

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: Alexandria City Public Schools
Mailing Address: 2000 N. Beauregard St, Suite 20X, Alexandria, VA 22311
Division Contact: David Temple, Executive Director, Strategic Initiatives
Telephone (include extension if applicable): 703-824-6676 Fax: 703-824-6741
E-mail: david.temple@acps.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: Patrick Henry Elementary School
Mailing Address: 4643 Taney Ave, Alexandria, VA 22304
School Contact: Dawn Feltman, Principal
Telephone (include extension if applicable): 703-461-4170 Fax: 703-823-7923 E-mail: dawn.feltman@acps.k12.va.us

School Name: Mount Vernon Elementary School
Mailing Address: 2601 Commonwealth Ave, Alexandria, VA 22305
School Contact: Tina Radomsky, Principal
Telephone (include extension if applicable): 703-706-4460 Fax: 703-706-4466 E-mail: tina.radomsky@acps.k12.va.us

School Name: George Washington Middle School 1
Mailing Address: 1005 Mount Vernon Avenue, Alexandria, VA 22301
School Contact: Gerald Mann, Principal
Telephone (include extension if applicable): 703-706-4535 Fax: 703-706-4507 E-mail: gerald.mann@acps.k12.va.us

School Name: George Washington Middle School 2
Mailing Address: 1005 Mount Vernon Avenue, Alexandria, VA 22301
School Contact: Linda Whitefield, Principal
Telephone (include extension if applicable): 703-706-4518 Fax: 703-706-4507 E-mail: linda.whitfield@acps.k12.va.us

School Name: Frances Hammond Middle School 1
Mailing Address: 4646 Seminary Road, Alexandria, VA 22304
School Contact: Keisha Boggan, Principal
Telephone (include extension if applicable): 703-461-4105 Fax: 703-461-4111 E-mail: keisha.boggan@acps.k12.va.us

School Name: Frances Hammond Middle School 2
Mailing Address: 4646 Seminary Road, Alexandria, VA 22304
School Contact: Arthur Williams, Principal
Telephone (include extension if applicable): 703-461-4123 Fax: 703-461-4111 E-mail: arthur.williams@acps.k12.va.us

School Name: Frances Hammond Middle School 3
Mailing Address: 4646 Seminary Road, Alexandria, VA 22304
School Contact: Sara Schafer, Principal
Telephone (include extension if applicable): 703-461-4108 Fax: 703-461-4111 E-mail: sara.schafer@acps.k12.va.us

School Name: William Ramsay Elementary School
Mailing Address: 5700 Sanger Avenue, Alexandria, VA 22311
School Contact: Kathy Taylor, Principal
Telephone (include extension if applicable): 703-824-6950 Fax: 703-379-7824 E-mail: kathy.taylor@acps.k12.va.us

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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: Morton Sherman _____

Date: _____

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 (Sept 30 SY 09-10)	Percent Identified as Disadvantaged (Oct 31, 2009)	Percent Students with Disabilities (Dec 1 2009)	Percent Limited English Proficient (Sept 30 2009)
Patrick Henry Elementary School	K-5	X		427	72	15	26
Mount Vernon Elementary School	K-5	X		644	58	17	42
George Washington Middle School 1	6-8	X		505	50	17	14
George Washington Middle School 2	6-8	X		482	52	16	15
Frances Hammond Middle School 1	6-8		X	433	57	14	17
Frances Hammond Middle School 2	6-8		X	423	60	11	19
Frances Hammond Middle School 3	6-8		X	411	65	13	21
William Ramsay Elementary School	K-5		X	679	79	7	54

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.

School Name: Patrick Henry

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;

		2007-2008	2008-2009
	Student Subgroup	% Passed	% Passed
English Reading	All Students	72	86
	Black	73	90
	Hispanic	63	77
	White	82	87
	Students with Disabilities	19	88
	Economically Disadvantaged	71	86
	Limited English Proficient	59	80
Mathematics	All Students	81	83
	Black	81	83
	Hispanic	76	79
	White	86	88
	Students with Disabilities	52	88
	Economically Disadvantaged	80	80
	Limited English Proficient	74	74

Data obtained from the following sources:
VDOE School Report Card (attendance rate)

b. and by grade level in the “all students” category and for each AYP subgroup;

Student Subgroup	Type	Student Subgroup	2007-2008	2008-2009
			Pass	Pass
English: Reading	Grade 3	All Students	68	87
		Female	79	88
		Male	61	85
		Black	64	82
		Hispanic	64	<
		White	<	<
		Asian	<	<
		Other	<	<
		Students with Disabilities	18	83
		Economically Disadvantaged	67	87
Limited English Proficient	53	94		
Mathematics	Grade 3	All Students	80	87
		Female	75	89

School Name: Patrick Henry

		Male	84	85
		Black	75	79
		Hispanic	79	<
		White	<	<
		Asian	<	<
		Other	<	<
		Students with Disabilities	70	75
		Economically Disadvantaged	76	85
		Limited English Proficient	73	88
English: Reading	Grade 4	All Students	71	81
		Female	84	88
		Male	54	78
		Black	82	91
		Hispanic	53	69
		White	<	90
		Asian	<	<
		Other	<	<
		Students with Disabilities	20	82
		Economically Disadvantaged	67	80
		Limited English Proficient	53	73
Mathematics	Grade 4	All Students	77	77
		Female	82	79
		Male	71	75
		Black	85	78
		Hispanic	65	75
		White	<	90
		Asian	<	<
		Other	<	<
		Students with Disabilities	47	91
		Economically Disadvantaged	74	69
		Limited English Proficient	70	67
English: Reading	Grade 5	All Students	78	91
		Female	87	91
		Male	70	92
		Black	73	97

School Name: Patrick Henry

		Hispanic	71	80
		White	<	<
		Asian	<	<
		Other	-	<
		Students with Disabilities	<	100
		Economically Disadvantaged	78	90
		Limited English Proficient	71	70
Mathematics	Grade 5	All Students	86	87
		Female	91	86
		Male	82	88
		Black	83	91
		Hispanic	83	73
		White	<	<
		Asian	<	<
		Other	-	<
		Students with Disabilities	<	100
		Economically Disadvantaged	91	85
		Limited English Proficient	79	60

Data obtained from the following sources:
VDOE School Report Card

c. Analyzed student achievement data with identified areas that need improvement;

Patrick Henry:

The percent passing for English and math rose between 2007-2008 and 2008-2009. The largest overall increase in pass rates in scores for this school were students with disabilities in both subject areas. The English pass rate for students with disabilities went from 19% in 2007-2008 to 88% in 2008-2009. Likewise, the mathematics pass rate for students with disabilities went from 52% in 2007-2008 to 88% in 2008-2009.

d. 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)

		2008-2009
Student Subgroup	# of students	Attendance Rate Percentage
All Students	390	96
Black	204	96
Hispanic	92	96
White	39	95
Students with Disabilities	57	95

School Name: Patrick Henry

<p>economically disadvantaged status; and</p>	<table border="1" data-bbox="766 173 1892 396"> <tr> <td>Economically Disadvantaged</td> <td>284</td> <td>96</td> </tr> <tr> <td>Limited English Proficient</td> <td>130</td> <td>96</td> </tr> <tr> <td>Male</td> <td>185</td> <td>95</td> </tr> <tr> <td>Female</td> <td>205</td> <td>95</td> </tr> <tr> <td>Migrant</td> <td>0</td> <td>N/A</td> </tr> <tr> <td>Homeless</td> <td>2</td> <td>N/A</td> </tr> </table> <p>Data obtained from the following sources: ACPS March 31, 2009 Membership (total number of students/ethnicity) ACPS Student record collection report to state (total number of students by SWD, LEP) SOL SDU File Total number of students/ Migrant & Homeless VDOE School Report Card (attendance rate) VDOE Sept 30, 2008 student membership by school applied to ACPS state record collection (Gender)</p>	Economically Disadvantaged	284	96	Limited English Proficient	130	96	Male	185	95	Female	205	95	Migrant	0	N/A	Homeless	2	N/A
Economically Disadvantaged	284	96																	
Limited English Proficient	130	96																	
Male	185	95																	
Female	205	95																	
Migrant	0	N/A																	
Homeless	2	N/A																	
<p>e. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics.</p>	<p>Patrick Henry will achieve AYP in all subgroups in mathematics and English. There will be a 5% increase in the pass advanced rate. For grades K-3, 70% of Fall identified students will meet the Spring benchmark in PALS.</p>																		

School Name: Mount Vernon

e. 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;

School Name: Mount Vernon		2007-2008	2008-2009
Subject Area	Student Subgroup	% Passed	% Passed
English Performance	All Students	73	84
	Black	74	88
	Hispanic	63	77
	White	100	100
	Students with Disabilities	42	64
	Economically Disadvantaged	66	78
	Limited English Proficient	62	75
Math Performance	All Students	76	73
	Black	74	73
	Hispanic	70	63
	White	100	98
	Students with Disabilities	60	62
	Economically Disadvantaged	69	66
	Limited English Proficient	69	60
Data obtained from the following sources: VDOE 2008-2009 School Report Card			

School Name: Mount Vernon	Student Subgroup	2007-2008	2008-2009
		%Pass	%Pass
Grade 3 English Reading	All Students	67	89
	Female	79	95
	Male	55	83
	Black	55	100
	Hispanic	59	79
	White	100	100
	Asian	<	<
	Other	-	<
	Students with Disabilities	31	75
	Economically Disadvantaged	62	82
Limited English Proficient	57	76	
Grade 3 Mathematics	All Students	68	78
	Female	68	82

School Name: Mount Vernon

	Male	68	73
	Black	64	81
	Hispanic	62	62
	White	100	100
	Asian	<	<
	Other	-	<
	Students with Disabilities	75	63
	Economically Disadvantaged	61	67
	Limited English Proficient	62	59
Grade 4 English Reading	All Students	78	78
	Female	86	74
	Male	69	81
	Black	76	82
	Hispanic	69	71
	White	100	100
	Asian	<	<
	Students with Disabilities	56	64
	Economically Disadvantaged	70	69
	Limited English Proficient	66	68
Grade 4 Mathematics	All Students	80	58
	Female	82	55
	Male	78	62
	Black	76	55
	Hispanic	77	52
	White	100	91
	Asian	<	<
	Students with Disabilities	60	86
	Economically Disadvantaged	74	54
	Limited English Proficient	74	51
Grade 5 English Reading	All Students	77	86
	Female	86	91
	Male	72	82
	Black	91	79
	Hispanic	66	87
	White	<	100

School Name: Mount Vernon

	Asian	<	<
	Other	<	<
	Students with Disabilities	36	50
	Economically Disadvantaged	69	85
	Limited English Proficient	66	88
Grade 5 Mathematics	All Students	82	86
	Female	91	97
	Male	76	76
	Black	82	79
	Hispanic	76	84
	White	<	100
	Asian	<	<
	Other	<	<
	Students with Disabilities	36	33
	Economically Disadvantaged	76	83
	Limited English Proficient	76	79
Data obtained from the following sources: VDOE 2008-2009 School Report Card			

f. Analyzed student achievement data with identified areas that need improvement;

Mount Vernon:
The percent passing for English rose from 73% in 2007-2008 to 84% in 2008-2009. The performance of each subgroup increased from 2007-2008 to 2008-2009 in English. The pass rates for mathematics fell between 2007-2008 and 2008-2009. The largest overall drop in math pass rates was for this school were Limited English Proficient students. The mathematics pass rate for LEP students went from 69% in 2007-2008 to 60% in 2008-2009. Conversely, the reading pass rate for LEP students went from 62% in 2007-2008 to 75% in 2008-2009.

g. 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	School Name: Mount Vernon	2008-2009	2008-2009
	Student Subgroup	Total Number of Students	Attendance Rate Percentage
	All Students	569	96
	Black	81	96
	Hispanic	311	96
	White	150	96
	Students with Disabilities	97	96
	Economically Disadvantaged	341	96

School Name: Mount Vernon

status; and	Limited English Proficient	286	96
	Male	302	95
	Female	267	96
	Migrant Status	0	N/A
	Homeless Status	0	N/A
<p>Data obtained from the following sources: ACPS March 31, 2009 Membership (total number of students/ethnicity) ACPS Student record collection report to state (total number of students by SWD, LEP) SOL SDU File Total number of students/ Migrant & Homeless VDOE School Report Card (attendance rate) VDOE Sept 30, 2008 student membership by school applied to ACPS state record collection (Gender)</p>			
h. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics.	<p>Mt Vernon will make AYP in Language Arts and Reading for Grades 3-5. For grades K-3, 70% of Fall identified students will meet the Spring benchmark in PALS.</p>		

School Name: George Washington Middle School 1 and 2

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;

School: GW	2007-2008	2008-2009
Subject/Student Subgroup	% Passed	% Passed
English Reading		
All Students	77	84
Black	70	77
Hispanic	69	77
White	94	98
Students with Disabilities	51	78
Economically Disadvantaged	68	77
Limited English Proficient	57	70
Mathematics		
All Students	60	68
Black	48	55
Hispanic	42	54
White	89	94
Students with Disabilities	33	63
Economically Disadvantaged	44	52
Limited English Proficient	29	43

Data obtained from the following sources:
VDOE School Report Card

b. and by grade level in the “all students” category and for each AYP subgroup;

Alexandria City Public Schools: George Washington Middle 2007-2008 and 2008-2009 Student achievement data AYP subgroup and Grade			
		2007-2008	2008-2009
Subject	Student Subgroup	Pass	Pass
English: Reading Grade 6	All Students	77	82
	Female	82	84
	Male	72	80
	Black	70	76
	Hispanic	69	75
	White	94	96
	Asian	60	100
	Other	<	<
	Students with Disabilities	48	78
	Economically Disadvantaged	67	76

School Name: George Washington Middle School 1 and 2

	Limited English Proficient	57	70
Mathematics Grade 6	All Students	49	50
	Female	50	54
	Male	48	45
	Black	41	34
	Hispanic	35	47
	White	83	81
	Asian	<	<
	Other	<	<
	Students with Disabilities	28	52
	Economically Disadvantaged	36	39
	Limited English Proficient	30	39
English: Reading Grade 7	All Students	80	86
	Female	84	89
	Male	77	83
	Black	78	80
	Hispanic	63	79
	White	96	99
	Asian	<	<
	American Indian	<	<
	Other	<	<
	Students with Disabilities	56	78
	Economically Disadvantaged	71	78
	Limited English Proficient	51	65
Mathematics Grade 7	All Students	47	68
	Female	45	69
	Male	48	66
	Black	35	58
	Hispanic	25	52
	White	78	94
	Asian	<	<
	American Indian	-	<
	Other	<	<

School Name: George Washington Middle School 1 and 2

	Students with Disabilities	23	62	
	Economically Disadvantaged	30	53	
	Limited English Proficient	19	38	
English: Reading Grade 8	All Students	75	86	
	Female	77	86	
	Male	74	85	
	Black	64	75	
	Hispanic	76	80	
	White	93	100	
	Asian	<	<	
	American Indian	-	<	
	Other	<	<	
		Students with Disabilities	45	79
	Economically Disadvantaged	66	79	
	Limited English Proficient	62	74	
Mathematics Grade 8	All Students	67	74	
	Female	65	73	
	Male	69	75	
	Black	58	67	
	Hispanic	59	62	
	White	92	97	
	Asian	<	<	
	Other	<	<	
		Students with Disabilities	43	72
		Economically Disadvantaged	60	64
	Limited English Proficient	40	50	

Data obtained from the following sources: VDOE School Report Card

c. Analyzed student achievement data with identified areas that need improvement;

George Washington:

The percent passing for English rose from 77% in 2007-2008 to 84% in 2008-2009. The performance of each subgroup increased from 2007-2008 to 2008-2009 in English. The pass rates for mathematics also increased between 2007-2008 and 2008-2009. Math pass rates while increasing remain low for the school and within AYP subgroups. The 2008-2009 math pass rate for Black students math was 55%, an increase from 48% in 2007-2008. Therefore the areas of improvement remain in mathematics and English for all AYP subgroups.

School Name: George Washington Middle School 1 and 2

d. 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

Alexandria City Public Schools: George Washington 2008-2009 Student Demographics		
Student subgroup	2008-2009 Total number of students	2008-2009 Attendance rate percentage
All Students	938	94
Black	334	93
Hispanic	277	94
White	288	95
Students with Disabilities	178	93
Economically Disadvantaged	524	93
Limited English Proficient	251	94
Male	494	94
Female	444	94
Migrant Status	0	N/A
Homeless	9	N/A

Data obtained from the following sources:
 ACPS March 31, 2009 Membership (total number of students/ethnicity)
 ACPS Student record collection report to state (total number of students by SWD, LEP)
 SOL SDU File Total number of students/ Migrant & Homeless
 VDOE School Report Card (attendance rate)
 VDOE Sept 30, 2008 student membership by school applied to ACPS state record collection (Gender)

e. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics.

GW1: The annual goals for student achievement for the 2010-11 school year are 87% pass rate for mathematics and 89% pass rate for reading/language arts for all AYP subgroups. These pass rates reflect the minimum NCLB benchmarks. However the ACPS' goal is to achieve a 100% pass rate for each AYP subgroup.

GW2: The annual goals for student achievement for the 2010-11 school year are 87% pass rate for mathematics and 89% for reading/language arts for all AYP. These pass rates reflect the minimum NCLB benchmarks. However the ACPS' goal is to achieve a 100% pass rate for each AYP subgroup.

School Name: Francis C Hammond 1, 2, & 3

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;

School: FCH		2007-2008	2008-2009
Subject/Student Subgroup		Passed	Passed
English Performance			
All Students		79	86
Black		75	84
Hispanic		77	86
White		92	91
Students with Disabilities		41	74
Economically Disadvantaged		77	82
Limited English Proficient		68	74
Mathematics Performance			
All Students		61	73
Black		55	69
Hispanic		56	71
White		78	87
Students with Disabilities		26	69
Economically Disadvantaged		59	68
Limited English Proficient		44	56

Data obtained from the following sources:
VDOE School Report Card

b. and by grade level in the “all students” category and for each AYP subgroup;

School: FCH			2007-2008	2008-2009
Subject Area		Student Subgroup	Pass	Pass
English: Reading	Grade 6	All Students	80	87
		Female	83	90
		Male	78	84
		Black	77	84
		Hispanic	80	86
		White	89	94
		Asian	88	94
		American Indian	-	<
		Other	60	84
		Students with Disabilities	39	72
		Economically Disadvantaged	79	83

School Name: Francis C Hammond 1, 2, & 3

		Limited English Proficient	76	80
Mathematics	Grade 6	All Students	51	67
		Female	51	66
		Male	51	69
		Black	45	64
		Hispanic	52	64
		White	66	84
		Asian	70	73
		American Indian	-	<
		Other	27	68
		Students with Disabilities	23	63
		Economically Disadvantaged	49	62
		Limited English Proficient	46	52
		All Students	<	<
		Female	-	<
		Male	<	<
		Black	<	<
		White	-	<
		Students with Disabilities	<	<
		Economically Disadvantaged	<	<
English: Reading	Grade 7	All Students	83	87
		Female	82	91
		Male	85	83
		Black	78	87
		Hispanic	82	87
		White	98	86
		Asian	96	87
		Other	<	<
		Students with Disabilities	42	71
		Economically Disadvantaged	81	85
		Limited English Proficient	76	76
Mathematics	Grade 7	All Students	50	68
		Female	52	71
		Male	48	65
		Black	44	62

School Name: Francis C Hammond 1, 2, & 3

		Hispanic	44	71
		White	64	81
		Asian	89	75
		Other	42	<
		Students with Disabilities	16	63
		Economically Disadvantaged	47	65
		Limited English Proficient	33	57
		All Students	<	<
		Female	-	<
		Male	<	<
		Black	<	<
		Hispanic	-	<
		Students with Disabilities	<	<
		Economically Disadvantaged	<	<
		Limited English Proficient	-	<
English: Reading	Grade 8	All Students	73	84
		Female	75	86
		Male	71	82
		Black	68	80
		Hispanic	69	85
		White	88	92
		Asian	86	89
		Other	<	90
		Students with Disabilities	41	79
		Economically Disadvantaged	70	79
		Limited English Proficient	49	68
		All Students	83	82
		Female	86	86
		Male	80	79
		Black	78	78
		Hispanic	83	83
		White	96	96
		Asian	89	76
		Other	<	80
		Students with Disabilities	49	35

School Name: Francis C Hammond 1, 2, & 3

		Economically Disadvantaged	78	75
		Limited English Proficient	69	65
Mathematics	Grade 8	All Students	76	77
		Female	76	79
		Male	75	75
		Black	77	77
		Hispanic	66	71
		White	92	87
		Asian	82	89
		Other	<	<
		Students with Disabilities	38	80
		Economically Disadvantaged	81	74
		Limited English Proficient	54	58

Data obtained from the following sources:
VDOE School Report Card

c. Analyzed student achievement data with identified areas that need improvement;

Francis C Hammond

The percent passing for English rose from 79% in 2007-2008 to 86% in 2008-2009. The performance of black, Hispanic, students with disabilities, economically disadvantaged, limited English proficient, increased from 2007-2008 to 2008-2009 in English. White students had a 1% drop in the percent passing. The pass rates for mathematics also increased for this school. Math pass rates while increasing remain low for the school and within AYP subgroups. The 2008-2009 math pass rate for Black students math was 69%, an increase from 55% in 2007-2008. Similarly, LEP students increased from 44% in 2007-2008 to 56% in 2008-2009. Therefore, areas for improvement remain in English and Math for all AYP subgroups. The specific sub groups include ELL and Special Education.

d. 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)

Subgroup	2008-2009 Total number of students	2008-2009 Attendance Rate Percentage
All Students	1247	96
Black	599	96
Hispanic	335	96
White	160	96
Students with Disabilities	181	94

School Name: Francis C Hammond 1, 2, & 3

economically disadvantaged status; and	Economically Disadvantaged	758	96
	Limited English Proficient	428	97
	Male	648	96
	Female	599	96
	Migrant	0	N/A
	Homeless	8	N/A

Data obtained from the following sources:
 ACPS March 31, 2009 Membership (total number of students/ethnicity)
 ACPS Student record collection report to state (total number of students by SWD, LEP)
 SOL SDU File Total number of students/ Migrant & Homeless
 VDOE School Report Card (attendance rate)
 VDOE Sept 30, 2008 student membership by school applied to ACPS state record collection (Gender)

<p>e. Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics.</p>	<p>FCH1: 2010-2011 annual goals for student achievement on the state’s reading/language arts and mathematics assessments for all AYP subgroups is a minimum of 89% and 87% respectively. These pass rates reflect the minimum NCLB benchmarks; however, it is the Alexandria City Public Schools’ goal to achieve a 100% pass rate for each of the AYP subgroups.</p> <p>FCH2: 2010-2011 annual goals for student achievement on the state’s reading/language arts and mathematics assessments for all AYP subgroups is a minimum of 89% and 87% respectively. These pass rates reflect the minimum NCLB benchmarks; however, it is the Alexandria City Public Schools’ goal to achieve a 100% pass rate for each of the AYP subgroups.</p> <p>FCH3: The annual goal for student achievement for the 2010-2011 school year for the state’s reading/language arts assessment is 89%. The goal for math is 87%. These pass rates reflect the minimum benchmark as determined by federal law. However, it is Alexandria City Public Schools’ goal to achieve a 100% pass rate for each AYP subgroup.</p>
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School Name: William Ramsay

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;

School: William Ramsay		2007-2008	2008-2009
Subject Area	Student Subgroup	Passed	Passed
English Reading	All Students	78	83
	Black	73	84
	Hispanic	79	79
	White	93	<
	Students with Disabilities	44	79
	Economically Disadvantaged	74	80
	Limited English Proficient	77	77
	Mathematics	All Students	72
Black		62	73
Hispanic		74	72
White		86	<
Students with Disabilities		35	50
Economically Disadvantaged		69	74
Limited English Proficient		75	73

Data obtained from the following sources:
VDOE School Report Card

b. and by grade level in the “all students” category and for each AYP subgroup;

Alexandria City Public Schools: William Ramsay				
2007-2008 and 2008-2009 Student achievement data by grade and subgroup				
			2007-2008	2008-2009
Student Subgroup	Grade	Student Subgroup	Pass	Pass
English: Reading	Grade 3	All Students	77	75
		Female	85	84
		Male	71	65
		Black	77	78
		Hispanic	78	74
		White	<	<
		Asian	<	<
		American Indian	-	<
		Other	<	<
		Students with Disabilities	64	<
		Economically Disadvantaged	71	71
Limited English Proficient	69	69		
Mathematics	Grade 3	All Students	72	72

School Name: William Ramsay

		Female	63	72
		Male	79	73
		Black	65	70
		Hispanic	73	65
		White	<	<
		Asian	<	<
		American Indian	-	<
		Other	<	<
		Students with Disabilities	73	<
		Economically Disadvantaged	68	69
		Limited English Proficient	66	70
English: Reading	Grade 4	All Students	75	85
		Female	88	88
		Male	65	83
		Black	67	84
		Hispanic	72	83
		White	<	<
		Asian	100	<
		Other	-	<
		Students with Disabilities	<	<
		Economically Disadvantaged	72	82
		Limited English Proficient	79	81
Mathematics	Grade 4	All Students	63	70
		Female	65	65
		Male	62	74
		Black	52	66
		Hispanic	69	64
		White	<	<
		Asian	90	<
		Other	-	<
		Students with Disabilities	<	<
		Economically Disadvantaged	60	65
		Limited English Proficient	72	65
English: Reading	Grade 5	All Students	83	88
		Female	85	96

School Name: William Ramsay

		Male	81	81
		Black	74	88
		Hispanic	88	81
		White	<	<
		Asian	91	100
		American Indian	-	<
		Students with Disabilities	<	<
		Economically Disadvantaged	77	86
		Limited English Proficient	86	86
Mathematics	Grade 5	All Students	80	86
		Female	79	94
		Male	81	80
		Black	72	80
		Hispanic	83	88
		White	<	<
		Asian	100	100
		American Indian	-	<
		Other	<	<
		Students with Disabilities	<	<
		Economically Disadvantaged	79	85
		Limited English Proficient	88	87

Data obtained from the following sources:
VDOE School Report Card

c. Analyzed student achievement data with identified areas that need improvement;

William Ramsay:

The percent passing for English rose from 78% in 2007-2008 to 83% in 2008-2009. The English pass rates of each subgroup increased from 2007-2008 to 2008-2009 in English. The mathematics pass rate decreased for LEP students. The math pass rate for LEP students went from 75% in 2007-2008 to 73% in 2007-2008.

d. 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

Alexandria City Public Schools: William Ramsay 2008-2009 Student Demographics		
Student Subgroup	Total Number of Students	2008-2009 Attendance Rate Percentage
All Students	681	96
Black	247	97

School Name: William Ramsay			
ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status; and	Hispanic	294	96
	White	34	96
	Students with Disabilities	57	96
	Economically Disadvantaged	506	96
	Limited English Proficient	413	96
	Male	355	96
	Female	326	96
	Migrant	0	N/A
	Homeless	5	N/A
	Data obtained from the following sources: ACPS March 31, 2009 Membership (total number of students/ethnicity) ACPS Student record collection report to state (total number of students by SWD, LEP) SOL SDU File Total number of students/ Migrant & Homeless VDOE School Report Card (attendance rate) VDOE Sept 30, 2008 student membership by school applied to ACPS state record collection (Gender)		
e. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics.	William Ramsay students will make AYP in Language Arts, Reading, and Math for Grades 3-5. For grades K-3, 70% of Fall identified students will meet the Spring benchmark in PALS.		

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.

Division Context

ACPS has developed and implemented a **division and school strategic planning** process that addresses student achievement for each and every student for all ACPS schools. The annual goals for student achievement for each school are tied to the division and school education plans. The division strategic plan, with related goals, objectives, targets, and data, is available on the ACPS web-site here: <http://www.acps.k12.va.us/board/strategic-plan/education-plans/>. The division education plan is included as Attachment 1. Through this process, resources, time, and personnel have been aligned to the goal of “setting the international standard for educational excellence, where all students achieve their potential and actively contribute to our local and global communities.”

All ACPS schools work within this planning context, and integrate their NCLB Title I and School Improvement planning into the planning context for the division. Individual school education plans for the eight schools covered by this grant are also found at the above website. The specific targets and tactics for each school covered by this grant will be incorporated into the next iteration of planning prepared by schools, due to be completed by mid-September. ACPS has also begun the process of training all school leadership teams in the **Baldrige-based model for continuous improvement**, and will be providing on-going professional development to school leadership teams in this area for the next 15 months.

In addition, all school leaders (principals and assistant principals) are attending the Research for Better Teaching (RBT): Skillful Leader training starting this summer and continuing throughout the year. There will be two cohorts of Skillful Leader training for all administrators in the summer of 2010. All ACPS teachers will be training in the RBT: Skillful Teacher training, beginning with one cohort of 40 this year and two additional cohorts in the summer of 2010. During the 2010-2011 school year, there will be two additional cohorts, for a total of five cohorts (200 individuals). This initiative includes all the schools covered by this grant

Three other division-wide initiatives to improve achievement for each and every student are being implemented.

- 1) **Individual student achievement plans** (IAPs) for students at-promise in math (see Deputy Superintendent Cathy David’s remarks on “at-promise” students here: <http://www.acps.k12.va.us/board/division-goals/at-promise-remarks.pdf>) at the K-12 level were implemented during the 2009-10 school year. In the 2010-11 school year grades K-5 will implement IAPs in math for all at-promise students, and grades 6-12 will implement IAPs for all students in reading/English and math. ACPS has chosen to implement a grades 6-12 transformation model as part of the TC Williams transformation resulting from the PLA designation. IAP’s are drawn up in collaboration with a team including the student, his/her parents, teachers, guidance counselors, and other school staff as needed. Each IAP is signed by the student and the teacher. IAP’s will be supplemented by student-directed conferences involving parents and teachers.
- 2) **Professional Learning Plans** for every teacher: The ACPS Professional Learning Plan connects professional learning with performance evaluation to positively impact student achievement. ACPS has strong professional development resources and opportunities, a research-based performance evaluation program (PEP), and ambitious goals for student learning embedded in the ACPS Strategic Plan and Division Education Plan. Unfortunately, the three currently exist in silos. The alignment of these three elements through the Professional Learning Plan (PLP) will create a powerful synergy that will enhance ACPS student achievement. Details of the ACPS PLP process are contained in Attachment 2. The intent of the PLP is to provide ACPS educators with opportunities to exercise autonomy in determining what they need to learn and how they need to learn to support the accomplishment of division level and school-specific goals and priorities. The PLPs will be written to support the accomplishment of two division level and/or school-specific objectives.
- 3) **Curriculum development:** ACPS is redesigning its curricula in all areas for all grade levels over the next four years. Beginning in the late summer the first results of this effort will be available, including a comprehensive set of learning principles, a new literacy framework, and a complete set of K-12 curriculum maps for each content area. Based upon the end-in-mind curriculum design process, each map will articulate the following key elements: a unit title, transfer goals (i.e., significant learning outcomes that students will revisit multiple times as they progress through a course or grade level), essential questions, and enabling knowledge objectives (based upon the Virginia Standards of Learning)--as well as suggested resources (both print and electronic). These maps will become the basis for teachers' work with unit and lesson design--and will reinforce the division's commitment to rigor, relevance, and engagement for every learner. In effect, the curriculum maps will replace the existing pacing guides and will provide a clearer set of curriculum resources for lesson and unit planning.

This year ACPS has conducted comprehensive planning across multiple funding sources to ensure all plans and resources are aligned with division goals. These include Title I-A 09-10 carryover; SY10-11 Title I-A; 1003a funds; and ACPS Operating funds.

For the three elementary schools in this application, the coordinated planning for all funding sources will enable them to focus on capacity building in assessing student strengths and weaknesses, designing appropriate interventions, implementing, and monitoring through the IAP process. The PLP process will facilitate targeted professional development to specifically support student achievement. Coaches, extended learning time, data reporting tools, and professional development is funded to support these efforts.

For the five middle schools in this application the combination of these funds provide the opportunity to implement the TC Williams transformation model, supported by a strong cadre of instructional improvement coaches. Each middle school will have 3 instructional coaches and 1 additional core content area teacher to focus on improved instruction and IAPs. Operating funds being used to increase the number of guidance counselors, English, and Math teachers to carry out the transformation model designed for TCW from grades 6 through 12. Transformation of the HS is fundamentally based on improving instruction at the middle school level

More details for each school are narrated below, as provided by the school principal. Principals, their leadership teams, including parents, and central office staff worked collaboratively to develop these plans.

School Name: Patrick Henry

As part of the development and implementation of IAPs, school staff will review SOL scores by grade level, subject and subgroup, and use the Title I Continuous Improvement indicators to support this process. The quantity and quality of reading interventions provided to students who do not meet the fall PALS benchmark as a means of increasing reading proficiency at the K-3 level. Standardize the use of Universal Screening tools and progress monitoring tools such as PALS Quick Checks. The school improvement instructional coach will support the school administrator and the school staff to develop the skills to effectively implement IAPs and PLPs.

School Name: Mount Vernon

As part of the development and implementation of IAPs, school staff will review SOL scores by grade level, subject and subgroup. Identify areas of targeted assistance. Develop after school tutoring needs in Math and Language Arts. Students and their parents will be involved in the development of the IAPs and periodic update meetings on status and progress will be held.

MV will also improve the quantity and quality of reading interventions provided to students who do not meet the fall PALS benchmark as a means of increasing reading proficiency at the K-3 level. Standardize the use of Universal Screening tools and progress monitoring tools such as PALS Quick Checks.

The instructional improvement coaches included in the grant budget are integral to building the capacity for teachers and administrators to develop IAPs that are effective and to ensure that all teachers are effectively contributing to improve of achievement for all students.

Response: School Name: George Washington 1 and George Washington 2

1. The school is working in the context of the division strategic plan, division plan, school plan, and the 6-12 transformational model, which is guided by the Superintendent.

2. Each plan was conceived through collaborative planning that involved staff, parents and the community. Monthly parent and community meeting will be held to provide opportunities for input and progress updates.
3. Utilization of the master schedule will facilitate professional learning communities to address data analysis, curriculum alignment and implementation, use of tiered instruction and intervention, and positive relationship building
4. Working in the context of the division strategic plan, division education plan, school improvement plan, and 6-12 transformation plan; the school will collaborate with all the secondary schools to ensure consistent program implementation and alignment. The school improvement instructional coach will support the school administrator and the school staff to develop the skills to effectively implement IAPs and PLPs.

Response: School Name: **FC Hammond 1**

1. The school is working within the context of the division strategic plan, the division education plan, the school education plan and the 6-12 transformation model which is guided by the Superintendent.
2. Each plan was conceived through collaborative planning that involved staff, parents, and community. Quarterly parent and community meetings will be held to provide opportunities for input and progress updates.
3. Utilization of the master schedule will facilitate professional learning communities to address data analysis, curriculum alignment and implementation, use of tiered instruction and intervention and positive relationship building.
4. Working within the context of the division strategic plan, the division education plan, the school improvement plan and the 6-12 transformation plan, the school will collaborate with all secondary schools in the district to ensure program implementation and alignment. The school improvement instructional coach will support the school administrator and the school staff to develop the skills to effectively implement IAPs and PLPs.
- 5.

Response: School Name: **FC Hammond 2**

The school is working within the context of the division strategic plan, the division education plan, the school education plan and the 6-12 transformation model which is guided by the Superintendent. The school improvement instructional coach will support the school administrator and the school staff to develop the skills to effectively implement IAPs and PLPs

FCH2 will collaborate with parents and students to offer an array of professional learning opportunities to support student achievement. FCH2 will collaborate with internal and external partners in the areas of Elements of Rigor, Positive Behavior and Supports, Data Analysis and effective parent outreach.

The FCH2 Education Plan outlines strategies to support all students making Adequately Yearly Progress (English 85 and Math 83). The

strategies initiated were including at-promise use with a Individualized Achievement Plan in English and Math; promoting science engagement and increase the percent of students participating in the science fair project and increase enrollment in honors science classes. In addition after school supports were offered to student in English and Math. FCH2 instructional leadership team along with staff input focused on the following school-wide indicators as outlined in the CII plan: (1) All teachers maintain a file of communication; (2) All teachers clearly state the lesson's topic, them and mastery objectives; (3) All teachers are guided by a document that aligns standards, curriculum, instruction and assessment;(4)A leadership team consisting of the principal, teachers who lead instructional team and other key professional staff meets regularly; (5) Teachers re-teach based on post-test results; (6)Professional development for teachers includes assessment of strengths and areas in need of improvement from classroom observation indicators.

Response: School Name: **FC Hammond 3**

Fred Jones, Ron Ferguson, PBIS, to provide site based Consultant support in the area of tiered instruction and development of personal learning plans as required by the district of all licensed employees and working with the achievement gap initiative project to address student engagement in academics in school life. Use of master schedule to bring staff together in professional learning communities. Utilization of the master schedule will facilitate professional learning communities to address data analysis, curriculum alignment and implementation, use of tiered instruction and intervention, and positive relationship building.

Each plan was conceived through collaborative planning that involved staff, parents, and community. Quarterly parent and community meetings will be held to provide opportunities for input, and progress updates.

Working within the context of the division strategic plan, the division education plan, the school improvement plan, and the 6-12 transformational model, the school will collaborate with all secondary schools in the district to ensure program implementation of the and alignment. The school improvement instructional coach will support the school administrator and the school staff to develop the skills to effectively implement IAPs and PLPs

Response: School Name: William Ramsay

Identify at-promise students.

Provide learning support for identified at- promise students.

Teachers work with math coaches to differentiate instruction and increase student achievement.

Reading Specialist participate in professional development for teaching reading and ELL students.

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: All ACPS policies have been reviewed to determine if changes are required. The policies applicable to the transformation/school improvement effort are:

GAA: Staff Time Schedules
GBB: Staff Involvement in Decision-Making
GCDB: Filling Administrative Vacancies
GCN: Evaluation of Licensed Staff
GCQAB: Tutoring for Pay
IC/ID: School Year/School Day
IF: Curriculum Development
IFA: Curriculum Design and Assessment
IGA: Instructional Program
IGBC: Parental Involvement
IGBE: Remedial Instruction
IGBF: Limited English Proficient Students
IIA: Instructional Materials
IIAA: Textbook Selection and Adoption
IIAB: Supplementary Materials Selection and Adoption
IJ: School Counseling Program
IKE: Academic Progress/Promotion/Retention
JED: Student Absences/Excuses/Dismissals

None of the existing policies inhibit implementation of the federal or state transformation models. However, ACPS is still reviewing the policies and their underlying regulations and may choose to modify policies to strengthen our ability to improve student achievement.

Copies of the policies identified above are included as Attachment 3.

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 has been able to realign over 30% of its budgeted resources over the past two years to focus on school improvement and transformation. This has occurred during a period of great fiscal difficulty. Overall fiscal management has been conservative, with funds set-aside to prepare for the transition from ARRA funded activities and for the increase in VRS rates, both of which will impact all Virginia school divisions' capability to fund ongoing activities. These were done in anticipation of the possible loss of Title I school improvement funds.

Much of the grant funding is focused on building systems and capability to promote higher student achievement. The systems and capabilities are ongoing, and do not require high levels of recurring funding. ACPS is also building a student data system tied to the ACPS curriculum. It should be fully implemented by the end of the grant period, so the data monitoring of individual student achievement will be easier and more accessible for all instructional and administrative staff.

In addition, as required for Title I schools, ACPS will use the Indistar™ tool to :

- Track division and school progress
- Align classroom and divisional benchmark assessments results with standardized testing data
- Model instruction to reflect achievement data
- Access empirical research to incorporate strategies that address objectives
- Analyze real time data to expand capacity in creating weekly and daily lessons

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:

Patrick Henry: The selected School Improvement Coach has a strong math background; was a math coach for our school division; she has experience providing interventions to at promise students; and has experience in developing, implementing, and monitoring math Individualized Achievement Plans (IAPs) for at promise students.

Mount Vernon: The selected School Improvement Coaches will have a strong background in math or literacy; both will have experience providing interventions to at-promise students; and have experience in developing, implementing, and monitoring math Individualized Achievement Plans (IAPs) for at-promise students. They will have a Master's degree in the area of specialty and experience working in an elementary school. Ability to work in a leadership capacity in forming professional learning communities and using data to guide instructional decisions. Proven leadership and success working with a diverse student body and ELL.

GW1 and GW2: This individual was selected based on their content expertise, knowledge of instructional strategies, leadership skills and their ability to analyze data

FCH1: This individual was selected based on their content knowledge, pedagogical skills, leadership abilities and ability to analyze data.

FCH2: The individual was selected based on their content expertise, knowledge of instructional strategies, leadership skills and their ability to analyze data.

FCH3: Individuals were selected based on their content expertise, knowledge of instructional strategies, leadership skills, ability to analyze data, and personal motivation.

William Ramsay: The selected School Improvement Coach has a strong math background; has experience providing interventions to at promise students; and has experience in developing, implementing, and monitoring math Individualized Achievement Plans (IAPs) for at

promise students.

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

<p><u>School 1: Patrick Henry</u></p> <p><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 type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)</p>	<p><u>School 2: Mount Vernon</u></p> <p><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 type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)</p>	<p><u>School 3: GW1</u></p> <p><input type="checkbox"/> Reading/English/Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" 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)</p>
<p><u>School 4: GW2</u></p> <p><input type="checkbox"/> Reading/English/Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" 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)</p>	<p><u>School 5: FCH1</u></p> <p><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 type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)</p>	<p><u>School 6: FCH2</u></p> <p><input checked="" type="checkbox"/> Reading/English/Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" 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)</p>
<p><u>School 7:FCH3</u></p> <p><input checked="" type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input checked="" 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)</p>	<p><u>School 8: William Ramsay</u></p> <p><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 type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)</p>	<p><u>School 9:</u></p> <p><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)</p>

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: Alexandria City Public Schools

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.

Division Budget Summary

Division Name: Alexandria City Public Schools

	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	976,909		976,909
2000 - Employee Benefits	279,419		279,419
3000 - Purchased Services	76,329		76,329
4000 - Internal Services	0		0
5000 - Other Charges	0		0
6000 -	72,207		72,207

Materials and Supplies			
8000 – Equipment/Capital Outlay		0	0
Total		1,404,864	1,404,864

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: Alexandria City Public Schools

1. Personal Services (1000)

Funds 12.5 school improvement instructional coaches to help build capacity for teachers and administrators to develop, monitor, and assess the quality of Individual Achievement Plans and Personal Learning Plans for teachers; coaches will focus on math and English teachers. Hourly/intermittent funds are also requested for two activities. First, to provide additional instructional hours, both through after school tutoring as well as extended summer school hours/days. Second, to pay for substitutes to allow teachers to participate in professional learning on student assessment, data analysis and decision-making, tiered instruction, and preparing the Individual Achievement Plans.

2. Employee Benefits (2000)

Benefits costs for budgeted positions and intermittent wages.

3. Purchased Services (3000)

Professional development to support teachers in meeting the goals of their Professional Learning Plans (PLPs). Funds will be focused on professional development for teachers in improving student achievement as outlined in teacher (PLPs), including but not limited to consultative services from Mindsteps Inc to plan an Elements of Rigor Workshop and provide on-site coaching throughout the year.

4. Internal Services (4000)

None

5. Other Charges (5000)

6. Materials and Supplies (6000)

ISTation, ADRT, TeachFirst, K-3 classroom libraries

7. Equipment/Capital Outlay (8000)

School Budget Summary

School Name: PATRICK HENRY

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.

Expenditure Codes	School Year 2010-2011		Total Across Object Codes (Do not include "other" funds.)
	ESEA 1003(a)Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	
1000 - Personnel	124,039		124,039
2000 - Employee Benefits	31,700		31,700
3000 - Purchased Services	0		0
4000 - Internal Services	0		0
5000 - Other Charges	0		0
6000 - Materials and Supplies	19,869		19,869
8000 - Equipment/Ca pital Outlay			
Total	175,608		175,608

School Name: PATRICK HENRY

1. Personal Services (1000)

Funds 1.0 school improvement instructional coach to help build capacity for teachers and administrators to develop, monitor, and assess the quality of Individual Achievement Plans and Personal Learning Plans for teachers. Provide additional instructional hours, both through after school tutoring as well as extended summer school hours/days.

2. Employee Benefits (2000)

Benefits costs for budgeted positions and intermittent wages.

3. Purchased Services (3000)

4. Internal Services (4000)

5. Other Charges (5000)

6. Materials and Supplies (6000)

ISTation, ADRT, TeachFirst, K-3 classroom libraries

7. Equipment/Capital Outlay (8000)

School Budget Summary

School Name: MOUNT VERNON

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.

Expenditure Codes	School Year 2010-2011		Total Across Object Codes (Do not include "other" funds.)
	ESEA 1003(a)Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	
1000 - Personnel	127,000		127,000
2000 - Employee Benefits	39,370		39,370
3000 - Purchased Services	0		0
4000 - Internal Services	0		0
5000 - Other Charges	0		0
6000 - Materials and Supplies	9,238		9,238
8000 - Equipment/Ca pital Outlay	0		0
Total	175,608		175,608

1. Personal Services (1000)

Funds 2.0 instructional improvement coach to help build capacity for teachers and administrators to develop, monitor, and assess the quality of Individual Achievement Plans and Personal Learning Plans for teachers.

2. Employee Benefits (2000)

Benefits costs for budgeted positions and intermittent wages.

3. Purchased Services (3000)

4. Internal Services (4000)

5. Other Charges (5000)

6. Materials and Supplies (6000)

ISTation, TeachFirst,

7. Equipment/Capital Outlay (8000)

School Budget Summary

School Name: GEORGE WASHINGTON 1

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.

Expenditure Codes	School Year 2010-2011		Total Across Object Codes (Do not include "other" funds.)
	ESEA 1003(a)Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	
1000 - Personnel	121,500		121,500
2000 - Employee Benefits	33,812		33,812
3000 - Purchased Services	13,136		13,136
4000 - Internal Services	0		0
5000 - Other Charges	0		0
6000 - Materials and Supplies	7,160		7,160
8000 - Equipment/Ca pital Outlay	0		0
Total	175,608		175,608

School Name: GEORGE WASHINGTON 1

1. Personal Services (1000)

Funds 1.5 School Instructional Improvement Coach. The coach will work with teachers to improve mathematics, English, and reading instruction. Also provides for substitute days to conduct professional learning for teachers on student assessments and time to conduct data analysis for Individual Academic Plans.

2. Employee Benefits (2000)

Benefits costs for budgeted positions and intermittent wages.

3. Purchased Services (3000)

Funds will be used to provide Professional development that will support teachers in meeting the goals of their Professional Learning Plans (PLP).

4. Internal Services (4000)

5. Other Charges (5000)

6. Materials and Supplies (6000)

ISTation, ARDT

7. Equipment/Capital Outlay (8000)

School Budget Summary

School Name: GEORGE WASHINGTON 2

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.

Expenditure Codes	School Year 2010-2011		Total Across Object Codes (Do not include "other" funds.)
	ESEA 1003(a)Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	
1000 - Personnel	117,500		117,500
2000 - Employee Benefits	33,506		33,506
3000 - Purchased Services	17,442		17,442
4000 - Internal Services	0		0
5000 - Other Charges	0		0
6000 - Materials and Supplies	7,160		7,160
8000 - Equipment/Ca pital Outlay	0		0
Total	175,608		175,608

School Name: GEORGE WASHINGTON 2

1. Personal Services (1000)

Funds 1.5 School Instructional Improvement Coach. The coach will work with teachers to improve mathematics, English, and reading instruction. Also provides for substitute days to conduct professional learning for teachers on student assessments and time to conduct data analysis for Individual Academic Plans.

2. Employee Benefits (2000)

Benefits costs for budgeted positions and intermittent wages.

3. Purchased Services (3000)

Professional development to support teachers in meeting the goals of their Professional Learning Plans (PLP). Funds will focused on professional developent for teachers in improving student achievement as outlined in teacher PLP.

4. Internal Services (4000)

5. Other Charges (5000)

6. Materials and Supplies (6000)

Istation, ARDT

7. Equipment/Capital Outlay (8000)

School Budget Summary

School Name: **FRANCES HAMMOND 1**

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.

Expenditure Codes	School Year 2010-2011		Total Across Object Codes (Do not include "other" funds.)
	ESEA 1003(a)Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	
1000 - Personnel	119,000		119,000
2000 - Employee Benefits	33,621		33,621
3000 - Purchased Services	15,779		15,779
4000 - Internal Services	0		0
5000 - Other Charges	0		0
6000 - Materials and Supplies	7,208		7,208
8000 - Equipment/Ca pital Outlay	0		0
Total	175,608		175,608

School Name: FRANCES HAMMOND 1

1. Personal Services (1000)

Funds 1.5 School Instructional Improvement Coach. The coach will work with teachers to improve mathematics, English, and reading instruction. Substitute days to provide professional learning on student assessment, data analysis and decision-making, tiered instruction and preparation for Individual Achievement Plans (IAPs)

2. Employee Benefits (2000)

Benefits costs for budgeted positions and intermittent wages.

3. Purchased Services (3000)

Professional development to support teachers in meeting the goals of their Professional Learning Plans (PLP). Funds will focused on professional development for teachers in improving student achievement as outlined in teacher PLPs.

4. Internal Services (4000)

5. Other Charges (5000)

6. Materials and Supplies (6000)

Istation, ARDT

7. Equipment/Capital Outlay (8000)

School Budget Summary

School Name: **FRANCES HAMMOND 2**

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.

Expenditure Codes	School Year 2010-2011		Total Across Object Codes (Do not include "other" funds.)
	ESEA 1003(a)Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	
1000 - Personnel	117,870		117,870
2000 - Employee Benefits	33,824		33,824
3000 - Purchased Services	16,706		16,706
4000 - Internal Services	0		0
5000 - Other Charges	0		0
6000 - Materials and Supplies	7,208		7,208
8000 - Equipment/Ca pital Outlay	0		0
Total	175,608		175,608

1. Personal Services (1000)

Funds 1.5 School Instructional Improvement Coach. The coach will work with teachers to improve mathematics, English, and reading instruction. Substitute days to provide professional learning on student assessment, data analysis and decision-making, tiered instruction and preparation for Individual Achievement Plans (IAPs). Provide additional instructional hours, both through after school tutoring as well as extended summer school hours/days.

2. Employee Benefits (2000)

Benefits costs for budgeted positions and intermittent wages

3. Purchased Services (3000)

Professional development to support teachers in meeting the goals of their PLP's. Funds will be focused on teachers to be allocated with the approval of the principal and the school improvement coaches. Funds will be used to secure consultative services from Mindsteps Inc. to plan Elements of Rigor Workshop and on-site coaching throughout the year.

4. Internal Services (4000)

5. Other Charges (5000)

6. Materials and Supplies (6000)

Istation, ARDT

7. Equipment/Capital Outlay (8000)

School Budget Summary

School Name: FRANCES HAMMOND 3

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.

Expenditure Codes	School Year 2010-2011		
	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	121,000		121,000
2000 - Employee Benefits	34,134		34,134
3000 - Purchased Services	13,266		13,266
4000 - Internal Services	0		0
5000 - Other Charges	0		0
6000 - Materials and Supplies	7,208		7,208
8000 - Equipment/Capital Outlay	0		0
<i>Total</i>	175,608		175,608

School Name: FRANCES HAMMOND 3

1. Personal Services (1000)

Funds 1.5 School Instructional Improvement Coach. The coach will work with teachers to improve mathematics, English, and reading instruction. Substitute days to provide professional learning on student assessment, data analysis and decision-making, tiered instruction and preparation for Individual Achievement Plans (IAPs). Provide additional instructional hours, both through after school tutoring as well as extended summer school hours/days.

2. Employee Benefits (2000)

Benefits costs for budgeted positions and intermittent wages

3. Purchased Services (3000)

Professional development to support teachers in meeting the goals of their Professional Learning Plans (PLP). Funds will focused on professional development for teachers in improving student achievement as outlined in teacher PLPs

4. Internal Services (4000)

5. Other Charges (5000)

6. Materials and Supplies (6000)

Istation, ARDT

7. Equipment/Capital Outlay (8000)

School Budget Summary

School Name: WILLIAM RAMSAY ELEMENTARY SCHOOL

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.

Expenditure Codes	School Year 2010-2011		Total Across Object Codes (Do not include "other" funds.)
	ESEA 1003(a)Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	
1000 – Personnel	129,000		129,000
2000 - Employee Benefits	39,452		39,452
3000 - Purchased Services	0		0
4000 - Internal Services	0		0
5000 - Other Charges	0		0
6000 - Materials and Supplies	7,156		7,156
8000 – Equipment/Capital Outlay	0		0
Total	175,608		175,608

School Name: WILLIAM RAMSAY ELEMENTARY SCHOOL

1. Personal Services (1000)

Funds 2.0 instructional improvement coach to help build capacity for teachers and administrators to develop, monitor, and assess the quality of Individual Achievement Plans and Personal Learning Plans for teachers.

2. Employee Benefits (2000)

Benefits costs for budgeted positions and intermittent wages

3. Purchased Services (3000)

4. Internal Services (4000)

5. Other Charges (5000)

6. Materials and Supplies (6000)

Istation, ARDT

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.

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	Ocohanock 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
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

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	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

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

Matt Robeson
804-836-3906
Pearson Education
<http://www.pearsoned.com/>
Fred Bost, Regional VP
Phone: 877-873-1550, x1617
Pearson Tapestry
www.pearsontapestry.com
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>
John Mullin
206.453.2445

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

The Flippen Group
<http://www.flippengroup.com>
Brian Whitehead
865-577-6008

Voyager Learning
<http://www.voyagerlearning.com/about/index.jsp>
Ron Klausner
888-399-1995