

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: Fredericksburg City Public Schools
Mailing Address: 817 Princess Anne St., Fredericksburg, VA 22401
Division Contact: Sylvia B. Johnson
Telephone (include extension if applicable): (540) 372-1130 x 2815 Fax: (540) 372-1111
E-mail: sjohnson@cityschools.com

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: Walker-Grant Middle School
Mailing Address: One Learning Lane, Fredericksburg, VA 22401
School Contact: Harry Thomas
Telephone (include extension if applicable): (540) 372-1145 Fax: (540) 891-5449
E-mail: hthomas@cityschools.com

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. David Melton

Date: June 14, 2010

The division will submit one application packet.

- **Application revised August 5, 2010**

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. David Melton _____
Date: June 11, 2011 _____
Signature: D. Melton
Name: D. Melton

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 |
|----------------------------|------------|----------------------------------|-----------------------------------|-------------------|-------------------------------------|------------------------------------|------------------------------------|
| Walker-Grant Middle School | 6 – 8 | | √ | 575 | 50.4% | 10.26% | 12% |
| | | | | | | | |

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:

- 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;
 - Please see attached file labeled” *WGMS Analysis of Subgroup Performance 2008*” and ” *WGMS Analysis of Subgroup Performance 2009*”.
- b. Analyzed student achievement data with identified areas that need improvement;

**Fredericksburg City Public Schools
Standards of Learning Test Results**

| | | 2008 | 2009 |
|----------------|---------------|-------------|-------------|
| | Spring | 2008 | 2009 |
| Grade 6 | Math | 60.5% | 45.8% |
| Grade 7 | Math | 61.1% | 47.3% |
| Grade 8 | Math | 76.8% | 60.0% |

The decline in the student performance in the area of Mathematics grades 6-8 warrants immediate action and intervention by the coach, consultants and administrative team of Walker-Grant Middle School. The decrease in percentage of student performance can be viewed in the chart above, to show that mathematics is an area of need for the school.

A few of the initiatives for the 2009-2010 school year, Walker-Grant Middle school worked to restructure the Mathematics Pacing Guides to add more differentiated instructional activities. The restructuring of these pacing guides also allowed more challenging content to be presented earlier in the calendar school year which provided teachers the ability to spiral back to address areas of weaknesses. Staff also worked to redesign quarterly benchmark assessments and acquired remediation reports based on the targeted subgroups of students with disabilities and socioeconomically disadvantaged. These reports were created showing not only the targeted subgroups but provided guidance on the creation of in-class remediation instructional grouping.

The initiatives for the 2009-2010 school year provided a foundation for the mentioned subgroups; however, more instructional work is being done to improve the students in the subgroups for the 2010-2011 school year. The team will reevaluate the previous year data and meet with teachers in September 2010 to prepare new plans for students in the targeted groups. The faculty will continue to use the strategies listed, in addition to new strategies provided by the coaches.

- 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

Walker-Grant Middle School Demographics 2009-2010
Total Population 575:

| | Grade 6 | Grade 7 | Grade 8 | Total Unique |
|----------------------|---------|---------|---------|--------------|
| Count by grade level | 226 | 170 | 179 | 575 students |
| | | | | |

Percentage of students by gender:

| Gender | Grade 6 | Grade 7 | Grade 8 | Total Unique |
|--------|---------|---------|---------|------------------|
| Male | 47.3% | 57.1% | 47.5% | 289 (population) |
| Female | 52.7% | 42.9% | 52.5% | 286 (population) |

Percentage of students by ethnicity:

| Ethnicity | Grade 6 | Grade 7 | Grade 8 | Total Unique |
|-------------------------------|---------|---------|---------|--------------|
| Unspecified | 1.3% | 0.6% | 1.1% | 6 |
| American Indian/Alaska Native | 0.4% | 0.0% | 0.0% | 1 |
| Asian | 3.1% | 4.1% | 2.2% | 18 |
| Black/Nor of Hispanic Origin | 50.4% | 47.1% | 39.1% | 264 |
| Hispanic | 8.8% | 13.5% | 10.1% | 61 |
| White/not of Hispanic Origin | 35.8% | 34.7% | 47.5% | 225 |

Average Daily Attendance:

| | Grade 6 | Grade 7 | Grade 8 | Total Unique |
|--------------------------|---------|---------|---------|--------------|
| Average Daily Attendance | 95% | 95% | 84% | 94.99 % |

Limited English Proficient:

| | Grade 6 | Grade 7 | Grade 8 | Total Unique |
|----------------------------|---------|---------|---------|--------------|
| Limited English Proficient | 11.06% | 12.3% | 12.8% | |

Migrant Status:

| | Grade 6 | Grade 7 | Grade 8 | Total Unique |
|----------------|---------|---------|---------|--------------|
| Migrant Status | NA | NA | NA | |

Program Enrollment by Grade Level:

| | Grade 6 | Grade 7 | Grade 8 | Total Unique |
|---------------------------|---------|---------|---------|--------------|
| English Language Learners | 25 | 21 | 23 | 69 |
| Special Services | 14 | 21 | 24 | 59 |
| Gifted and Talented | 66 | 56 | 56 | 178 |
| Total Unique | 94 | 92 | 94 | |

Homeless:

| | Grade 6 | Grade 7 | Grade 8 | Total Unique |
|----------|---------|---------|---------|--------------|
| Homeless | 3 | 4 | 2 | 9 students |

Socially Economically Disadvantaged:

| | Grade 6 | Grade 7 | Grade 8 | Total Unique |
|-------------------------------------|---------|---------|---------|--------------|
| Socially Economically Disadvantaged | 53.09% | 50% | 46.9% | 50.4% |

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

School Annual Goals 2010-2011

Mathematics 6-8

Goals and Objectives

Learning Communities

- Maintain a learning community to support teacher learning.
- Meet regularly with colleagues during the school day to plan instruction.
 - establish a common planning time for general education teachers, special education teachers, the math specialist to meet collaboratively
 - successful collaboration with colleagues to increase student achievement
 - meet with administration, coach and consultant to review plan

Evaluation

- Collect and analyze classroom data to inform instruction.
- Design formative and summative documents to determine student understanding and application of math concepts.

Research-Based Decision-Making

- Use of educational research when making instructional decisions
 - analyzing research to make informed instructional decisions
 - Use of educational research and proven strategies when adopting math staff development

Quality Instruction

- To design a master schedule that includes a remediation period in which students may receive additional opportunities to master math skills and concepts within the course of the school day.
- Use of appropriate instructional strategies that help students meet rigorous standards
- Use of various classroom assessment strategies to monitor student progress toward meeting standards (target subgroups as appropriate by grade level).
- Use of instructional interventions to increase student achievement
 - design a master schedule that includes a remediation period in which students may receive additional

opportunities to master math skills and concepts within the course of the school day.

- establish a "Morning Math" remediation program in order to provide an opportunity for students to master basic number and computation/estimation skills
- continue with after-school *Promoting Achievement with Success* (PAWS) remediation program

Professional Staff Development

- **Use of educational research when adopting staff development**

- Participation in long-term and in-depth professional development that mirrors expected instructional methods and desired results
- Participation in professional learning that impacts depth of understanding in mathematics
 - Continue job-embedded staff development during common planning time that includes: general education teachers, special education teachers, the mathematics specialist, mathematics coach and an administrator
- Implementation of new classroom practices as a result of follow-up support
- Use of technology as a component of professional learning

- **Use of job-embedded staff development/collaborative planning**

- mathematics specialist, consultant and coach models research-based instructional strategies
- teachers implements new classroom practices as a result of follow-up support and observation reports
- Use of technology as a component of professional learning

- **Collaborative Planning**

- Continue the use of individual student data and classroom data to plan the next instructional steps
- Continue to focus on the planning and implementation of learning activities that include:
 - problem-solving
 - connection of mathematics concepts/skills to students' daily lives
 - communication in mathematics
 - mathematical representations
 - reasoning and proof

- vocabulary
- use of technology applications in math instruction
- use of manipulatives
- differentiated grouping and math labs

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. Walker-Grant Middle School has engaged the assistance of the Director of Special Programs, Director of Instruction, Mathematics Coach, Educational Data Management Consultant and Mathematics Specialist to create a plan to increase Standards of Learning scores and student achievement for students in grades 6-8.

The 2010-2011 Instructional Mathematics plan includes but is not limited to the following: use of additional manipulative, supplementary reliance on The Virginia Department of Education's Training/Technical Assistance Centers (T/TAC) lesson plans, professional development on the use of ActivBoards in creating additional experiential lessons, professional development process of creating instructional groups by Standards of Learning Strands.

- Education research suggests that at-risk students benefit from an extended learning day. As such, we intend to provide

after school remediation to address academic deficits of identified students. Remediation will be provided twice a week for ten weeks. We will provide remediation services for approximately fifteen students per grade level. Additionally, SOL passing rates will be used as additional criteria for eligibility.

- The LEA has plans to regularly engage the school community to inform them of progress toward implementing the model. Walker-Grant Middle School and the faculty will inform the school community by utilizing the school website, newsletter, PTA meetings, School Committee meetings, Orientation, Back to School Night, division school board televised meetings and parent conferences.
- The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of the model. The Building Leadership Team and Mathematics Department will meet monthly to review the intervention model in place for the Walker-Grant Middle School 2010-2011 school year. The Building Leadership Team is comprised of representatives of all school departments. One key component of the Building Leadership Team is that it is comprised of seven committees/correlates that also work to support the goals of the school. The Mathematics Department, Mathematics Specialist and School Administrators participate in division and regional professional development opportunities. The professional development expertise received at these sessions are then presented at department and/or grade level meetings. Monthly and weekly meetings are held to review and monitor classroom and benchmark assessments, instruction and pacing to enhance student achievement. This monitoring process also allows for flexibility within the plan to be changed to meet the needs of our diverse student population. Consultants, coach and specialist work in conjunction with these scheduled meetings to provide feedback from classroom observations and guidance on how to improve strategies and the delivery of instructional materials.

To further enhance our curriculum the administrative and central office staff will continue to participate in the INDISTAR webinars that address school improvement.

- The LEA can demonstrate adequate capacity to implement the model. With the support of Central Office Staff to include Director of Special Programs, Director of Instruction, Mathematics Coach, consultant and Walker-Grant Middle School Mathematics Specialist; the team review data, lesson plans, goals and observation reports of identified areas in need of improvement for Mathematics 6, Mathematics 7 and Mathematics 8. Revision will be monitored and changed as needed according to student performance on classroom assessments and benchmark tests.

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.**

Walker-Grant Middle School currently has no policies or practices within the division or school level that will impede implementation of the 1003(a) grant initiatives.

The school board does not require any special action to implement the requirements of the 1003(a). As of last year, all initiatives were approved for implementation.

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;
Walker-Grant Middle School will continue to make use of the Indistar tool, use of School Net Data Management Program to inform, coach, sustain, track, monitor and report all efforts towards school improvement in the areas needed. The Building Leadership Team, Mathematics Department, Walker-Grant Middle School Mathematics Specialist, Mathematics Department Chair, Walker-Grant Middle Administration, Director of Instruction and the Director of Special Programs will meet and review all targeted area data to assess and plan as needed.
- Division plan and budget for sustaining the reform effort.
Fredericksburg City Public Schools will fund the Mathematics Department Chair position and highly qualified teachers to continue implementation of the reform efforts to support Mathematics instruction.

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
- Common planning time to plan and modify instruction
- Observing teachers and providing reports to Walker-Grant Middle School administration to improve overall instruction

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: The Director of Special Programs received recommendations from a Mathematics Coach that demonstrated success in other school divisions. The recommended coach candidate came to our attention highly regarded by her colleagues. She brings with her outstanding recommendations and an enormous amount of skill and expertise in the field. Upon the recommendation, an interview was scheduled with Director of Special Programs and the Walker-Grant Middle School Principal. After the interview and final review of her credentials, the candidate was determined to be the best applicant for the coach position.

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

| | | |
|---|---|---|
| School 1: Walker-Grant Middle School <input type="checkbox"/> Reading/English/Language Arts <input checked="" type="checkbox"/> Mathematics | School 2: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics | School 3: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics |
|---|---|---|

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

PART VII: BUDGET

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

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

Division Budget Summary

Division Name: Fredericksburg City Public Schools

Virginia Department of Education Grant Expenditure Requirements

Note 1

Divisions must ensure that 1003(a), year one School Improvement, applicant schools participating in Strand III (TeachFirst Formative Assessment) of the July 19-22, 2010, institute include the purchase of the TeachFirst Formative Assessment platform in their budgets. The total expenditures from all Strand III schools must be included in the division summary budget.

Cost: \$1,950 per school

Yes No: Does the division have schools participating in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute?

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

| | School Year 2010-2011 | | |
|-------------------|---|-------------|---|
| Expenditure Codes | ESEA 1003(a) Funds [Funds must be encumbered by September 30, 2011.] | Other Funds | Total Across Object Codes (Do not include "other" funds.) |
| 1000 - Personnel | | | |
| 2000 - Employee | | | |

| | | | |
|--|--------------|--|---|
| Benefits | | | |
| 3000 - Purchased Services | \$169,900.00 | | \$169,900.00 |
| 4000 - Internal Services | | | |
| 5000 - Other Charges | \$5,708.00 | | \$5,708.00 |
| 6000 - Materials and Supplies | | | |
| 8000 - Equipment/Capital Outlay | | | |
| Total | \$175,608.00 | | (Must Equal Division Allocation) |

School Budget Summary

School Name: Walker-Grant Middle School

Virginia Department of Education Grant Expenditure Requirements

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

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

| School Year 2010-2011 | | | |
|----------------------------------|--|--------------------|---|
| Expenditure Codes | ESEA 1003(a)Funds [Funds must be encumbered by September 30, 2011.] | Other Funds | Total Across Object Codes (Do not include "other" funds.) |
| 1000 - | | | |

| | | | |
|--|--------------|--|---------------------------------------|
| Personnel | | | |
| 2000 - Employee Benefits | | | |
| 3000 - Purchased Services | \$169,900.00 | | \$169,900.00 |
| 4000 - Internal Services | | | |
| 5000 - Other Charges | \$5,708.00 | | \$5,708.00 |
| 6000 - Materials and Supplies | | | |
| 8000 - Equipment/Capital Outlay | | | |
| Total | \$175,608.00 | | (Must Equal School Allocation) |
| | | | |

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

how the school improvement 1003(a) funds as well as other funding sources will be used to support school improvement activities.

Division Name: Fredericksburg City Public Schools

1. Personal Services (1000)

2. Employee Benefits (2000)

3. Purchased Services (3000)

School Improvement Coach: Direct responsibilities under 1003(a) grant to include Virginia Department of Education responsibilities with school division and school follow-up.

School Improvement Consultant: Oversight of Title I support services (extended day programs to include supplemental educational services, coordinating volunteer or in-other school tutorial programs), professional development for Title I and school staff, parent involvement programs, business and school partnerships, other supplemental school programs or initiatives to support Title I, Part A.

Educational Data Management Consultant:

- The consultant will complete a comprehensive instructional reform plan that will include the following required activities:
- Use data to identify and implement an instructional program that is research based and vertically aligned mathematics standards. These activities and plans will be aligned with State academic standards; and
- The consultant will promote the continuous use of student data (to include, but not limited to: formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of our students.

Staff Development Services: Teachers will receive a stipend to provide lesson plans, experiential activities and assessments based on the SOL strands that need to be remediated. Teachers will provide this instruction over the course of one semester.

4. Internal Services (4000)

5. Other Charges (5000)

Expenses to include mileage, lodging, food and miscellaneous expenses that will be incurred by faculty of Walker-Grant Middle School to support student achievement.

6. Materials and Supplies (6000)

7. Equipment/Capital Outlay (8000)

School Name: Walker-Grant Middle School

1. Personal Services (1000)

2. Employee Benefits (2000)

3. Purchased Services (3000)

School Improvement Coach: Direct responsibilities under 1003(a) grant to include Virginia Department of Education responsibilities with school division and school follow-up.

School Improvement Consultant: Oversight of Title I support services (extended day programs to include supplemental educational services, coordinating volunteer or in-school tutorial programs), professional development for Title I and school staff, parent involvement programs, business and school partnerships, other supplemental school programs or initiatives to support Title I, Part A.

Educational Data Management Consultant:

- The consultant will complete a comprehensive instructional reform plan that will include the following required activities:
- Use data to identify and implement an instructional program that is research based and vertically aligned mathematics standards. These activities and plans will be aligned with State academic standards; and
- The consultant will promote the continuous use of student data (to include, but not limited to: formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of our students.

Staff Development Services: Teachers will receive a stipend to provide lesson plans, experiential activities and assessments based on

the SOL strands that need to be remediated. Teachers will provide this instruction over the course of one semester.

4. Internal Services (4000)

5. Other Charges (5000)

Expenses to include mileage, lodging, food and miscellaneous expenses that will be incurred by faculty of Walker-Grant Middle School to support student achievement.

6. Materials and Supplies (6000)

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.

Strand I: <http://www.cpe.vt.edu/reg/nci-s1>

For divisions marked with an asterisk (*): Division contact registers for Strand II.

| | | |
|----------------------|------------------------|--------------------------------------|
| Accomack County | Nandua MS | Year I of Title I School Improvement |
| Accomack County | Arcadia MS | Year I of Title I School Improvement |
| Accomack County | Kegotank ES | Year I of Title I School Improvement |
| Accomack County | Metompkin ES | Year I of Title I School Improvement |
| Alexandria City* | Washington MS | Year I of Title I School Improvement |
| Alexandria City* | Washington MS 2 | Year I of Title I School Improvement |
| Alexandria City* | Hammond MS | Year I of Title I School Improvement |
| Alexandria City* | Hammond MS 2 | Year I of Title I School Improvement |
| Alexandria City* | Hammond MS 3 | Year I of Title I School Improvement |
| Alexandria City* | Ramsay ES | Year I of Title I School Improvement |
| Brunswick County | Red Oak-Sturgeon ES | Year I of Title I School Improvement |
| Campbell County | Altavista ES | Year I of Title I School Improvement |
| Charles City County | Charles City County ES | Tier III – 1003g |
| Franklin City | Franklin HS | Tier III – 1003g |
| Fredericksburg City* | Walker-Grant MS | Year 1 of Title I School Improvement |
| Greene County | Nathaniel Greene ES | Year I of Title I School Improvement |
| Greene County | Greene County Primary | Year I of Title I School Improvement |
| Greensville County | Greensville ES | Year I of Title I School Improvement |
| Hampton City* | Mallory ES | Tier III – 1003g |
| Henrico County* | Highland Springs ES | Year I of Title I School Improvement |
| Henrico County* | Adams ES | Year I of Title I School Improvement |
| Lynchburg City | Perrymont ES | Year I of Title I School Improvement |

| | | |
|--------------------|---------------------|--------------------------------------|
| Middlesex County | Middlesex ES | Year I of Title I School Improvement |
| Newport News City* | L.F. Palmer ES | Tier III – 1003g |
| Roanoke City* | Hurt Park ES | Tier III – 1003g |
| Roanoke City* | William Fleming HS | Tier III – 1003g |
| Shenandoah County | Sandy Hook ES | Year I of Title I School Improvement |
| Smyth County | Marion Intermediate | Year I of Title I School Improvement |
| Smyth County | Marion Primary | Year I of Title I School Improvement |
| Staunton City | Ware ES | Year I of Title I School Improvement |
| Suffolk City* | Benn Jr. ES | Year I of Title I School Improvement |
| Suffolk City* | Mount Zion ES | Year I of Title I School Improvement |
| Warren County* | Wilson Morrison ES | Year I of Title I School Improvement |

Strand II

(Division Leadership Support Training)

The **Title I Director** or **Director of Instruction of Returning* Divisions** must register for this strand of the summer institute.

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

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

| | | |
|---------------------|-----------------------|-----------------------------|
| Albemarle County | Henrico County | Richmond City |
| Alexandria City | King George County | Roanoke City |
| Amherst County | King and Queen County | Rockbridge County |
| Arlington County | Lancaster County | Shenandoah County |
| Bedford County | Louisa County | Stafford County |
| Craig County | Lunenburg County | Suffolk City |
| Culpeper County | Newport News City | Warren County |
| Essex County | Norfolk City | Westmoreland County |
| Fairfax County | Northampton County | Williamsburg-James City Co. |
| Fauquier County | Orange County | |
| Fluvanna County | Petersburg City | |
| Franklin City | Pittsylvania County | |
| Fredericksburg City | Portsmouth City | |
| Hampton City | Pulaski County | |

**Strand III
(Formative Assessment™ Training)**

The **Returning* Building Principal** and the **Returning 1003g School Coach** must register for this strand of the summer institute.

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

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

| | | |
|-----------------------|--------------------------|--------------------------------------|
| Albemarle County | Greer ES | Year I of Title I School Improvement |
| Alexandria City | Mount Vernon ES | Year I of Title I School Improvement |
| Alexandria City | Patrick Henry ES | Year I of Title I School Improvement |
| Alexandria City | Cora Kelly Magnet School | Tier III – 1003g |
| Alexandria City | Jefferson-Houston ES | Tier III – 1003g |
| Amherst County | Central ES | Tier III – 1003g |
| Arlington County | Barcroft ES | Year I of Title I School Improvement |
| Arlington County | Drew Model ES | Tier III – 1003g |
| Arlington County | Hoffman-Boston ES | Tier III – 1003g |
| Arlington County | Randolph ES | Tier III – 1003g |
| Bedford County | Bedford ES | Year I of Title I School Improvement |
| Bedford County | Bedford Primary | Year I of Title I School Improvement |
| Craig County | McCleary ES | Tier III – 1003g |
| Culpeper County | Sycamore Park ES | Tier III – 1003g |
| Culpeper County | Pearl Sample ES | Tier III – 1003g |
| Essex County | Essex Intermediate | Tier III – 1003g |
| Essex County | Tappahannock ES | Tier III – 1003g |
| Fauquier County | Grace Miller ES | Year I of Title I School Improvement |
| Fluvanna County | Central ES | Tier III – 1003g |
| Fluvanna County | Columbia District ES | Tier III – 1003g |
| Fluvanna County | Cunningham District ES | Tier III – 1003g |
| Hampton City | Smith ES | Year I of Title I School Improvement |
| King George County | King George ES | Tier III – 1003g |
| King George County | Potomac ES | Tier III – 1003g |
| King and Queen County | King and Queen ES | Tier III – 1003g |
| Lancaster County | Lancaster Primary School | Tier III – 1003g |
| Louisa County | Trevilians ES | Year I of Title I School Improvement |
| Lunenburg County | Victoria ES | Year I of Title I School Improvement |
| Newport News City | Sedgefield ES | Tier III – 1003g |
| Norfolk City | Jacox ES | Year I of Title I School Improvement |
| Norfolk City | Lindenwood ES | Year I of Title I School Improvement |
| Northampton County | Kiptopeke ES | Tier III – 1003g |
| Northampton County | Ocohanock ES | Tier III – 1003g |
| Orange County | Orange ES | Tier III – 1003g |

| | | |
|-------------------------|--------------------------|--------------------------------------|
| Orange County | Lightfoot ES | Year I of Title I School Improvement |
| Orange County | Unionville ES | Year I of Title I School Improvement |
| Orange County | Gordon Barbour ES | Year I of Title I School Improvement |
| Petersburg City | A.P. Hill ES | Tier III – 1003g |
| Petersburg City | J.E.B. Stuart ES | Tier III – 1003g |
| Petersburg City | Vernon Johns Junior High | Tier III – 1003g |
| Pittsylvania County | Dan River MS | Tier III – 1003g |
| Pittsylvania County | Kentuck ES | Tier III – 1003g |
| Portsmouth City | Brighton ES | Year I of Title I School Improvement |
| Portsmouth City | Churchland Academy ES | Tier III – 1003g |
| Pulaski County | Dublin ES | Year I of Title I School Improvement |
| Pulaski County | Pulaski ES | Tier III – 1003g |
| Richmond City | Blackwell ES | Year I of Title I School Improvement |
| Roanoke City | Addison MS | Tier III – 1003g |
| Roanoke City | Huff Lane Intermediate | Year I of Title I School Improvement |
| Roanoke City | Round Hill Montessori | Year I of Title I School Improvement |
| Rockbridge County | Fairfield ES | Year I of Title I School Improvement |
| Shenandoah County | Ashby Lee ES | Tier III – 1003g |
| Stafford County | Kate Waller Barrett ES | Year I of Title I School Improvement |
| Stafford County | Falmouth ES | Year I of Title I School Improvement |
| Suffolk City | Elephant's Fork ES | Tier III – 1003g |
| Warren County | Warren County MS | Year I of Title I School Improvement |
| Westmoreland County | Washington District ES | Tier III – 1003g |
| Williamsburg-James City | Montague ES | Year I of Title I School Improvement |

Included for Application Completion Only-UVA Lead Turnaround Program

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

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

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

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

Strand IV: <http://www.cpe.vt.edu/reg/nci-s4>

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

*These schools have applied for a waiver of identification.

SUMMARY OF CONDITIONS OF AWARD

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

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

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

| | | |
|---|--|--|
| TeachFirst, please contact John Mullins at (206) 453-2445.) | | |
|---|--|--|

Attachment C-a

ACHIEVE3000

www.Achieve3000.com

Sonya Coleman
Regional Director
301-352-3459

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

CaseNEX, LLC
<http://www.casenex.com/casenet/index.html>
Griff Fernandez
866- 817- 0726

Classworks
<http://www.classworks.com>
Wayne Brown
804-747-3515

Compass Learning
<http://www.compasslearning.com>
Corey Good
804-651-3508

EdisonLearning, Inc
<http://www.edisonlearning.net/>
Curtiss Stancil, Vice President for Business Development
917-482-4396

Educational Impact
<http://www.educationalimpact.com>
George Elias
215-534-0899

Evans Newton, Inc.
<http://www.evansnewton.com>
Cecily Williams-Blijd
240-695-2479

ISTATION
<http://www.istation.com>
Bob Blevins
866-883-7323

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

Pearson Digital Learning
www.pearsonschool.com

Matt Robeson
804-836-3906
Pearson Education
<http://www.pearsoned.com/>
Fred Bost, Regional VP
Phone: 877-873-1550, x1617
Pearson Tapestry
www.pearsontapestry.com
Steve Watson
843-538-3834

READ NATURALLY INC
<http://www.readnaturally.com>
Ben Weisner
Director, Sales and Marketing
800-788-4085, ext. 8722 (desk)
612-710-5697 (cell)

Research For Better Teaching
<http://www.rbteach.com>
Cynthia Pennoyer
978-263-9449

TeachFirst
<http://www.teachfirst.com>
John Mullin
206.453.2445

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

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

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

