

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: [Arlington Public Schools](#)
Mailing Address: 1426 North Quincy Street, Arlington, VA 22207
Division Contact: [Sheryl Leeds, Title I Supervisor](#)
Telephone: 703-228-6161 Fax: 703-228-2480 E-mail: sleeds@arlington.k12.va.us

SCHOOL INFORMATION

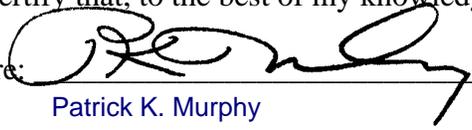
Provide information for each year one Title I School Improvement school within the division that will receive support through the 1003(a) funds.

School Name: [Barcroft Elementary School](#)
Mailing Address: 625 South Wakefield Street, Arlington, VA 22204
School Contact: [Miriam Hughey-Guy, Principal](#)
Telephone: 703-228-5838 Fax: 703-271-0948 E-mail: mguy@arlington.k12.va.us

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: [Patrick K. Murphy](#)

Date: [Monday, June 14, 2010](#)

The division will submit one application packet.

PART I: SCHOOLS TO BE SERVED

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

Name of School	Grade Span	Targeted Assisted School (Check)	Schoolwide Program School (Check)	School Membership	Percent Identified as Disadvantaged	Percent Students with Disabilities	Percent Limited English Proficient
Barcroft ES	PK-5		✓	380	59%	18%	58%

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

Membership (Fall)	SY2009-10
All Students	368
Pre-kindergarten	40
Kindergarten	65
Grade 1	61
Grade 2	57
Grade 3	34
Grade 4	59
Grade 5	52
Male	170
Female	138
Black	38
Hispanic	154
White	64
Students with Disabilities	59
Economically Disadvantaged	217
Migrant	0
Homeless	

Limited English Proficient			182
Attendance Rate		SY2007-08	SY2008-09
All Students		95%	95%
Reading SOL Passrate	Grade	SY2007-08	SY2008-09
AMO		77%	81%
All Students	Total	77%	84%
	3rd	82%	84%
	4th	71%	83%
	5th	78%	85%
Black	Total	88%	81%
	3rd	<	70%
	4th	<	<
	5th	<	<
Hispanic	Total	66%	77%
	3rd	75%	86%
	4th	47%	71%
	5th	70%	76%
White	Total	84%	89%
	3rd	85%	83%
	4th	91%	92%
	5th	<	92%
Students with Disabilities	Total	61%	88%
	3rd	60%	<
	4th	<	82%
	5th	55%	<
Economically Disadvantaged	Total	69%	77%
	3rd	74%	78%
	4th	50%	80%
	5th	77%	74%
Limited English Proficient	Total	71%	80%
	3rd	76%	84%
	4th	56%	75%
	5th	76%	80%
Mathematics SOL Passrate	Grade	SY2007-08	SY2008-09
AMO		75%	79%
All Students	Total	76%	77%
	3rd	80%	82%
	4th	70%	72%
	5th	78%	77%
Black	Total	67%	62%

	3rd	<	40%	
	4th	<	<	
	5th	<	<	
Hispanic	Total	70%	68%	
	3rd	71%	85%	
	4th	60%	54%	
	5th	76%	68%	
White	Total	84%	92%	
	3rd	92%	92%	
	4th	73%	100%	
	5th	<	83%	
Students with Disabilities	Total	44%	54%	
	3rd	50%	<	
	4th	<	50%	
	5th	40%	<	
Economically Disadvantaged	Total	70%	69%	
	3rd	73%	85%	
	4th	60%	60%	
	5th	74%	61%	
Limited English Proficient	Total	73%	71%	
	3rd	69%	87%	
	4th	67%	57%	
	5th	81%	68%	
Key: < = A group below state definition for personally identifiable results				
- = No data for group				
* = Data not yet available				
Based on SOL performance as well as other indicators, mathematics is a focal area for improvement of student understanding and achievement. Identification of struggling learners is a priority, as is bolstering the impact of the mathematics program for all learners. Particular areas to be addressed to those ends include increasing and/or restructuring instructional time, increasing remediation opportunities, increasing focus on the importance of dialogue in mathematics instruction, and implementing a formative assessment plan that includes quarterly, pacing- and SOL-aligned math assessments to inform adjustments in instruction.				

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:

APS plan for implementing the State Transformation Model

Building on this year's District Improvement plan in the CII system, and learning from this year's participation in the VSSI Leadership Training, Arlington Pubic Schools has developed a plan with Barcroft Elementary School to implement the intervention by the beginning of the 2010-2011 school year. The plans represent a set of "non negotiables" outlining requirements of all staff related to the instruction of English Language Arts and Mathematics, and address:

- **Allocation of time** for each subject in Grades K-5 in each school
 - English Language Arts: 2 hour block daily, to include instruction in reading strategies, guided reading, guided reading in small groups, grammar, writing workshop, word and vocabulary study
 - Mathematics: 75 minute block daily, to include a paced implementation of the adopted textbook series, EveryDay Counts, and Calendar Math
- **Content of instruction**
 - The Arlington curriculum map for each subject will serve as the basis for instruction K-5 in both areas, vertically aligned from grade to grade and with State standards
 - Flexibility in determining sequence of units based on regular review of assessments and integration with subject area content
 - Use of supplementary materials based on student need
 - Specific vocabulary, content and general
 - Modifications for needs of ELL students
 - Computer lab reinforcement in Mathematics
 - Technology-based supports and interventions in both subjects, and to prepare students for online testing
- **Pacing of instruction**
 - Pacing of instruction is specified by subject area for each grade
 - Time for review and intervention/remediation is provided within the pacing calendar
- **Assessments to provide data for instruction, remediation and intervention**
 - English Language Arts countywide assessment schedule ([Attachment 1](#)) includes PALS, DRA, DSA, Stanford 10, and DRP.
 - In addition, each school in Tier III in Arlington will use SOL release items in Grades 3-5 on a quarterly basis, or weekly basis using selected sections from the released item tests
 - Unit assessments in both areas and Math Check-Ups (see [Attachment 2: Mathematics Assessment Plan](#))
 - Review of data occurs continually and is used to inform and differentiate instruction in all grades
- **Collaboration and planning**
 - Grade-level teams meet regularly to review the assessment data, plan instruction for the next time segment, and plan intervention/remediation for students whose results demonstrate a need
 - Weekly team meetings review data and plan on a week-to-week basis

- Additional collaborative time
- Quarterly all-day planning/pacing meetings to review data, plan the next quarter, review implementation of the curricula, plan intervention and adjust pacing if necessary
- Principal review with individual teachers on student growth through formative assessment
- **Profession Development (see “adequate resources” below)**
 - Intervention is provided on a flexible basis to identified students and includes before and after school subject-based instruction focused on specific skills and knowledge development
 - Within school small group instruction in both reading and math on a rotating basis with the classroom teacher, targeting identified needs of specific students
- **To develop and increase teacher and school leadership**, APS will continue to employ a literacy and a math coach to provide job-embedded professional development at Barcroft Elementary School, as well as a .5 test coordinator to support data driven instruction through the use and analysis of formative and summative assessments (see [Attachment 1: English Language Arts Assessment Plan](#) and [Attachment 2: Mathematics Assessment Plan](#)).
- **APS will continue to develop and refine their District Improvement Plan in the Indistar System** which will ensure that Barcroft provide a comprehensive instructional program for all students by providing teachers with effective teaching and learning strategies and resources they need to instruct their students. In addition, APS will continue to provide technical assistance to the school from Central Office staff in curricular areas in need.
- Along with the implementation of the Formative Assessment model that APS has implemented this year, Barcroft will use the **Teach First Formative Assessment tool** to provide staff with a deeper understanding and knowledge of the use of formative assessments to monitor student achievement and growth and to differentiate instruction.
- **Through the use of a Modified School Year Calendar (MSYC)**, Barcroft will offer extended learning opportunities (three intersessions-Fall, Spring and Summer, and extended day programs), for any students who need additional support. The MSYC reorganizes the school year to provide more continuous learning by dividing the long summer vacation into shorter, more frequent breaks. It does not eliminate the summer vacation, but merely reduces it. The MSYC is an alternative schedule for learning. Students on a MSYC attend the same classes and receive the same amount of instruction as students on the traditional calendar. The MSYC is designed to provide a 182 instructional day school year (beginning in August and ending in June) while creating the flexibility to extend the school year to 207 days through two optional intersessions scheduled during the year, and one during the summer funded with School Improvement funds. The Modified School Year reduces summer learning loss and provides more continuous learning opportunities for our students. Intersessions build on and enhance concepts learned throughout the year.

Engage School Community

- Throughout the year, the principal and school staff shared information regarding data and plans to address the data at monthly PTA meetings, the School Advisory Committee meetings, and the Principal's Chats meetings.
- Parents are invited to visit classrooms to observe implementation of the plans and the total instructional program.
- Requests are made for volunteer tutors to assist students in the areas of reading and math.
- The school's business partners, the Marines at Joint Base of Ft Myer and Henderson Hall, work with identified students every Tuesday during lunch.
- Grade level monthly newsletters inform parents of classroom instruction and learning activities.
- Student progress reports are sent home on a regular basis between report card periods.
- Parent meetings are scheduled to review and discuss their children's progress and attendance.
- Monthly sustained family involvement activities that support curriculum-based initiatives.

Set Aside Time and Resources sufficient to facilitate design and implementation of model

- Each school has developed a summer workshop initiative to increase collaborative time for all teachers to build on successes from this year and develop improvements for next year. Included will be:
 - Review of end-of-year data

- Identification of successful approaches to maintain for next year
- Identification of challenges and developing solutions to these
- Review instructional calendar
- Review and revise pacing schedule as well as curricula
- Set meeting times
- Correlate pacing and curricular sequence with SOL needs and assessment plans
- Additional quarterly planning days will be used to monitor implementation, review data and address areas of need.

Capacity to implement the selected intervention model

- Building on this year’s experience, each school has implemented the following this year and will revise and expand these for next year:
 - Formative assessment initiative, involving an instructional partnership between the principals and central office, reviewing data on student achievement throughout the year, and identifying school-wide and classroom strategies to meet identified needs
 - Quarterly Report summary and reflection required this year by VDOE and anticipated for next year
 - VSSI training provided this year
 - Development and implementation of a 45-Day Plan (see PDF attachment, below) to prepare for success on SOL test, begun early, i.e., beginning of February. This will form the basis for an expended approach in grades 3-5 next year, including early implementation.



Barcroft 45-day plan.pdf

- Instructional Leadership Team that provides leadership in the development, implementation and monitoring of the intervention model.

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

The LEA will provide evidence that a review of division and school policies have been completed to ensure alignment with the State Transformation Model. Evidence will include copies of division meeting agenda and accompanying notes. If changes are needed to existing policies and/or procedures, additional documentation will be requested such as revisions to policy manuals, local board of education meeting minutes, and/or other appropriate division communication.

Response: [Note: Documents included as attachments must be scanned and attached to this application.]

Staff has reviewed existing policies and procedures for APS evaluation of teachers and administrators. They aligned with the Virginia state evaluation policies and the State Transformation Model, and are reviewed as part of the regular monitoring process outlined in the Code of Virginia. APS policies are available online at the URL below and provided as PDF attachments below.

<http://www.apsva.us/1540108293758483/blank/browse.asp?a=383&BMDRN=2000&BCOB=0&c=54717&1540108293758483Nav=|216|&NodeID=216>

- 35-7.2 T-Scale Evaluation
- 35-7.3 Administrator & Non-Instructional Professional Staff Evaluation



35-7.2Policy.PDF



35-7.3Policy.pdf

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

APS will continue to have its schools in improvement use the Indistar system to inform, coach, sustain, track, and report School Improvement activities. The offices of Title I (APS Department of Instruction) and Planning and Evaluation (APS Department of Information Services) will work together to support and monitor planning and implementation of School Management and Improvement Plans at these schools.

Division plan and budget for sustaining the reform effort

In order to sustain the reform effort, APS will continue to develop and implement school improvement efforts based on the areas of need identified by state testing. The Title I Office will continue to support the schools in their reform efforts by using Title I allocations for schools in improvement to fund necessary positions, provide professional development and supplemental materials that meet the identified needs of the school. APS will continue to fund a Data Coordinator for each school in improvement from the APS Operating Budget to input data from local assessments, provides summaries for teacher and team use, and develop overviews of student progress and needs. This individual also monitors student participation in intervention activities provided before and after school. APS will also continue to fund for each school Math and Reading Specialists/Coaches from the APS Operating Budget who work with teachers to:

- analyze data on student progress;
- plan instruction based on the analysis and other relevant factors and data;
- develop or identify strategies according to demonstrated student need;
- assist in provision of intervention targeted to specific student needs.

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.

APS fully supports the coaching model in all of its schools in improvement and will continue to employ reading and math coaches in those schools through use of the SIG funding. The process that was used to hire these coaches strictly adhered to APS's Personnel Policies for hiring (see PDF attachment, below). The coaching positions ([Attachment 3: Title I Literacy Coach Position Description](#) and [Attachment 4: Title I Mathematics Coach Position Description](#)) were posted, and qualified teachers were encouraged to apply. Interviews were held and the best qualified candidates were selected. These positions were approved by the APS school Board at a regularly scheduled meeting. The same people will continue to work in these positions for the 2010-11 school year, as approved by the School Board.



35-3Policy.pdf

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

School 1: [Barcroft](#)

- Reading/English/Language Arts
- Mathematics
- Instructional/Administrative/School Leadership
- Experience as Virginia Department of Education Coach
- University Level School Leadership Experience
- Independent Education Contractor/Consultant
- 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 Appendix 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 Appendix 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 for: **Arlington 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.

Expenditure Codes	School Year 2010-2011		
	ESEA 1003(a) Funds [Funds must be encumbered by September 30, 2011.]	Other Funds (Title I and APS Summer School)	Total Across Object Codes (Do not include "other" funds.)
1000 -Personnel	144,673	268,958	144,673
2000 -Employee Benefits	24,376	76,868	24,376
3000 -Purchased Services	4,700	4,500	4,700
4000 -Internal Services	0	900	0
5000 -Other Charges	1,200	500	1,200
6000 -Materials and Supplies	659	14,500	659
8000 -Equipment/Capital Outlay	0	0	0
Total	175,608	366,226	175,608

School Budget Summary for: Barcroft Elementary

Virginia Department of Education Grant Expenditure Requirements

Yes No: Is this school a participant in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute?
 If yes, check here to indicate that the school has included the purchase of the TeachFirst Formative Assessment platform in its budget.

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	144,673	268,958	144,673
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4000 -Internal Services	0	900	0
5000 -Other Charges	1,200	500	1,200
6000 -Materials and Supplies	659	14,500	659
8000 -Equipment/Capital Outlay	0	0	0
Total	175,608	366,226	175,608

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: Arlington Public Schools/ Barcroft Elementary School

1. Personal Services (1000)

.5 Literacy Coach, .5 Math Coach, hourly pay for teachers for summer intersession
 Other funding sources: Title I Part A funds to support 2 Title I reading and math positions along with APS Summer School operating funds to support fall and spring intersessions; APS operating funds support full time reading teacher, .5 test coordinator, and .5 intersession coordinator.

2. Employee Benefits (2000)

30% fringe benefits and FICA for hourly pay

3. Purchased Services (3000)

Teach First Formative Assessment, on-line DRA.
 Other funding sources: Title I Part A set asides to support professional development and family involvement

4. Internal Services (4000)

5. Other Charges (5000)

Travel for Williamsburg conference and other

6. Materials and Supplies (6000)

Classroom libraries, supplemental math and reading materials to support core curriculum in identified areas of need.
 Other funding sources: APS operating funds to support core curriculum materials; Title I Part A funds to support materials and supplies for professional development and family involvement

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

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

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

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

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	Occohannock 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)		
School Level		
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.	Yes	No
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.		
Attendance at 1003(g) and 1003(a) summer institute to be held at the Williamsburg Marriott, July 19-22, 2010.	Yes	Yes
(Division Level) Divisions with Tier I and Tier II Schools		
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		
School Level		
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
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]	Yes, if assigned to Strand III	Yes, if assigned to Strand III
<i>(New to the institute schools will be assigned to the Teacher Leader Training.)</i>		
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) Divisions with Tier III Schools (Exception: Accomack, Brunswick, Campbell, Charles City, Greene, Lynchburg, Middlesex, Symth, and Staunton)		
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
Special Requirements for Schools Assigned to Strand III of the Summer Institute 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
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

English Language Arts K- 5 Assessments Revised 2010

Grade	Assessment	FALL	WINTER	SPRING
Kindergarten	PALS	✓	Students who did not meet fall benchmark	✓
	Quick Checks (PALS) Subtests Alphabet Recognition, Letter Sounds, Spelling	✓ First week of school		
	DSA		✓	✓
	DRA	Selected students	Selected students	✓
1 st Grade	PALS	✓	Students who did not meet benchmark	✓
	DRA***	Only students who do not have a K spring DRA	Students below DRA level 12	✓
	DSA	✓	✓	✓
2 nd Grade	PALS	Targeted* students only	Students who did not meet benchmark	All students except those who met high benchmark
	DRA***	Only students who do not have a grade 1 spring DRA	Students below DRA level 24	
	DSA	✓	✓	✓
	DRP			✓
3 rd Grade	PALS	Targeted* students only	Students who did not meet benchmark	
	DRA***			
	DSA	✓	✓	✓
	SOL			✓
4 th Grade	DRA***			
	DSA	✓	✓	✓
	DRP	✓		
	SOL			✓
	Stanford 10	✓		
5 th Grade	DRA***			
	DSA	✓	✓	✓
	SOL			✓

✓ All students *Students new to VA or received summer intervention
 *** All Title I students given DRA in the fall, winter and spring.

Kindergarten through Algebra 1 Division-Developed Mathematics Assessments

Grade	Beginning of Year	End of Unit	Quarterly Assessments	Fact Fluency	Midyear	End of Year		Placement Assessments (** One of several criteria used)
						County	State	
Grade K	REQ	OPT	‡		REQ	REQ		
Grade 1	REQ	OPT (units 1-3)	‡	OPT	REQ	REQ		
Grade 2	REQ	OPT (units 1-3)	‡	OPT	REQ	REQ		
Grade 3	REQ	OPT	‡		REQ		SOL	
Grade 4	REQ	OPT	‡		REQ		SOL	
Grade 5	REQ	OPT	‡		REQ		SOL	REQ**
Grade 6			REQ			REQ	SOL	REQ**
Grade 7			REQ			REQ	SOL	REQ**
Grade 8			REQ			REQ	SOL	
Algebra 1						REQ	SOL	

Key

OPT Optional
 Note: The end-of-unit assessments are optional and were created to simulate SOL type questions. They can be administered instead of the Investigations end of unit assessments or can be combined.

REQ Required for all students

** Required-criteria considered:
 A. Placement Assessment
 B. Teacher Recommendation
 C. SOL Score
 D. Grades

‡ Required for schools in improvement

SOL Standards of Learning assessment

APS Attachment 3: Title I Literacy Coach Position Description

Title I Literacy Coach

The Literacy Coach is a .5 time position working at Hoffman-Boston Elementary School for the 2009-2010 school year. This position is funded through the Virginia School Improvement Grant program. The Literacy Coach is responsible for modeling, coaching and implementing best practices in reading instruction as defined by current, scientifically-based reading research and APS curriculum.

Distinguishing Features of Work

The Literacy Coach works under the direction of the principal and Title I Supervisor, Department of Instruction and will provide targeted assistance in implementing and facilitating the English Language Arts program with an emphasis on the five elements of reading; phonemic awareness, phonics, fluency, vocabulary and comprehension as well as writing. This role combines the responsibilities of teacher educator, staff developer and program monitor as required by guidelines of the Virginia School Improvement Grant. The Literacy Coach must have a current Master's Degree in Reading, at least five years teaching experience in the elementary grades, knowledge and skills related to scientifically-based reading research and its implementation, and demonstrated success in staff development and improving student achievement. The Literacy Coach must attend the state's summer Reading Coach workshop.

Illustrative Examples of Work

- Work collaboratively with principals, instructional staff and the Title I Office to implement the APS Reading Curriculum.
- Support teachers in a collaborative professional manner to implement strategies that support a comprehensive reading program
- Be responsible for training, monitoring and providing continued staff development to implement reading programs that emphasize the five essential elements of reading.
- Create and model demonstration lessons in classrooms on how to teach the five essential elements of reading and writing as part of a comprehensive literacy program.
- Work collaboratively with building reading teams to coordinate reading assessments for K-5 classrooms including:
 - Training identified teachers on using the Developmental Reading Assessment (DRA)
 - Collecting, maintaining and analyzing DRA data using an assessment wall.
 - Use data to help teachers inform their instruction
 - Schedule meetings to discuss data and make instructional decisions
 - Ensure follow-up of meeting decisions
- Work collaboratively with building reading teams to organize and coordinate professional development for literacy instruction, inform appropriate groups, and recruit and identify appropriate teachers for training.
- Evaluate and recommend teaching materials.

Desired Qualifications

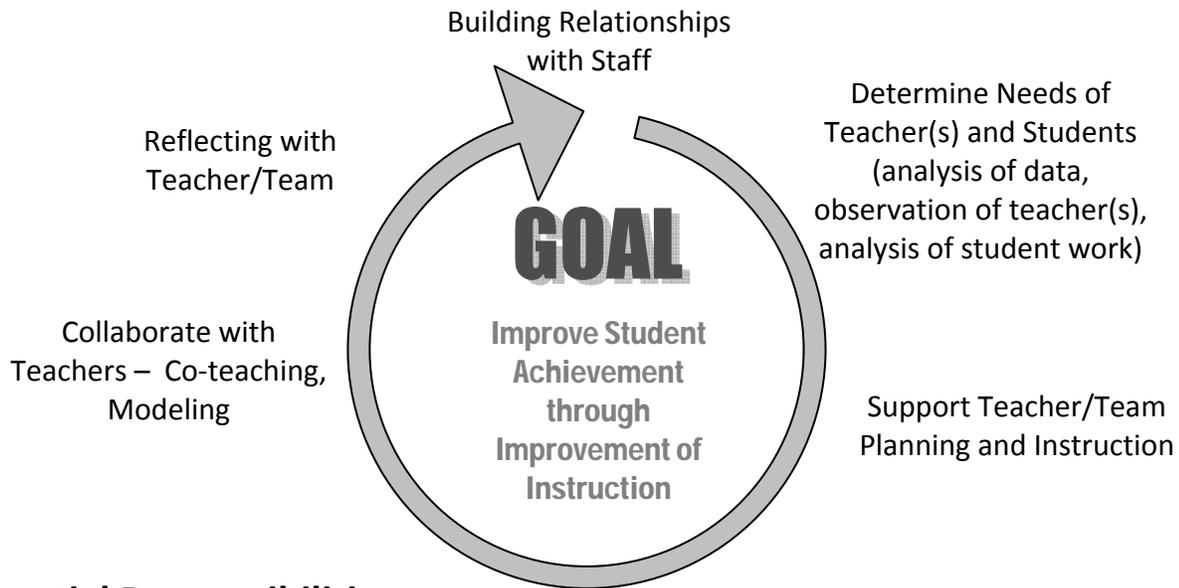
- A current Master's Degree in Reading (or Master's Degree in Education, with Reading endorsement) from an accredited college
- Successful teaching experience in the elementary grades
- Reading Recovery Certificate preferred
- Experience working with a culturally and linguistically diverse student population
- Ability to write and speak effectively
- Ability to analyze, evaluate and use data to make instructional decisions
- Ability to plan, organize and conduct staff development related to current scientifically-based reading research and best teaching practices
- Ability to establish and maintain effective working relationships with staff, parents, and students

Selection Process

Candidates must submit an application, a resume, and a written statement of interest and qualifications for this position. A minimum of two letters of reference must be forwarded to the Assistant Superintendent, Personnel. Qualified applicants will be interviewed.



ELEMENTARY MATH COACH



Essential Responsibilities

- *Works with administrators, teachers, students, parents and the community toward meeting our mathematics goal: Improve Student Achievement Through Improvement of Instruction.*
- *Collaborates with individual teachers or teams of teachers through co-planning, co-teaching and coaching.*
- *Assists teachers in interpreting data and designing approaches to improve student achievement and instruction.*
- *Promotes teachers' delivery and understanding of the curriculum through collaborative long-range and short-range planning.*
- *Facilitates teachers' use of successful, research-based instructional strategies, including differentiated instruction for diverse learners.*
- *Arranges for professional development through collaborative investigations or discussion groups with teachers.*
- *Conducts non-evaluative observations of teaching and learning to provide clinical supervision and improve instruction.*
- *Engages in research-based professional development and applies learned professional development practices including: modeling, mentoring, peer coaching, study groups and lesson study.*
- *Assists in development of curriculum and assessment resources.*
- *Prepares and delivers staff development activities related to the Department of Instruction, Mathematics Office.*
- *Supports leadership development in school improvement that stimulates sustained systematic change and improvement.*