, immediate intervention opportunities for students, and appropriate pacing. As part of our PLC model, all teachers are expected to use the assessment module in our data management system, SchoolNet. By using SchoolNet, teachers are able to manage student assessment information to determine both student and teacher success.

As part of the PLC model, students are identified when classroom level support is not sufficient to ensure student progress. The PLC team suggests and provides more intense support for the struggling student. If more intervention is needed, then the PLC team refers the student to the School Based Intervention Team (SBIT). The SBIT team assigns research-based strategies and intervention for the student and a monitoring plan is determined. This model establishes an early-warning system and ensures that all at-risk learners are provided appropriate and leveled interventions.

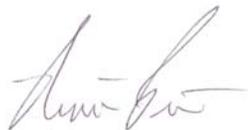
Our professional development model incorporates the use of 25 Instructional Coaches deployed in all of our schools. Our coaching model provides 'just in time' job embedded development that is aligned to division goals and school improvement plans. In addition to working with individual teachers, our coaches work with PLCs to develop their lesson plans, instructional strategies and common assessments.

We have provided just a few examples of the systems in place in ACPS that ensure alignment with the State Transformation Model. We have no hesitation in assuring you that we fully intend to provide the assistance and support for Mary Greer Elementary School to complete its transformation process.

Sincerely,

Dr. Pamela Moran

Mr. Ron Price



Pamela Moran

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.

Acomack County	Nandua MS	Year I of Title I School Improvement
Acomack County	Arcadia MS	Year I of Title I School Improvement
Acomack County	Kegotank ES	Year I of Title I School Improvement
Acomack 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 I 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	Ocohannock 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
Brunswick County	James. S. Russell Middle	Alexandria City	T.C. Williams HS
Grayson	Fries Middle	Buchanan County	Hurley HS*
Norfolk City	Lake Taylor Middle	Colonial Beach	Colonial Beach HS
Norfolk City	Ruffner Middle	Danville City	Langston Focus HS
Petersburg City	Peabody Middle	King and Queen County	Central HS
Richmond City	Fred D. Thompson Middle	Prince Edward County	Prince Edward Co HS
Richmond City	Boushall Middle	Richmond City	Armstrong HS
Roanoke City	Westside Elementary	Richmond City	George Wythe HS*
Sussex County	Chambliss Elementary	Roanoke City	Patrick Henry HS*
Sussex County	Sussex Central Middle		

*These schools have applied for a waiver of identification.

SUMMARY OF CONDITIONS OF AWARD

Requirement	A Requirement of 1003(g)	A Requirement of 1003(a)
Requirements for Tier I and Tier II Schools and Divisions (Other Schools As Indicated)		
<u>School Level</u>		
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
<p>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.</p> <p>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.</p>	Yes	No
Attendance at 1003(g) and 1003(a) summer institute to be held at the Williamsburg Marriott, July 19-22, 2010.	Yes	Yes

Requirement	A Requirement of 1003(g)	A Requirement of 1003(a)
(Division Level) <u>Divisions with Tier I and Tier II Schools</u>		
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
Requirements for Tier III Schools and Divisions		
<u>School Level</u>		
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

Requirement	A Requirement of 1003(g)	A Requirement of 1003(a)
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
(Division Level) <u>Divisions with Tier III Schools</u> <u>(Exception: Accomack, Brunswick, Campbell, Charles City, Greene, Lynchburg, Middlesex, Symth, and Staunton)</u>		
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
<u>Special Requirements for Schools Assigned to Strand III of the Summer Institute</u> 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 TeachFirst, please contact John Mullins at (206) 453-2445.)	Yes	Yes, if assigned to Strand III

ACHIEVE3000

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