

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: Campbell County Public Schools
Mailing Address: P.O. Box 99 (684 Village Highway Rustburg, VA 24588)
Division Contact: Janet R. West
Telephone (include extension if applicable): 434-332-8226 Fax: 434-528-1655
E-mail: jwest@campbell.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: Altavista Elementary School
Mailing Address: 2190 Lynch Mill Road Altavista, VA 24517
School Contact: Joan H. Woodson
Telephone (include extension if applicable): 434-369-5665 ext. 8142 Fax: 434-369-2859
E-mail: jwoodson@campbell.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. Robert L. Johnson II

Date: June 14, 2010

The division will submit one application packet.

PART I: SCHOOLS TO BE SERVED

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

Name of School	Grade Span	Targeted Assisted School (Check)	Schoolwide Program School (Check)	School Membership	Percent Identified as Disadvantaged	Percent Students with Disabilities	Percent Limited English Proficient
Altavista Elementary	Pre-K-5	X		605	50.58%	9%	.003%

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.

Part 1. Student Achievement and Demographic Data

	Required Information	School 1 (Name) Altavista Elementary						
a.	<p>Student achievement data for the past two years (2007-2008 and 2008-2009) in reading/language arts and mathematics: by school for the “all students” category and for each AYP subgroup; (Note: This is whole school data-grades mixed)</p> <p>Second request is “by grade level.” and by grade level in the all students category and for each AYP subgroup</p>	2008-2009		2007-2008				
		Math						
		All	86%		87%			
		Black	77%		71%			
		White	88%		91%			
		Disability	74%		74%			
		Econ. Dis.	77%		75%			
		English						
		All	85%		85%			
		Black	78 %		67 %			
		White	90%		92%			
		Disability	82%		59%			
		Econ.Dis.	76%		75%			
		Math		“08-09	“07-08	“08-09	“07-08	
			3 rd	4 th	5 th			
		All	85%	92%	88%	83%	83%	84%
		Black	74%	83%	77%	70%	81%	62%
		White	91%	95%	92%	87%	84%	92%
		Disability	58%	77%	82%	73%	83%	NR
		Econ. Dis.	78%	83%	77%	71%	76%	73%
		Reading						
		All	71%	83%	88%	88%	92%	84%
		Black	69%	63%	73%	69%	76%	68%
		White	72%	92%	95%	93%	97%	90%
		Disability	55%	77%	100%	80%	91%	NR
		Econ.Dis.	58%	77%	85%	78%	86%	71%
Analyzed student achievement data with								

b.	identified areas that need improvement	<p>Although the Altavista Elementary School met the AYP goals for the school as a whole, the subgroups did not meet expectations. The percentage passing for black students across the school in math did increase from 71% in 2007-08 to 77% in 2008-09 but AYP goals were not met. The percentage passing for the economically disadvantaged in math indicated an increase of 2% passing in the same years but also not meeting goals. Although the percentage passing for black students across the school in English increased significantly from 67% in 2007-08 to 78% in 2008-09, goals for the subgroup were not met. The percentage passing for the economically disadvantaged in English did not increase significantly, only 1%.</p> <p>Black Subgroup Math: By grade levels pass percentages increased in fourth and fifth grades from 2007-08 to 2008-09, but third grade results decreased by 9% in the same period. In third grade math pass percentages decreased from 83% in 2007-2008 to 74% in 2008-2009. Comparing the pass percentages of third grade students in 2007-2008 with the same students in 2008-2009 the pass percentages decreased from 83% to 77%. Fourth grade pass percentages increased from 70% in 2007-08 to 77% in 2008-09. Comparing the same groups of students from fourth grade in 2007-08 to fifth grade in 2008-09 the pass percentages increased from 70% to 81%. Fifth grade pass percentages increased significantly between 2007-08 and 2008-09 from 62% to 81%. Areas to strengthen are math instruction in the third grade and the gap between third and fourth grade assessment.</p> <p>Economically Disadvantaged Subgroup Math: By grade levels pass percentages increased in fourth and fifth grades from 2007-2008 to 2008-2009 but third grade decreased by 5% in the same period. Comparing the third grade pass percentages in 2007-08 with the same group as fourth graders, the pass percentages decreased from 83% to 77%. Comparing the fourth grade group in 2007-208 with the same group as fifth graders in 2008-09, the economically disadvantaged pass percentages increased by 4%. Fifth grade pass percentages increased by 3% between 2007-08 to 2008-09.</p>
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		<p>Black Subgroup English: By grade levels pass percentages in English increased in all three grades from 2007-08 to 2008-09 but did not meet the goals. In third grade English passing percentages increased from 63% in 2007-08 to 69 % in 2008-09. Comparing the pass percentage of third grade students in 2007-08 with the students in 2008-09, the pass percentage increased from 63% to 73%. Fourth grade pass percentages increased from 69% in 2007-08 to 76% in 2008-09. Comparing the same group of students from fourth grade in 2007-08 to fifth grade in 2008-09 the pass percentages increased from 69% to 76%. Fifth grade pass percentages increased between 2007-08 and 2008-09 from 68% to 76%. Progress was demonstrated from 2007-08 to 2008-09 in all three grade levels, as well as progress from students moving from one grade to the next grade. However the subgroup did not meet goals.</p> <p>Economically Disadvantaged Subgroup English: For Altavista Elementary the economically disadvantaged subgroup pass percentages increased 1 percentage point from 2007-08 to 200-09. By grade levels the pass percentages in English increased in fourth and fifth grades from 2007-08 to 2008-09 but third grade decreased by 19% in the same period. Comparing the third grade pass percentages in 2007-08 with the same group as fourth graders the pass percentages increased from 77% to 58%. Comparing the fourth grade group in 2007-08 with the same group as fifth graders in 2008-09, the economically disadvantaged pass percentages increased by 8%. Fifth grade pass percentages increased significantly by 15% between 2007-08 to 2008-09. Area of greatest concern for the economically disadvantaged is third grade reading.</p> <p>From the analysis of assessments results, neither subgroup, black or economically disadvantaged, have met the goals in math and reading and, therefore, need interventions in all grades. Further training is needed in differentiated instruction and literacy stations as well as how to effectively interact and meet the needs of the specific subgroups. Based on data, the greatest attention needs to be placed on math instruction in the third grade for blacks and economically disadvantaged, the transition between third and fourth grade math instruction for blacks and disadvantaged, and reading</p>
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		instruction in third grade.
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 Please provide number of students in each category	Total School Population: 605 Students by Gender: Males: 329 Females: 276 Students by Ethnicity: American Indian/Alaskan native 0 Asian/Pacific Islander 0 African-American, not Hispanic 170 Hispanic 6 White, not Hispanic 405 Other 24 Students by Disability Status: 65 Students by limited English Proficient Status: 2 Students by Migrant Status: 0 Students by Homeless Status: 16 Students by Economically Disadvantaged Status: 284 What grade levels are in your school (e.g. K-8)? Grade levels at Altavista Elementary are Pre-Kindergarten through Fifth Grades. What is your total enrollment? 605
d.	Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that	For the 2010-2011 school year 89 % of the students at Altavista Elementary school will pass the English SOL tests in English for grades 3, 4, and 5. During the same period 87 % of the students will pass the Mathematics SOL tests in grades 3, 4, and 5. For 2010-2011 the subgroups of Economically Disadvantaged and "black" will have an 89% pass rate in grades 3, 4, and 5 within the area of English and an 87% pass rate in the area of math.

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.

Campbell County Schools is implementing the Campbell County Schools Comprehensive Plan with the following objectives and strategies to implement the model:

Objective: To improve the academic outcomes for all students and reduce the achievement gap by implementing researched based instructional strategies to meet the individual needs of each student across the curriculum with a concentration on reading and math.

- Establish a Literacy Team to examine the current Literacy program and use this information to develop a researched based Literacy Plan/Program for Pre-K-12.
- Establish division -wide expectations for use of PALS and provide training for teachers K-3.
- Develop a consistent plan to assess student reading comprehension level throughout the elementary grades.
- Establish division-wide grade level expectations based on research and best practice for end-of-year comprehension reading levels for elementary grades
- Establish a Math Vertical Alignment Team Pre-K-12 to identify areas of weaknesses and issues that impact student achievement; use this information to develop a plan of action to improve mathematical achievement.
- Continually review and revise the pacing guides in reading and math, using pacing guides from similar school divisions successfully exceeding AYP requirements as a model.
- Develop common benchmark assessments (in SOL format) based on pacing guides to provide data for instructional panning and establish common testing windows for test administration at the end of each grading period.

Objective: To develop and implement a professional development program that will give all schools and individual teachers the necessary skills to incorporate Differentiated Instruction into the curriculum.

- Plan and conduct initial D.I. training for training teams from each school, division specialists, and central office staff.
- Develop follow-up calendar that will support initial D.I training
- Organize and develop a book study aimed at teacher leaders and the other at building level administrators
- Provide teacher leaders training regarding classroom management within a differentiated classroom.
- Provide a guided observation session to allow principals the opportunity to observe D.I. in the classroom setting.
- Observe teacher leaders who are prepared to present D.I. in their classrooms.
- Facilitate article review with each of their school's staff.
- Share classroom experiences with faculty through faculty meetings and peer observations.
- Conduct mini-workshops regarding the D.I. model including low-prep strategies.
- Develop draft lesson plans to be posted for analysis
- Observe teachers who are prepared to present D. I. in their classrooms.
- Provide coursework opportunities for teachers regarding D.I.
- Provide professional development opportunities to teachers regarding D.I.
- Develop personal objectives to incorporate the philosophies of D.I. into the classroom.
- Conduct observations and post observations to support implementation of D.I. initiatives.

Campbell County School has plans to regularly engage the school community to inform them of progress toward implementing the model.

Objective: Implement programs, activities, and procedures to involve community, business and civic organizations at each division school

- Form Advisory Council Committees with representatives from each school, area businesses, and civic organizations
- Increase the number of community volunteer projects involving students and staff.
- Assess and coordinate resources and services between community organizations and the division schools.

Objective: Develop and maintain strong relationships with parents to enable them to be informed about and to participate in the education of their children.

- Form a parental advisory committee with appropriate subcommittees to encourage the participation of parents in decision making within the areas of special education, gifted education, school health and other school programs.
- Commit to increasing the number of parental involvement activities and the number of parents attending these activities. These activities will be designed to assist parents in understanding how they can help their children be successful at all levels.
- Provide parent resource centers located at each division school, central office, and other locations frequented by the general public. The centers will provide information about the programs and offerings of Campbell County Schools as well as information useful to parents in their efforts to enhance their children's education.
- Administer needs assessments of current parental involvement activities and work closely with the parental advisory committee to provide meaningful opportunities for parental involvement
- Implement procedures for ongoing communication with parents as a division and at each division school.
- Utilize news media to communicate information concerning school programs and student progress.
- Utilize current trends in technology to communicate information concerning school programs and student progress.
- Implement a Campbell County Focus Group to permit input from all stakeholders and provide critical information to meet four times annually.
- Make students and parents aware of links on the Campbell County website

- Develop local partnerships to enhance community involvement
- Work with local businesses

Campbell County Schools has set aside time and resources sufficient to facilitate the design and ongoing implementation of the model. Campbell County Schools through Title I funds has a Literacy Coach serving AES three days a week and a Math Coach serving AES one day a week. Three Title I reading teachers and one Title I math teacher will assist in analyzing data, identifying student needs, and providing reteaching. The Director of Elementary Education, the Special Education representative, Title I Coordinator, and the Mathematics Instructional Specialist will meet once a month with the principal and Leadership team to analyze data, assess needs, and monitor progress of the indicators for Altavista Elementary School. Professional development on PALS instruction and differentiation of instruction to meet the needs of all students will be ongoing through the 2010-2011 school year with release time provided for teachers to attend trainings. Campbell County will continue to provide Altavista Elementary School with technology training, and support for collecting data, reporting and analyzing the data to make instructional decisions.

Campbell County Schools can demonstrate adequate capacity to implement the model through the ability of personnel to make it happen. Their abilities are improved through professional development and providing the time for scheduling professional development activities during the school day as well as before or after school and on weekends. Substitutes are hired for teachers to attend workshops during the school day and to visit other school systems implementing programs and strategies supported by scientifically based research. Campbell County Schools is constantly examining the daily schedules to maximize instruction and readjust time periods to provide ample instruction time to address needs identified with the analysis of assessment data. Providing training and time for principals to observe formally and informally, to implement walk throughs, to identify the indicators of research based practices evident in the classrooms, to make decisions for needed professional development for individual teachers, and to improve evaluation practices will enable the model to be implemented. Constant updates to technology to assist in assessing students' progress and maintaining data for analysis aids in the implementation.

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. Minutes of District Comprehensive Planning Committee meetings and two School Board meeting agendas will be scanned and attached.

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.

Campbell County Schools will continue to use the Indistar tool to meet the requirements of school improvement reform for Altavista Elementary School. Campbell County Schools will continue to support the reform effort through the objectives and strategies set forth in the Campbell County Comprehensive Plan. Personnel, professional development opportunities for administrators and teachers, technology to support assessment; analysis; and maintenance of data will sustain the reform effort after the funding period ends.

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.

A list of potential candidates from retired administrators and instructional specialists with expertise in assisting the School Improvement Team will be prepared. The Assistant Superintendent of Instruction, the Director of Elementary Education, the Title I Coordinator, and the Altavista Elementary School principal and assistant principal will review the qualifications of the candidates and select the coach.

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

School 1: Altavista Elementary School <input checked="" type="checkbox"/> Reading/English/Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	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 <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	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
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School 4: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 5: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 6: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant
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PART VII: BUDGET

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

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

Division Budget Summary

Division Name: Campbell County 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.

	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.) *Altavista Elementary School is Year I of Title I School Improvement in Strand I
1000 - Personnel	\$48,160.00		\$48,160.00
2000 - Employee Benefits	\$4,000.00		\$4,000.00
3000 - Purchased Services	\$93,040.00		\$93,040.00
4000 - Internal			

Services			
5000 - Other Charges	\$5,658.00		\$5,658.00
6000 - Materials and Supplies	\$24,750.00		\$24,750.00
8000 - Equipment/Capital Outlay			
Total	\$175,608.00		\$175,608.00 (Must Equal Division Allocation)

School Budget Summary

School Name: Altavista Elementary School

Virginia Department of Education Grant Expenditure Requirements

 Yes

X No: Is this school a participant in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute? (Indicate where it is within the budget with a short notation.)

 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.) *Altavista Elementary School is Year I of Title I School Improvement in Strand I
1000 - Personnel	\$48,160.00		\$48,160.00
2000 - Employee Benefits	\$4,000.00		\$4,000.00
3000 -	\$93,040.00		\$93,040.00

Purchased Services			
4000 - Internal Services			
5000 - Other Charges	\$5,658.00		\$5,658.00
6000 - Materials and Supplies	\$24,750.00		\$24,750.00
8000 – Equipment/Capital Outlay			
Total	<i>\$175,608.00</i>		\$175,608.00 (Must Equal School Allocation)

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

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

Division Name: Campbell County Schools

1. Personal Services (1000)

All stipends paid will be for work performed after the regular contractual day. Stipends will be paid to teachers to perform before, after, and/or weekend tutoring for students identified through assessment data as needing remediation in reading and math. Bus drivers will be paid stipends to provide transportation for after school tutoring up to 31 days. Forty teachers will be paid stipends for four one hour after school professional development activities by Literacy and Math coaches at \$15.00 per hour. Collaborative planning stipends will be paid to teachers \$25.00 per hour for two, two hour sessions during the school year before or after school or on weekends. Stipends for School Improvement Team members meeting outside of the regular contractual day for 18 hours during the year at \$25.00 per hour. Title I reading and math teachers as well as prekindergarten teachers will provide in-services to parents at Head Start and local preschools at \$60.00 per session to include planning and presentation. Four times during the year substitutes will provide time for classroom teachers to collaborate for two hours per grade level during the regular school day. Substitutes will teach while classroom teachers attend two ½ day professional development activities during the school day.

Other funding sources provide math and English District Instructional Specialists to provide professional development and analysis of data. The Technology Instructional Specialists provide training in utilizing data systems for assessment, analysis of data, and enhancing instruction to engage students. The Title I Literacy Coaches and Math Coach will provide professional development based on the identified needs of students at Altavista Elementary.

2. Employee Benefits (2000)

FICA payments will be made for teachers and bus drivers who are paid stipends for work over the contractual day in before/after school tutoring, attending professional development activities, meetings to collaborate outside of the regular school day, participating in the School Improvement meetings, and providing in-services to Head Start and local preschools.

3. Purchased Services (3000)

A School Improvement Coach will be hired to assist the Altavista Elementary School Improvement Team in monitor8hg the School Improvement Plan as indicated in Indistar as required by 1003 (a) grant. An educator will be hired to analyze data, work with teachers to administering assessments and make instructional decisions to differentiate instruction to meet the needs of underachieving students, and model lessons for teachers on differentiating the instruction. Retirees will be hired to tutor before and after school or on weekends. The services of a retired principal will be contracted to supervise the building while the principal and/or assistant principal are meeting with teachers for collaborative planning and/or participating in webinars. An outside presenter will be hired to provide professional development for differentiating instruction to meet the needs of the subgroups in reading and math. Professional development will be provided for teachers on how to support and work with parents. An outside presenter will provide workshop training for parents during the day to assist them in meeting the needs of their children academically, emotionally, and physically. Registration for conferences, on-line presentations, and workshops conducted to assist schools in school improvement will be paid for administrators and School Improvement Team members.

Campbell County Schools will contract for additional professional development activities with consultants from Sweet Briar College and UVA on differentiation and PALS.

4. Internal Services (4000)

5. Other Charges (5000)

For parental involvement activities inflatable games will be rented for the Back to School SOL Kick Off Night to encourage more parents to attend with their children. Lodging, meals, and travel costs will be paid for administrators and School Improvement Team members to attend conferences for school improvement ideas. To provide for after school tutoring gas

will be purchased for transportation costs.

6. Materials and Supplies (6000)

The following parental involvement activities which will require food and materials to take home will be provided at Altavista Elementary School during the 2010-2011 year: Two make and take workshops with meals, one in the morning and one in the evening, per grade level (K-5).

The following supplies are needed to provide communication to parents regarding School Improvement: postage, paper, envelopes, ads in newspapers. An open house with refreshments and handouts for business and community members is planned for the beginning of the school year to explain School Choice and School Improvement. Postage, envelopes, and paper will provide communication with Head Start parents and local preschools. Books and learning games will be given to parents at Head Start and local private preschool in-services. To differentiate instruction the teachers use Reading A-Z for downloading leveled readers which require paper, colored duct tape, and toner for copying machines. Teachers will order additional leveled books for guided reading in grades K-5 to further supplement the reading series. Materials will be purchased to make Literacy Work Stations to differentiate instruction with leveled activities while the teachers work with guided reading groups. Binders, dividers, and paper will be used by the School Improvement Team to maintain records and conduct periodic surveys of parents, teachers, and students. To maintain momentum and encourage students as well as reward quick successes reading and math incentives such as books, calculators, learning games, book marks will be purchased to reward students. Treats such as pizza and ice cream will be given to students to celebrate successes. A lap top, case, and zip drives will be purchased for the School Improvement Coach to access Indistar, assessment data, and maintain communication with administrators and staff.

7. Equipment/Capital Outlay (8000)

School Name: Altavista Elementary School

1. Personal Services (1000)

All stipends paid will be for work performed after the regular contractual day. Stipends will be paid to teachers to perform before, after, and/or weekend tutoring for students identified through assessment data as needing remediation in reading and math. Bus drivers will be paid stipends to provide transportation for after school tutoring up to 31 days. Forty teachers will be paid stipends for four one hour after school professional development activities by Literacy and Math coaches at \$15.00 per hour. Collaborative planning stipends will be paid to teachers \$25.00 per hour for two, two hour sessions during the school year before or after school or on weekends. Stipends for School Improvement Team members meeting outside of the regular contractual day for 18 hours during the year at \$25.00 per hour. Title I reading and math teachers as well as prekindergarten teachers will provide in-services to parents at Head Start and local preschools at \$60.00 per session to include planning and presentation. Four times during the year substitutes will provide time for classroom teachers to collaborate for two hours per grade level during the regular school day. Substitutes will teach while classroom teachers attend two ½ day professional development activities during the school day.

Other funding sources provide math and English District Instructional Specialists to provide professional development and analysis of data. The Technology Instructional Specialists provide training in utilizing data systems for assessment, analysis of data, and enhancing instruction to engage students. The Title I Literacy Coaches and Math Coach will provide professional development based on the identified needs of students at Altavista Elementary.

2. Employee Benefits (2000)

FICA payments will be made for teachers and bus drivers who are paid stipends for work over the contractual day in before/after school tutoring, attending professional development activities, meetings to collaborate outside of the regular school day, participating in the School Improvement meetings, and providing in-services to Head Start and local preschools.

3. Purchased Services (3000)

A School Improvement Coach will be hired to assist the Altavista Elementary School Improvement Team in monitor8hg the School Improvement Plan as indicated in Indistar as required by 1003 (a) grant. An educator will be hired to analyze data, work with teachers to administering assessments and make instructional decisions to differentiate instruction to meet the needs of underachieving students, and model lessons for teachers on differentiating the instruction. Retirees will be hired to

tutor before and after school or on weekends. The services of a retired principal will be contracted to supervise the building while the principal and/or assistant principal are meeting with teachers for collaborative planning and/or participating in webinars. An outside presenter will be hired to provide professional development for differentiating instruction to meet the needs of the subgroups in reading and math. Professional development will be provided for teachers on how to support and work with parents. An outside presenter will provide workshop training for parents during the day to assist them in meeting the needs of their children academically, emotionally, and physically. Registration for conferences, on-line presentations, and workshops conducted to assist schools in school improvement will be paid for administrators and School Improvement Team members.

Campbell County Schools will contract for additional professional development activities with consultants from UVA on differentiation and PALS. A School Improvement Coach will be hired to assist the Altavista Elementary School Improvement Team in monitor8hg the

School Improvement Plan as indicated in Indistar as required by 1003 (a) grant. An educator will be hired to analyze data, work with teachers to administering assessments and make instructional decisions to differentiate instruction to meet the needs of underachieving students, and model lessons for teachers on differentiating the instruction. Retirees will be hired to tutor before and after school or on weekends. The services of a retired principal will be contracted to supervise the building while the principal and/or assistant principal are meeting with teachers for collaborative planning and/or participating in webinars. An outside presenter will be hired to provide professional development for differentiating instruction to meet the needs of the subgroups in reading and math. Professional development will be provided for teachers on how to support and work with parents. An outside presenter will provide workshop training for parents during the day to assist them in meeting the needs of their children academically, emotionally, and physically. Registration for conferences, on-line presentations, and workshops conducted to assist schools in school improvement will be paid for administrators and School Improvement Team members.

Campbell County Schools will contract for additional professional development activities with consultants from Sweet Briar College and UVA on differentiation and PALS.

4. Internal Services (4000)

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5. Other Charges (5000)

For parental involvement activities inflatable games will be rented for the Back to School SOL Kick Off Night to encourage
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more parents to attend with their children. Lodging, meals, and travel costs will be paid for administrators and School Improvement Team members to attend conferences for school improvement ideas. To provide for after school tutoring gas will be purchased for transportation costs.

6. Materials and Supplies (6000)

The following parental involvement activities which will require food and materials to take home will be provided at Altavista Elementary School during the 2010-2011 year: Two make and take workshops with meals, one in the morning and one in the evening, per grade level (K-5).

The following supplies are needed to provide communication to parents regarding School Improvement: postage, paper, envelopes, ads in newspapers. An open house with refreshments and handouts for business and community members is planned for the beginning of the school year to explain School Choice and School Improvement. Postage, envelopes, and paper will provide communication with Head Start parents and local preschools. Books and learning games will be given to parents at Head Start and local private preschool in-services. To differentiate instruction the teachers use Reading A-Z for downloading leveled readers which require paper, colored duct tape, and toner for copying machines. Teachers will order additional leveled books for guided reading in grades K-5 to further supplement the reading series. Materials will be purchased to make Literacy Work Stations to differentiate instruction with leveled activities while the teachers work with guided reading groups. Binders, dividers, and paper will be used by the School Improvement Team to maintain records and conduct periodic surveys of parents, teachers, and students. To maintain momentum and encourage students as well as reward quick successes reading and math incentives such as books, calculators, learning games, book marks will be purchased to reward students. Treats such as pizza and ice cream will be given to students to celebrate successes.

A lap top, case, and zip drives will be purchased for the School Improvement Coach to access Indistar, assessment data, and maintain communication with administrators and staff.

7. Equipment/Capital Outlay (8000)

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

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

Expenditure Code Definitions

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

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

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

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

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

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

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

Strand I
(Mentor Coaching Training and Special Education Training)

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

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.)

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.)

Albemarle County	Greer ES	Year I of Title I School Improvement
Alexandria City	Mount Vernon ES	Year I of Title I School Improvement
Alexandria City	Patrick Henry ES	Year I of Title I School Improvement
Alexandria City	Cora Kelly Magnet School	Tier III – 1003g
Alexandria City	Jefferson-Houston ES	Tier III – 1003g
Amherst County	Central ES	Tier III – 1003g
Arlington County	Barcroft ES	Year I of Title I School Improvement
Arlington County	Drew Model ES	Tier III – 1003g
Arlington County	Hoffman-Boston ES	Tier III – 1003g
Arlington County	Randolph ES	Tier III – 1003g
Bedford County	Bedford ES	Year I of Title I School Improvement
Bedford County	Bedford Primary	Year I of Title I School Improvement
Craig County	McCleary ES	Tier III – 1003g
Culpeper County	Sycamore Park ES	Tier III – 1003g
Culpeper County	Pearl Sample ES	Tier III – 1003g
Essex County	Essex Intermediate	Tier III – 1003g
Essex County	Tappahannock ES	Tier III – 1003g
Fauquier County	Grace Miller ES	Year I of Title I School Improvement
Fluvanna County	Central ES	Tier III – 1003g
Fluvanna County	Columbia District ES	Tier III – 1003g
Fluvanna County	Cunningham District ES	Tier III – 1003g
Hampton City	Smith ES	Year I of Title I School Improvement
King George County	King George ES	Tier III – 1003g

King George County	Potomac ES	Tier III – 1003g
King and Queen County	King and Queen ES	Tier III – 1003g
Lancaster County	Lancaster Primary School	Tier III – 1003g
Louisa County	Trevilians ES	Year I of Title I School Improvement
Lunenburg County	Victoria ES	Year I of Title I School Improvement
Newport News City	Sedgefield ES	Tier III – 1003g
Norfolk City	Jacox ES	Year I of Title I School Improvement
Norfolk City	Lindenwood ES	Year I of Title I School Improvement
Northampton County	Kiptopeke ES	Tier III – 1003g
Northampton County	Ocohanock ES	Tier III – 1003g
Orange County	Orange ES	Tier III – 1003g
Orange County	Lightfoot ES	Year I of Title I School Improvement
Orange County	Unionville ES	Year I of Title I School Improvement
Orange County	Gordon Barbour ES	Year I of Title I School Improvement
Petersburg City	A.P. Hill ES	Tier III – 1003g
Petersburg City	J.E.B. Stuart ES	Tier III – 1003g
Petersburg City	Vernon Johns Junior High	Tier III – 1003g
Pittsylvania County	Dan River MS	Tier III – 1003g
Pittsylvania County	Kentuck ES	Tier III – 1003g
Portsmouth City	Brighton ES	Year I of Title I School Improvement
Portsmouth City	Churchland Academy ES	Tier III – 1003g
Pulaski County	Dublin ES	Year I of Title I School Improvement
Pulaski County	Pulaski ES	Tier III – 1003g
Richmond City	Blackwell ES	Year I of Title I School Improvement
Roanoke City	Addison MS	Tier III – 1003g
Roanoke City	Huff Lane Intermediate	Year I of Title I School Improvement
Roanoke City	Round Hill Montessori	Year I of Title I School Improvement
Rockbridge County	Fairfield ES	Year I of Title I School Improvement
Shenandoah County	Ashby Lee ES	Tier III – 1003g
Stafford County	Kate Waller Barrett ES	Year I of Title I School Improvement
Stafford County	Falmouth ES	Year I of Title I School Improvement
Suffolk City	Elephant’s Fork ES	Tier III – 1003g
Warren County	Warren County MS	Year I of Title I School Improvement
Westmoreland County	Washington District ES	Tier III – 1003g
Williamsburg-James City	Montague ES	Year I of Title I School Improvement

Included for Application Completion Only-UVA Lead Turnaround Program

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

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

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

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

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

*These schools have applied for a waiver of identification.

SUMMARY OF CONDITIONS OF AWARD

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

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

Requirement	A Requirement of 1003(g)	A Requirement of 1003(a)
Online Attendance at Mentor Coach Training Webinars (follow-up to summer training)	Yes, if assigned to Strand I	Yes, if assigned to Strand I
Summer Institute Training (July 19-22, 2010), Formative Assessment Module: Checking for Understanding [Training Provided by TeachFirst] <i>(New to the institute schools will be assigned to the Teacher Leader Training.)</i>	Yes, if assigned to Strand III	Yes, if assigned to Strand III
Online Attendance at Formative Assessment Webinars (follow-up to summer training)	Yes, if assigned to Strand III	Yes, if assigned to Strand III
<u>(Division Level)</u> <u>Divisions with Tier III Schools</u> <u>(Exception: Accomack, Green, Lynchburg, and Staunton)</u>		
Use of a Division-Level Coach Model	Yes	No
Continued School Improvement Planning via Indistar™: Division-Level (Center on Innovation and Improvement – CII)	Yes	Yes
Summer Institute Training (July 19-22, 2010), Williamsburg's Marriott) - Division Leadership Support (Training Provided by The College of William and Mary)	Yes	No
Four One-Day Division Leadership Workshops (October, December, February, and April)	Yes	No
Site Visits to Schools with the Division Leadership Support Directors	Yes	No
Attendance at Webinars and Video Conferencing via The College of William and Mary	Yes	No
<u>Special Requirements for Schools Assigned to Strand III of the Summer Institute</u> Schools assigned to Stand III of the July Institute will be required to purchase the support platform for the implementation of TeachFirst's Formative Assessment Series™. (The cost is \$1,950 per school. For information regarding contracting with TeachFirst, please contact John Mullins at (206) 453-2445.)	Yes	Yes, if assigned to Strand III

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Regional Director
301-352-3459

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

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

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Pearson Education

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Research For Better Teaching
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