

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: Brunswick County Public Schools
Mailing Address: 1718 Farmers Field Road, Lawrenceville, VA 23868
Division Contact: Rebecca L. Akers
Telephone (include extension if applicable): 434-848-6340 Fax: 434-848-6204
E-mail: becky.akers@brun.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: Red Oak-Sturgeon Elementary
Mailing Address: 4081 Flatrock Road
School Contact: Carolyn Meredith
Telephone (include extension if applicable): 434-949-7820 Fax: 434-949-7519
E-mail: carolyn.meredith@brun.k12.va.us

School Name: _____
Mailing Address: _____
School Contact: _____

Telephone (include extension if applicable): _____ Fax: _____
E-mail: _____

COVER PAGE CONTINUED

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: Dr. Oliver W. Spencer, Jr.
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 | Percent Identified as Disadvantaged | Percent Students with Disabilities | Percent Limited English Proficient |
|-----------------------------|------------|----------------------------------|-----------------------------------|-------------------|-------------------------------------|------------------------------------|------------------------------------|
| Red Oak-Sturgeon Elementary | PreK-5 | X | | 233 | 85% | 17% (40) | 0% |
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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.

Grade 3

| 2008 - 2009 | Reading/Language Arts | Mathematics |
|----------------------------|-----------------------|-------------|
| All Students | 63 | 89 |
| Black | 50 | 83 |
| Hispanic | < | < |
| White | 91 | 100 |
| Students with Disabilities | < | < |
| Economically Disadvantaged | 62 | 91 |

Grade 4

| 2007 - 2008 | Reading/Language Arts | Mathematics |
|----------------------------|-----------------------|-------------|
| All Students | 71 | 62 |
| Black | 68 | 58 |
| Hispanic | < | < |
| White | 84 | < |
| Students with Disabilities | < | < |
| Economically Disadvantaged | 59 | 54 |

Grade 4

| 2008 - 2009 | Reading/Language Arts | Mathematics |
|----------------------------|-----------------------|-------------|
| All Students | 63 | 72 |
| Black | 57 | 70 |
| Hispanic | < | < |
| White | 86 | < |
| Students with Disabilities | < | < |
| Economically Disadvantaged | 65 | 73 |

| | | <p style="text-align: center;">Grade 5</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">2007 - 2008</th> <th style="text-align: center;">Reading/Language Arts</th> <th style="text-align: center;">Mathematics</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td style="text-align: center;">91</td> <td style="text-align: center;">98</td> </tr> <tr> <td>Black</td> <td style="text-align: center;">91</td> <td style="text-align: center;">100</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;"><</td> <td style="text-align: center;"><</td> </tr> <tr> <td>White</td> <td style="text-align: center;">90</td> <td style="text-align: center;">91</td> </tr> <tr> <td>Students with Disabilities</td> <td style="text-align: center;"><</td> <td style="text-align: center;"><</td> </tr> <tr> <td>Economically Disadvantaged</td> <td style="text-align: center;">87</td> <td style="text-align: center;">97</td> </tr> </tbody> </table> <p style="text-align: center;">Grade 5</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">2008 - 2009</th> <th style="text-align: center;">Reading/Language Arts</th> <th style="text-align: center;">Mathematics</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td style="text-align: center;">83</td> <td style="text-align: center;">95</td> </tr> <tr> <td>Black</td> <td style="text-align: center;">79</td> <td style="text-align: center;">94</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;"><</td> <td style="text-align: center;"><</td> </tr> <tr> <td>White</td> <td style="text-align: center;"><</td> <td style="text-align: center;"><</td> </tr> <tr> <td>Students with Disabilities</td> <td style="text-align: center;"><</td> <td style="text-align: center;"><</td> </tr> <tr> <td>Economically Disadvantaged</td> <td style="text-align: center;">84</td> <td style="text-align: center;">95</td> </tr> </tbody> </table> | 2007 - 2008 | Reading/Language Arts | Mathematics | All Students | 91 | 98 | Black | 91 | 100 | Hispanic | < | < | White | 90 | 91 | Students with Disabilities | < | < | Economically Disadvantaged | 87 | 97 | 2008 - 2009 | Reading/Language Arts | Mathematics | All Students | 83 | 95 | Black | 79 | 94 | Hispanic | < | < | White | < | < | Students with Disabilities | < | < | Economically Disadvantaged | 84 | 95 |
|----------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------|-------------|--------------|----|----|-------|----|-----|----------|---|---|-------|----|----|----------------------------|---|---|----------------------------|----|----|--------------------|-----------------------|-------------|--------------|----|----|-------|----|----|----------|---|---|-------|---|---|----------------------------|---|---|----------------------------|----|----|
| 2007 - 2008 | Reading/Language Arts | Mathematics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Students | 91 | 98 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 91 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | < | < | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 90 | 91 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with Disabilities | < | < | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged | 87 | 97 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 - 2009 | Reading/Language Arts | Mathematics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Students | 83 | 95 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 79 | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | < | < | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | < | < | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with Disabilities | < | < | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged | 84 | 95 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b. | Analyzed student achievement data with identified areas that need improvement | <p>From analyzing our data, we understand the need for pre- and post-assessments to more closely monitor progress as we have indicated in Indistar. During the summer of 2010, teachers will work in small groups to develop pre- and post-assessments correlated to the SOL blueprints in the area of language arts for the school. Our AYP student achievement data for the last two years (2007-08, 2008-09) in reading/language arts indicated that we have decreased seven (7) points in the area of All Students, thirteen (13) points with Black, thirty-six (36) points with Students with Disabilities, and two (2) points with Economically Disadvantaged. Our only increase was in the category of White with an increase of five (5) points.</p> <p>The one AYP category that was identified as the area that needed improvement was Black Students. The single most significant factor that contributed to our students not making AYP was the utilization of student achievement data to drive small group instruction. Student and teacher attendance were not a factor in not meeting AYP; similarly, analysis of student</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | <p>suspensions were found to be at a minimum and were not a contributing factor for students not making AYP. We have analyzed the data of SPED students throughout this year and found that with small group instruction efforts in reading, students are making progress; however, this focus needs to be continued in 2010-11. Title I teachers will work with those students identified as not making AYP in reading, and data charts will target the progress during the year.</p> <p>We made AYP in the area of Mathematics. There was a slight increase in all recorded categories except Students with Disabilities. All other recorded areas scored between 83 and 89. In the area of All Students, we made 83 in 2008 and 85 in 2009.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------|-----------------------------------|--------------------------|--|--|--------------|-----|-----|------------------|-----|-----|----------------------------|--|--|--------------|-----|-----|------------------|-----|-----|----------------------------|--|--|
| 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 | <p>Attendance rate: 99%</p> <p>Total number of students: 233</p> <p>Gender Totals: M: 124 F: 109</p> <p>Race/Ethnicity: Black: 178 White: 54 Hispanic: 1</p> <p>Disability Status: 40</p> <p>LEP Students: 0</p> <p>Migrant Status: 0</p> <p>Homeless Status: 0</p> <p>Economically Disadvantaged: 198</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| d. | Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics | <table border="1"> <thead> <tr> <th></th> <th><u>Black</u></th> <th><u>Students with Disabilities</u></th> </tr> </thead> <tbody> <tr> <td>Annual AYP Goals 2008-09</td> <td></td> <td></td> </tr> <tr> <td>Reading: 81%</td> <td>63%</td> <td>33%</td> </tr> <tr> <td>Mathematics: 79%</td> <td>83%</td> <td>47%</td> </tr> <tr> <td>Annual AYP Goals 2009-2010</td> <td></td> <td></td> </tr> <tr> <td>Reading: 85%</td> <td>75%</td> <td>40%</td> </tr> <tr> <td>Mathematics: 83%</td> <td>90%</td> <td>52%</td> </tr> <tr> <td>Annual AYP Goals 2010-2011</td> <td></td> <td></td> </tr> </tbody> </table> | | <u>Black</u> | <u>Students with Disabilities</u> | Annual AYP Goals 2008-09 | | | Reading: 81% | 63% | 33% | Mathematics: 79% | 83% | 47% | Annual AYP Goals 2009-2010 | | | Reading: 85% | 75% | 40% | Mathematics: 83% | 90% | 52% | Annual AYP Goals 2010-2011 | | |
| | <u>Black</u> | <u>Students with Disabilities</u> | | | | | | | | | | | | | | | | | | | | | | | | |
| Annual AYP Goals 2008-09 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading: 81% | 63% | 33% | | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics: 79% | 83% | 47% | | | | | | | | | | | | | | | | | | | | | | | | |
| Annual AYP Goals 2009-2010 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading: 85% | 75% | 40% | | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics: 83% | 90% | 52% | | | | | | | | | | | | | | | | | | | | | | | | |
| Annual AYP Goals 2010-2011 | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----|-----|
| | Reading: 89% | 89% | 48% |
| | Mathematics: 87% | 95% | 62% |
| <p>With the resources provided in this grant we are assured that our black population will attain AYP for 2010-11. We are setting our goals for our SPED population on a three-year basis. The area of mathematics has not been an issue in not meeting AYP.</p> | | | |

PART III. DESIGN AND IMPLEMENT THE INTERVENTION FOR EACH SCHOOL

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

Describe the following:

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

Response:

- *The LEA has a plan in place to implement the model beginning of the 2010-2011 school year.*

Throughout 2009-10 the division transformation team (Division School Improvement Team) of Brunswick County Public Schools has participated in the VDOE division improvement webinars as well as used Indistar and is knowledgeable about what divisions can do to promote rapid improvement. The Title I division coordinator has also served as a team member of Red Oak-Sturgeon’s school improvement team and has participated in the school improvement webinars for Red Oak-Sturgeon Elementary and met regularly with its school improvement team. The division coordinator is committed to meeting monthly with the school improvement team throughout the 2010-11 academic year.

In 2010-11 we will update the school improvement plan using Indistar by: conducting bimonthly faculty meetings which include discussions of indicators in Indistar; having the leadership team to meet monthly with subcommittees of teachers, parents, and community members with updates; and having the principal report monthly to the school board concerning progress with the school improvement plan. The school improvement coach will monitor progress on Indistar and report to the principal.

The position of school improvement coach has been filled (see attachment) and the Title I coordinator has been meeting with the coach for input into school needs for 2010-11. Teachers have given input into professional development as well as instructional needs for the upcoming year which have been incorporated into the grant budget. In addition, professional development activities will begin in the

summer with staggered schedules so that all teachers will have opportunities to incorporate strategies at the beginning of the school year to maximize success for 2010-11.

The principal, school improvement coach, special education teacher, and Title I division coordinator are registered for VDOE's New Coaches' Institute in July.

Along with the Central Office administration (Director of School Improvement and Assistant Superintendent), the school will establish performance objectives for the year and align resource allocation (money, time, and human resources) with the school's instructional priorities.

- *The LEA has plans to regularly engage the school community to inform them of progress toward implementing the model.*

Red Oak-Sturgeon Elementary School has the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the grant. The Director of School Improvement provides monthly summaries to the school board concerning school improvement efforts; thus, she presented information about the school improvement grant to the school board at its May, 2010 meeting. A summary about Red Oak-Sturgeon's School Improvement Grant appeared in the weekly local newspaper. During the school year, a monthly newsletter will be distributed to parents with information on school improvement. Two parent informational sessions will take place during the summer to provide information to the school community and to give them opportunity to provide input. In addition, parent surveys and questionnaires will be administered throughout the school year for input as to the school's success in engaging the school community.

- *The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of the model.*

Brunswick County Public Schools has committed its human resources to facilitate the design and ongoing implementation of interventions at Red Oak-Sturgeon Elementary School. The office of federal programs will oversee the grant and central office administrators will work closely with the principal, school improvement team, and school improvement coach to review data and school progress in the areas indicated. The LEA will ensure that Red Oak-Sturgeon will receive ongoing, intensive technical assistance and related support for the period of the grant. In addition, the LEA will conduct activities designed to support implementation of the transformation model and will support all school improvement activities. The LEA will send representatives to the New Coaches' Institute in July, 2010, and will provide transportation for participants.

- *The LEA can demonstrate adequate capacity to implement the model.*

With the commitment of the members of our Division Improvement Team, the school improvement team of Red Oak-Sturgeon Elementary School, the school improvement coach, and Central Office administrators, we are well equipped to implement intervention for Red Oak-Sturgeon. The Director of School Improvement will oversee professional development activities that are appropriate for individual teachers with different experiences and expertise. The principal, school improvement coach, and coordinator of federal programs will ensure that professional development is aligned with identified needs based on staff evaluation and student performance. The school's daily schedule will be coordinated to provide adequate time for collaboration and active learning among the teachers, and the school will promote a culture in which professional collaboration is valued and emphasized. Teachers will engage in peer observations and

coaching aligned with indicators of effective practice.

Professional development will be provided by outside consultants with follow-up and monitoring by the school improvement coach in between the sessions. Based on classroom observations, student performance data, and teacher request, professional development will be targeted in the areas of small group instruction/differentiation and word study focusing on word analysis and vocabulary. In addition, a library media consultant will assist the librarian and teachers in utilizing library resources that enhance instruction for black students, who make up 76% of the school population. There will be a schoolwide focus for enhancing the use of the library media center in the effort to improve reading instruction.

Teachers per grade level already share common planning time and they will continue to do so. Teachers will maintain student performance data through the use of data walls maintained in the office of the school improvement coach. Members of the school improvement team will spearhead weekly discussions of the school improvement data during grade level meetings. Discussions of data during weekly common planning periods will foster collaboration among teachers in order to improve instruction. In addition, at the beginning of the year all members of the school staff will participate in a book discussion of *Motivating Black Males to Achieve in School and in Life* to focus on the AYP area of black males.

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.

A review of the current policy indicates that no policy hinders implementation of the transformation model at Red Oak-Sturgeon Elementary School. The Brunswick County School Board voted on May 24, 2010, to approve the School Improvement Grant at Red Oak-Sturgeon Elementary School to implement the State Transformation Model in the area of English. Please see attached school board minutes.

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

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.

Response: The Brunswick County Public Schools has implemented Indistar during the 2009-2010 academic year to track progress in school improvement as well as division improvement. It has established a Division Improvement Team comprised of the Director of Pupil Personnel, Director of School Improvement, coordinator of Title I services, and an instructional specialist in Special Education. With training during the summer 2010 New Coaches' Institute, the Director of School Improvement will continue to monitor division progress through the use of Indistar after the funding period has ended. The school improvement coach will monitor progress on Indistar, report to the principal, who in turn will report to the division team and school board.

We anticipate in 2010-11 as we work to strengthen the division improvement team, the school improvement team, work with stakeholders to build support for school improvement, and provide rigorous staff development, we will be in a position to sustain the reform effort for the following year. The division improvement plan will incorporate the goals of the school improvement plan at Red Oak-Sturgeon Elementary for 2010-11. It is our expectation that Red Oak-Sturgeon Elementary will create a professional learning community among our teachers that will foster a school culture of continuous learning through the implementation of school improvement subcommittees.

The school improvement plan is based on the selected indicators within Indistar. The school improvement team will take a more active role this year to include the entire faculty and staff via faculty meetings and subcommittee meetings in the development of Indistar and this year's school improvement plan. The school improvement coach will participate in Indistar training during July, 2010 in order to monitor progress of indicators throughout the school year.

The school improvement plan includes the monitoring of student data through the use of data walls with collaboration among teachers to pinpoint areas of strengths and weaknesses, particularly for black students who did not meet the AYP goals.

Once the funding period is over, the division will use Title I, Title VI, and local funds to sustain the reform efforts for school improvement for Red Oak-Sturgeon Elementary School.

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: At its May, 2010 meeting the Brunswick County School Board voted to hire Ms. Rebecca Spengler (MA Reading 2008, University of Virginia) as school improvement coach for Red Oak-Sturgeon Elementary School. (Please see attachment.) Ms. Spengler possesses in-depth knowledge of reading processes, acquisition, assessment, and instruction in addition to the analysis of data. During 2009-10 she served as ARRA Reading Coach at Red Oak-Sturgeon Elementary where she was a member of the school improvement team and worked closely with teachers in grades 3 and 4 to enhance instructional strategies for black students and students with disabilities. Her past and current experience in working with the student population of 76% black students gives her additional insight into the specific needs of the school demographics.

In 2009-10 she met monthly with the school improvement team and attended all VDOE webinars. As reading coach she analyzed PALS, benchmark, and SOL data to assist teachers in developing the K-5 reading program. She met weekly with teachers to monitor student progress and to discuss strategies for student improvement. Ms. Spengler has spearheaded the implementation of the school bookroom for all grades and has provided support and professional development for teachers, and she has readily volunteered at Title I parent involvement functions. She has been instrumental in developing progress monitoring of all K-5 students, and in particular, black students who did not meet AYP, through measures of word recognition and spelling development three times a year. Last year she compiled and organized progress monitoring folders for all K-5 teachers to include writing samples, PALS data, word recognition, and spelling and will continue this effort in 2010-11.

In her discussions with the school improvement VDOE coach in 2009-10, she has learned of a school that uses data effectively, and she plans to take a group of teachers to visit the school. She has an already established relationship with school administration, staff, and teachers, and she has also presented workshops to parents at the school.

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

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School 1: Red Oak-Sturgeon Elementary <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 | School 2: _____ <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 | School 3: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input checked="" type="checkbox"/> Other (Describe) As a grad student, she assisted in the Reading First office at the University of Virginia and also volunteered in kindergarten classrooms in Charlottesville City schools | <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe) | <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe) |
| School 4: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe) | School 5: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe) | School 6: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe) |

PART VII: BUDGET

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

Note: Part 2: Budget Narrative: The detailed budget summary the LEA submits as part of the grant application will provide evidence of how other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources support 1003(a) initiatives. Additionally, the LEA will provide a budget narrative in its application that will provide a description of how other resources will be used, such as personnel, materials, and services to support school improvement activities.

Division Budget Summary

Division Name: Brunswick County 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 | | 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 | \$73,672.04 | | \$73,672.04 |
| 2000 - Employee Benefits | \$17,481.27 | | \$17,481.27 |
| 3000 - Purchased Services | \$30,200.00 | | \$30,200.00 |
| 4000 - Internal Services | | | |
| 5000 - Other Charges | \$4,000.16 | | \$4,000.16 |
| 6000 - Materials and Supplies | \$50,254.53 | | \$50,254.53 |
| 8000 - | | | |

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|--------------------------|--------------|--|--------------|
| Equipment/Capital Outlay | | | |
| Total | \$175,608.00 | | \$175,608.00 |

School Budget Summary

School Name: Red Oak-Sturgeon Elementary

Virginia Department of Education Grant Expenditure Requirements

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

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

| | School Year 2010-2011 | | |
|---------------------------|-------------------------------------------------------------------------|-------------|--------------------------------------------------------------|
| Expenditure Codes | ESEA 1003(a) Funds [Funds must be encumbered by September 30, 2011.] | Other Funds | Total Across Object Codes (Do not include "other" funds.) |
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| 4000 - Internal Services | | | |
| 5000 - Other Charges | \$4,000.16 | | \$4,000.16 |
| 6000 - Materials and | \$50,254.53 | | \$50,254.53 |

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|----------------------------------------|---------------------|--|---------------------|
| Supplies | | | |
| 8000 – Equipment/Capital Outlay | | | |
| Total | <i>\$175,608.00</i> | | \$175,608.00 |

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

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

Division Name: Brunswick County Public Schools

1. Personal Services (1000)

School Improvement Coach: \$42,572.04
 Substitutes for School Improvement Team for webinars/meetings: 7 days x 5 teachers x \$60.00/day = \$2,100.00
 Substitutes for professional development: 10 days x 20 teachers x \$60.00/day = \$12,000.00
 Summer Stipends for Teachers: \$100/day x 7 days x 20 teachers = \$14,000.00
 After-school Stipends for Teachers: \$15.00/hr. x 10 days x 20 teachers = \$3,000.00

2. Employee Benefits (2000)

School Improvement Coach benefits to include VRS, FICA, GLIP, RHIC and HMP: \$15,102.12
 FICA - Substitutes for School Improvement Team for webinars/meeting: \$160.65
 FICA – Substitutes for professional development: \$918.00
 FICA Summer Stipends for Teachers: \$1,071.00
 FICA – After-school Stipends for Teachers: \$229.50

3. Purchased Services (3000)

Word Study Professional Development: \$900/day x 8 days = \$7,200
 Library Curriculum Correlated to SOL: \$800/day x 10 days = \$8,000
 Vocabulary Professional Development: \$900/day x 5 days = \$4,500
 Small-group Differentiated Instruction: \$900/day x 7 days = \$6,300
 Data Wall Professional Development for school improvement team: \$700/day x 3 days = \$2,100
 Writing in the Content Areas: \$700/day x 3 days = \$2,100

4. Internal Services (4000)

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5. Other Charges (5000)

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| Travel to visit Fairfield Court Elementary in Richmond, VA to visit high-poverty, minority school: 5 person team 150 miles @ \$0.485 = \$72.75 Travel to Highland Springs Elementary for data wall development: 5 person team 150 miles @ \$0.485 = 72.75 Meals for professional development: 10 meals @ \$12.00 each = \$120.00 Meals for Parent Involvement activities: \$2,500.00 Meals for Summer VDOE July workshop: 4 persons x 4 days @ \$50.00 per day = \$800.00 Mileage for VDOE July workshop: 4 vehicles x 224 miles @ \$0.485 per mile = \$434.66 |
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6. Materials and Supplies (6000)

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| Words Their Way materials: \$6,368.00 plus shipping \$636.80 = \$7,004.80 (According to assessment data, these materials have helped to close the achievement gap for our students with disabilities) Weekly Reader Connect: \$975 (To provide the classrooms with a range of informational texts at varying levels per content areas) Media carts: 8 x \$2,500 = \$20,000.00 (To provide hands-on literacy experiences for informational sources) Dry erase boards—17 x \$400 = \$6,000.00 Book room expansion for additional selections for African-American students and students with disabilities for small-group instruction in reading Readers Theatre, Ready Readers and informational texts: \$11,174.73 Shelves – 6 shelves @ \$70.00 each = \$420.00 Bins – 12 sets of 6 @ \$40.00 each = 480.00 Laptop for School Improvement Coach for data monitoring - \$1,200.00 Parent Involvement Activities - \$3,000.00 |
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7. Equipment/Capital Outlay (8000)

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School Name: Red Oak-Sturgeon Elementary

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5. Other Charges (5000)

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7. Equipment/Capital Outlay (8000)

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

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

Expenditure Code Definitions

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

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

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

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

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

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

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

School Improvement Coach Job Description and Expectations

- Will attend the summer New Coaches' Institute in July, 2010
- Monitors the use of Indistar by the school improvement team
- Reports regularly to the principal about progress of school improvement efforts
- Performs classroom observations throughout 2010-11 to monitor high-quality instructional practices
- Acts as a link between school personnel and literacy professionals and resources
- Serves as a conduit between the school leadership team and the faculty
- Provides various types of training and modeling to teachers regarding quality instructional practices and strategies
- Assists teachers in using student work and assessment results to drive instruction
- Maintains paperwork for the school improvement plan including analyses of assessment data, meeting notes, and minutes
- Prepare materials to assist faculty in the implementation of whole group and small group instruction
- Maintains a professional demeanor in working with staff, teachers, and community
- Maintains high expectations for faculty and student body in the content area of weakness
- Stays abreast of research-based instructional practices
- Meets with grade level teams, Title I personnel, content-area teachers to analyze data on a regular basis
- Maintains confidentiality of school, teachers, and classrooms