

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: **Greensville County**
Mailing Address: **105 Ruffin Street Emporia, VA 23847**
Division Contact: **Angela B. Wilson, Ph.D.**
Telephone (include extension if applicable): **434-634-3748** Fax: **434-634-3495**
E-mail: **awilson@gcps1.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: **Greensville Elementary School**
Mailing Address: **1101 Sussex Drive Emporia, VA 23847**
School Contact: **Curtis W. Young**
Telephone (include extension if applicable): **434-336-0709** Fax: **434-336-9307**
E-mail: **cyoung@gcps1.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: **Philip L. Worrell, Ph.D.**

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
Greenville Elementary School	PreK-4		X				

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:

Part 1. Student Achievement and Demographic Data

SOL Data for 2007-08

3rd Reading Total

	Pass	Total	Percent Pass
	132	178	74.16%
	14	14	100.00%
Total 3rd Reading	146	192	76.04%

4th Reading Total

	147	183	80.33%
	2	2	100.00%
Total 4th Reading	149	185	80.54%

Total School Reading	295	377	78.25%
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Disadvantaged Reading

3rd Grade

	77	106	72.64%
	12	12	
Total 3rd Disadvan	89	118	75.42%

4th Grade

	89	119	74.79%
	2	2	
Total 4th Disadvan	91	121	75.21%
Total School Disadvan	180	239	75.31%

Disability Reading

3rd Grade

8 14 57.14%

9 9

Total 3rd Disabled 17 23 73.91%

4th Grade

10 15 66.67%

2 2

Total 4th disabled 12 17 70.59%

Total School disabled 29 40 72.50%

LEP Reading

3rd Grade Reading

Total 3rd LEP 3 4 75.00%

4th Grade Reading

Total 4th LEP 3 3 100.00%

Total Reading

Total School LEP 6 7 85.71%

Race/ethnicity 3rd Reading

Asian	1	1	
Black	91	132	68.94%
Total 3rd Black	97	138	70.29%
Hispanic	2	3	66.67%
White	38	42	90.48%
Total 3rd White	43	47	91.49%

Race/Ethnicity 4th Reading

Asian	1	1	
Black	103	134	
	109	140	77.86%
Hispanic	3	3	
White	39	44	
	49	54	90.74%

3rd Math Total

Pass	Total	Percentage
152	179	84.92%
9	9	
161	188	85.64%

Total 3rd Math			
	4th Math Total		
	136	181	75.14%
	2	2	
Total 4th Math	138	183	75.41%
Total Math			
Total Math	299	371	80.59%

Math Disadvantaged			
3rd Grade Math			
	87	107	81.31%
	8	8	
Total 3rd Disadvan	95	115	82.61%
4th Grade Math			
	81	117	69.23%
	2	2	
Total 4th Disadvan	83	119	69.75%
Total Math			
Disadvantaged	178	234	76.07%

Disability Math			
3rd Grade			
	9	14	64.29%
	9	9	
Total 3rd Disabled	18	23	78.26%
4th Grade Math			
	7	15	46.67%
	2	2	
Total 4th Disabled	9	17	52.94%
Total School			
disabled			

3rd Math Race/Ethnicity

Asian	1	1	100.00%
Black	116	139	83.45%
Hispanic	3	3	100.00%
White	44	47	93.62%

4th Math Race/Ethnicity

Asian	1	1	100.00%
Black	106	137	77.37%
Hispanic	3	3	100.00%
White	39	44	88.64%

Pass Rates by Gender

Reading			
3rd Grade Girls	83	106	0.783019
3rd Grade Boys	64	87	0.735632
4th grade Girls	78	97	0.804124
4th Grade Boys	79	96	0.822917
Total Reading			
Girls	161	203	0.793103

Total Boys	143	183	0.781421
Math			
3rd Girls	87	104	0.836538
3rd Boys	78	87	0.896552
4th Girls	65	94	0.691489
4th Boys	73	88	0.829545
Total Math Girls	152	198	0.767677
Total Math Boys	151	175	0.862857

SOL Data for 08-09

Reading

	Pass	Total Testing	%
3rd Reading	145	195	74.36%
3rd VAAP and VGLA	20	20	100.00%
Total 3rd Reading	165	215	76.74%
4th Reading	148	179	82.68%
4th VAAP and VGLA	14	14	100.00%
Total 4th Reading	162	193	83.94%
Total School Reading	489	601	81.36%

3rd Grade Disadvantaged	129	177	72.88%
VAAP and VGLA	20	20	100.00%
Total 3rd Disadvantaged	149	197	75.63%
4th grade Disadvantaged	122	150	81.33%
VAAP and VGLA	12	12	100.00%
Total 4th Disadvantaged	134	162	82.72%
Total School Disadvantaged	283	359	78.83%

3rd Disabled	8	16	50.00%
VAAP and VGLA	20	20	100.00%
Total 3rd disabled	28	36	77.78%
4th Disabled	5	5	100.00%
VAAP and VGLA	14	14	100.00%
Total 4th Disabled	19	19	100.00%
Total School Disabled	47	55	85.45%

3rd LEP	2	2	100.00%
4th LEP	4	6	66.67%
Total School LEP	6	8	75.00%

Race/Ethnicity

3rd Asian	1	2	50.00%
3rd Black	97	139	69.78%
VAAP and VGLA Black	19	19	100.00%
Total 3rd Black	116	158	73.42%
3rd Hispanic	4	5	80.00%

3rd White	41	46	89.13%
VAAP and VGLA White	1	1	100.00%
Total 3rd White	42	47	89.36%
4th Asian	1	1	100.00%
v Asian	1	1	100.00%
Total 4th Asian	2	2	100.00%
4th Black	107	132	81.06%
V Black	10	10	100.00%
Total 4th Black	117	142	82.39%
4th Hispanic	2	4	50.00%
4th White	38	42	90.48%
V White	3	3	100.00%
Total 4th White	41	45	91.11%
Gender			
3rd Female	74	98	75.51%
VAAP and VGLA Female	7	7	100.00%
Total 3rd Female	81	105	77.14%
3rd Male	71	97	73.20%
VAAP and VGLA Male	13	13	100.00%
Total 3rd Male	84	110	76.36%
4th Female	86	105	81.90%
VAAP and VGLA Female	4	4	100.00%
Total 4th Female	90	109	82.57%
4th Male	62	74	83.78%
VAAP and VGLA Male	10	10	100.00%
Total 4th Male	72	84	85.71%

Math

	Pass	Total Testing	%
3rd Grade Math	142	194	73.20%
3rd VAAP and VGLA	17	17	100.00%
Total 3rd Math	159	211	75.36%
4th Grade Math	145	180	80.56%
4th V	14	14	100.00%
Total 4th Math	159	194	81.96%
Total Math	318	405	78.52%
3rd Disadvantaged	128	177	72.32%
VAAP and VGLA	12	12	100.00%
Total 3rd Disadvantaged	140	189	74.07%
4th disadvantaged	119	151	78.81%
v disadvantaged	12	12	100.00%
Total 4th disadvantaged	131	163	80.37%
Total School disadvantaged	271	352	76.99%
3rd Disabled	10	17	58.82%
VAAP and VGLA	17	17	100.00%
Total 3rd Disabled	27	34	79.41%
4th Disabled	4	5	80.00%
VAAP and VGLA	14	14	100.00%
Total 4th disabled	18	19	94.74%
Total School Disabled	45	53	84.91%
3rd LEP	4	4	100.00%
4th LEP	5	6	83.33%
Total School LEP	9	10	90.00%

Race Ethnicity			
3rd Asian	2	2	100.00%
3rd Black	91	139	65.47%
V Black	14	14	100.00%
Total 3rd Black	105	153	68.63%
3rd Hispanic	5	5	100.00%
3rd White	42	45	93.33%
V White	3	3	100.00%
Total 3rd White	45	48	93.75%
4th Asian	1	1	100.00%
v Asian	1	1	100.00%
Total 4th Asian	2	2	100.00%
4th Black	101	133	75.94%
v Black	10	10	100.00%
Total 4th black	121	143	84.62%
4th Hispanic	4	5	80.00%
4th White	39	41	95.12%
v White	3	3	100.00%
Total 4th white	42	44	95.45%
3rd Female	94	98	95.92%
v Female	6	6	100.00%
Total 3rd Female	100	104	96.15%
3rd Male	68	96	70.83%
v Male	11	11	100.00%
Total 3rd Male	79	107	73.83%
4th Female	81	105	77.14%
v Female	4	4	100.00%
Total 4th Female	85	109	77.98%
4th Male	64	75	85.33%
v Male	10	10	100.00%
Total 4th Male	74	85	87.06%

Total School Female	185	213	86.85%
Total School Male	153	192	79.69%

The annual goal for reading and mathematics has been to exceed the AYP benchmark in every subgroup.

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: Since the fall of 2009, the Principal and School Improvement Team at Greensville Elementary School have used the CII Tool (Indistar) to establish a plan for school improvement that is aligned with the State Transformation Model. This tool has been used to identify the indicators appropriate to the school's needs for improvement, and to track progress of development and implementation tasks. Implementation of tasks began during the 2009-10 school year, and will continue during the summer and throughout the 2010-11 school year. The Principal and School Improvement Team will continue to meet regularly, and to provide updated information to the full staff, as well as to parents through regular updates through the PTO. The Team will continue to work closely with the Assistant Superintendent to maintain strong system of assistance and support from Central Office Staff. Periodic updates of progress will also be provided to the local School Board. Greensville Elementary School has the benefit of Highly Qualified administrative and teaching staff, a DOE-appointed School Improvement Coach, and a cooperative working relationship with staff at Central Office. An area of focus for this project is to continue to build capacity to increase the capability of existing staff to deliver reading instruction in a manner that produces greater gains in student achievement.

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: Beginning October 2009, the Principal and School Improvement team met regularly with the Assistant Superintendent to discuss needs; plans; and alignment of needed actions with policies, plans, and priorities of the school division. CII Indicators selected by the school's staff are aligned with the school division's priorities for continuous improvement of educational services, as well as with the School Improvement Plan for this school which was previously approved by the Superintendent and School Board.

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.

The Division and School Improvement Teams are committed to using Indistar to inform, document, track, and report school improvement activities. Focus of this project is on building capacity within the current staffing structure, so that when the project ends, staff will be more capable of providing reading instructional services that produce higher levels of student achievement. When the project ends, annual fees to continue implementation of supplemental instructional programs will be paid through local funds or basic funding for the Title I Program. Ongoing professional development and consultant needs will be maintained with Title I or Title II, Part A funds.

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.

Response: The established process for hiring school staff and/or educational consultants will be used for hiring the School Improvement Coach. Effort will be made to find a full time (or nearly full time) School Improvement Coach with the following qualifications: graduate degree, expertise in the teaching of reading, experience with providing clinical supervision, experience with improving student achievement in reading, strong organizational skills, strong communication skills. Current and retired school personnel as well as independent education consultants will be considered for the position.

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

<p>School 1: Greensville Elementary School</p> <p><input checked="" type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input checked="" type="checkbox"/> Independent Education Contractor/Consultant</p>	<p>School 2: _____</p> <p><input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant</p>	<p>School 3: _____</p> <p><input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant</p>
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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: Greenville County Public Schools

Virginia Department of Education Grant Expenditure Requirements

Note 1

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

Cost: \$1,950 per school

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

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

	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	\$132,000.00		
4000 - Internal Services			

5000 - Other Charges	\$ 36,860.50		
6000 - Materials and Supplies	\$ 6,747.50		
8000 – Equipment/Ca pital Outlay			
Total	\$175,608.00		(Must Equal Division Allocation)

School Budget Summary

School Name: Greensville Elementary School

Virginia Department of Education Grant Expenditure Requirements

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

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

	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	\$132,000.00		
4000 - Internal Services			
5000 - Other Charges	\$ 36,860.50		
6000 - Materials and Supplies	\$ 6,747.50		
8000 - Equipment/Capital Outlay			
<i>Total</i>	\$175,608.00		(Must Equal School Allocation)

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: Greenville County Public Schools

1. Personal Services (1000)

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2. Employee Benefits (2000)

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3. Purchased Services (3000)

Consultant Fees
- School Improvement Coach – \$75,000.00
- Reading Consultant Services – 50 days @ \$750 per day - \$37,500
- Other Consultant Services – 20 days @ \$750 per day - \$15,000
Registration fees for teacher and administrator out-of-district workshop training
- Reading conferences and workshops – 30 registrations @ \$150 each - \$4,500

4. Internal Services (4000)

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5. Other Charges (5000)

Travel
- Mileage for School Improvement Coach – 130 miles/day for 100 days - \$6,565.00
- Mileage for Reading Consultant(s) – 130 miles/day for 50 days – \$3,282.50
- Mileage for Other Consultant(s) – 130 miles/day for 20 days - \$1,313.00
- Lodging for Coach and Consultants – 100 stays @ \$90.00 - \$9,000.00

- Meals for Coach and Consultants – 170 meals @ \$30 - \$5,100
- Lodging for teacher and administrator out-of-district training – 60 stays @ \$100.00 - \$6,000.00
- Meals for teacher and administrator out-of-district training – 120 meals @ \$30 - \$3,600
- Lodging and Meals for required Summer Institute (July 19 – 22) – 5 participants @ \$400.00 - \$2,000.00

6. Materials and Supplies (6000)

Materials and Supplies for Training and Implementation - \$6,747.50

7. Equipment/Capital Outlay (8000)

School Name: Greenville Elementary School

1. Personal Services (1000)

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2. Employee Benefits (2000)

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3. Purchased Services (3000)

Consultant Fees <ul style="list-style-type: none">- School Improvement Coach – \$75,000.00- Reading Consultant Services – 50 days @ \$750 per day - \$37,500- Other Consultant Services – 20 days @ \$750 per day - \$15,000 Registration fees for teacher and administrator out-of-district workshop training <ul style="list-style-type: none">- Reading conferences and workshops – 30 registrations @ \$150 each - \$4,500
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4. Internal Services (4000)

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5. Other Charges (5000)

Travel <ul style="list-style-type: none">- Mileage for School Improvement Coach – 130 miles/day for 100 days - \$6,565.00- Mileage for Reading Consultant(s) – 130 miles/day for 50 days – \$3,282.50- Mileage for Other Consultant(s) – 130 miles/day for 20 days - \$1,313.00- Lodging for Coach and Consultants – 100 stays @ \$90.00 - \$9,000.00- Meals for Coach and Consultants – 170 meals @ \$30 - \$5,100- Lodging for teacher and administrator out-of-district training – 60 stays @ \$100.00 - \$6,000.00- Meals for teacher and administrator out-of-district training – 120 meals @ \$30 - \$3,600

- Lodging and Meals for required Summer Institute (July 19 – 22) – 5 participants @ \$400.00 - \$2,000.00

6. Materials and Supplies (6000)

Materials and Supplies for Training and Implementation - \$6,747.50

7. Equipment/Capital Outlay (8000)

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

Expenditure Code Definitions

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

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

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

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

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

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

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

Strand I
(Mentor Coaching Training and Special Education Training)
 The **New* 1003g Coach**, the **New Building Principal**, a **Special Education Teacher**, and a **New Division Contact Person** must register for this strand of the summer institute.
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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Compass Learning
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