

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: _Hampton City Schools

Mailing Address: One Franklin Street

Division Contact: Dr. Mildred B. Sexton , Executive Director of Elementary School Leadership/Compensatory Programs

Telephone (include extension if applicable): 757-727-2090 Fax: 757-727-2032

E-mail: msexton@sbo.hampton.k12.va.us

SCHOOL INFORMATION

School Name: Captain John Smith Elementary School

Mailing Address: 370 Woodland Rd. Hampton, Virginia 23669

School Contact: Dr. Lawrence Myers, Principal

Telephone (include extension if applicable): 757-850-5088 Fax: 757-850-5455

E-mail: lmyers@sbo.hampton.k12.va.us

Assurances*: The local educational agency assures that School Improvement 1003(a) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under the *No Child Left Behind Act of 2001* (NCLB).

***SPECIAL DIVISION ASSURANCE, IF ANY.**

DISCUSSED WITH THE DIRECTOR OF THE OFFICE OF SCHOOL IMPROVEMENT MUST BE ATTACHED.

Certification: I hereby certify that, to the best of my knowledge, the information contained in this application is correct.

Superintendent's Signature: _____

Superintendent's Name: _____

Date: _____

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 Assistance School (Check)	Schoolwide Program School (Check)	School Membership	Percent Identified as Disadvantaged	Percent Students with Disabilities	Percent Limited English Proficient
Smith Elementary School	K-5		√	431	61%	8%	<

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: The school will continue to analyze data once the SOL and the 4th quarter benchmark and SOL results are available.

Table:1 Student Achievement and Demographic Data

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; by grade level in the “all students” category and for each AYP subgroup;

Spring Performance Data 2007-2008/2008-2009

Subgroups	NCLB Area	% Passing 2007-2008	% Passing 2008-2009
All Students	English	70	79%
	Mathematics	77	89%
Black	English	64	72%
	Mathematics	71	75%
Hispanic	<	<	<
White	English	81	81%
	Mathematics	86	87%
Students Disabilities	English	52	41%
	Mathematics	68	51%
Disadvantage	English	67	70%
	Mathematics	72	75%
Limited English proficient	<	<	

Grade Level 3 Spring Performance

Subgroups	NCLB Area	% Passing 07-08	% Passing 08-09
All Students	English	61	78
	Mathematics	75	79
Female	English	62	81
	Mathematics	73	
Male	English	60	75
	Mathematics	78	85
Black	English	55	67
	Mathematics	67	85
Hispanic	<	<	<
White	English	68	91
	Mathematics	86	86
Asian	English	-	<
	Mathematics	-	
Students with Disabilities	English	<	38
	Mathematics	<	71
Economically Disadvantage	English	54	69
	Mathematics	71	77

Grade Level 4 Spring Performance Data

Subgroups	NCLB Area	% Passing 07-08	% Passing 08-09
All Students	English	81	76
	Mathematics	75	75
Female	English	89	71
	Mathematics	74	59
Male	English	81	82
	Mathematics	77	91
Black	English	75	68
	Mathematics	72	67
Hispanic	<	<	<
White	English	92	85
	Mathematics	79	86
Asian			
Students with Disabilities	English	<	<
	Mathematics	<	<
Economically Disadvantage	English	81	81
	Mathematics	78	73

Grade Level 5 Spring Performance Data

Subgroups	NCLB Area	% Passing 07-08	% Passing 08-09
All Students	English	71	73
	Mathematics	81	87
Female	English	64	82
	Mathematics	80	88
Male		74	83
Black	English	63	80
	Mathematics		
Hispanic	English	<	<
	Mathematics	<	<
White	English	84	85
	Mathematics	92	89
Asian	English	<	<
	Mathematics	<	<
Students with Disabilities	English	<	76
	Mathematics	<	93
Economically Disadvantage	English	70	76
	Mathematics	81	84

b. Analyzed student achievement data with identified areas that need improvement;

For school year, 2008-2009, Captain John Smith Elementary met all of the AYP requirements in all reporting categories and is a Fully Accredited school. In order to sustain this process, the staff has put into place best practices suggested during state trainings. This includes an emphasis on using formative and summative assessments to plan for early intervention. As a result, during school year 2009-2010, benchmark scores have indicated an increase in performance of minority and students with disabilities.

	Exit interviews with grade 3 teachers (over 3 years) indicated the need for rising grade 3 students to have additional support with decoding and transitioning to become more autonomous with reading during testing. All grade 2 benchmark tests are read to students. Spring 2008-2009 PALS results, identified 18 rising 3 rd grade students for intervention.																								
<p>c. Information about the demographics of the student population to include attendance rate, total number of students, and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status; and</p>	<p>Demographics of Student Population School Year 2009-2010</p> <table border="1"> <thead> <tr> <th>Female:</th> <th>Male:</th> <th>Total:</th> </tr> </thead> <tbody> <tr> <td colspan="3">Attendance Rate</td> </tr> <tr> <td>Minority Students</td> <td>Number: 244</td> <td>Percentage: 58%</td> </tr> <tr> <td>Economically Disadvantage Students</td> <td>Number: 256</td> <td>Percentage: 61%</td> </tr> <tr> <td>Students with Disabilities</td> <td>Number : 36</td> <td>Percentage: 8%</td> </tr> <tr> <td>Limited English Proficiency Student</td> <td>Number: <</td> <td>Percentage: <</td> </tr> <tr> <td>Migrant Students</td> <td>Number: <</td> <td>Percentage: <</td> </tr> <tr> <td>Homeless Students</td> <td>Number: <</td> <td>Percentage: <</td> </tr> </tbody> </table>	Female:	Male:	Total:	Attendance Rate			Minority Students	Number: 244	Percentage: 58%	Economically Disadvantage Students	Number: 256	Percentage: 61%	Students with Disabilities	Number : 36	Percentage: 8%	Limited English Proficiency Student	Number: <	Percentage: <	Migrant Students	Number: <	Percentage: <	Homeless Students	Number: <	Percentage: <
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<p>d. Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics.</p>	<p>Goal 1: 100% of the student will meet or exceed the 89% Annual Measurable Objectives as measured by the SOL English assessment administered in the spring of 2011.</p> <p>Goal 2: 100% of the student will meet or exceed the 87% Annual Measurable Objectives as measured by the SOL Mathematics assessment administered in the spring of 2011.</p>																								

PART III. DESIGN AND IMPLEMENT THE INTERVENTION FOR EACH SCHOOL

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

Describe the following:

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

Response:

Once the application is approved, the school leadership team, the coach and the Director of Elementary School Leadership/Compensatory programs will begin to put the plan into action. Division level support teams have been alerted to the component of the Transformational Model for Level III schools. The University of Virginia and other external agencies have been alerted to the possibility of their support of the implementation of the model.

The coach and technology support person have been contacted for availability. The leadership team is developing the framework for the summer school program and the use of new technology to support instruction and enhance the study groups for the planned coursework.

The school, during the annual school community meeting, will share the plan on and the Transformational Model for Level III schools. The leadership team will communicate their needs from the community to support the model. This session will be taped and placed in the parent involvement center for additional presentation by the Parent Involvement Facilitator. The principal will do a connect-ed message and a short video clip on the school site for the parents and community members. The Director of Elementary School Leadership/Compensatory program will inform the District Leadership Team (DLT) and school board of the model's progress. A central office administrator will continue to participate in webinars, review Rapid Improvement Indicators and assist the school with contracting with Teach-First.

The school can sustain this model with the funding from both division and Title I funds to include set a aside for schools in improvement. In addition, curriculum, accountability, technology teams and school administrators and staff will be trained in and can support differentiated instruction in the areas of: the relationship between differentiation and high quality curriculum, instruction, and assessments; practical recommendations for setting up responsive classrooms: tools for leading educational communities toward change at the classroom, and district levels; using data to drive the curriculum and instruction; strategies for managing a differentiated classroom; and the role of the principal in schools responding to diverse students' needs. Title I in collaboration with other HCS departments will support the Title I schools in their efforts to sustain school improvement initiatives (Title I, Part A Application, 2010-2011).

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.

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

Response: The LEA, Hampton City Schools (HCS) School Board and the District Leadership (DLT) are in the process of revising and reviewing all Division policies as documented in the HCS Board Doc indicated on the board agendas.
<http://www.boarddocs.com/vsba/hampton/Board.nsf/Public>. As of this date, there are no division level policies that would adversely affect the implementation of the State Transformational Model for Level III schools. The school administrator and leadership team have reviewed school policies, all of which are located within the school handbook. No school level policies prohibit the implementation of the Transformational Model.

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 The division will take advantage of decision making planning tools and LEA and school Rapid Improvement Indicators when supporting Captain John Smith in the development of their school improvement plan. The DLT will revise the district plans to reflect the support needed for the State Transformational Model for Level III schools.

Division plan and budget for sustaining the reform effort: During the summer, school leadership team will meet to use academic, survey, climate, discipline and other pertinent data to establish the goals for the school year. During pre-service days, school teams will be assigned the task of establishing research-based strategies to support the goals and objectives. Collaboratively, the school staff refines the plan and the certified staff votes whether or not to accept the plan with a minimum of 90% buy-in. District level teams will be available to support the schools and often serve as members of the planning team. The Executive Director of Elementary School Leadership or designee will meet with the administrator and coaches to identify needs to support and sustain the efforts under the Transformational Model at Smith Elementary School. The Superintendent will continue to meet annually with the principal to review the presentation of an executive summary.

Other district level support provided to monitor the sustainability of the model would include:

- Annually, the school leadership team will continue to develop a Parent Involvement Action Plan (to include community engagement) based on the school improvement goals
- Bi-annually each administrator will meet with the District Leadership Team (DLT) to discuss the schools goals and areas of focus for improvement. Support is given by the DLT.
- Quarterly, the Director of Elementary School Leadership will continue to meet with the school to review the school plan and offer support. As a result of the meeting, the school plan may be amended (in addition the Indistar™ monitoring) and a Title I funded Leadership Coach may be assigned to the school.
- Quarterly, the Director of Accountability, the Title I Coordinator of Accountability and core Curriculum Leaders will continue to meet with school teams to review data.
- Midyear, (i.e. January 29, 2010) Hampton City Schools will continue to provide a School Learning Plan day for school teams to review and revise the school plan. State, local and school base data will be used to determine the focus for school improvement.
- Quarterly, by grade levels, each team will continue to work with the Director of Accountability and division-based curriculum specialist to determine areas of focus. The Title I department members will support their efforts with materials and Title I sponsored professional development.
- Quarterly, a DLT member will meet with the school administrators to discuss teacher competencies in the areas of establishing aligned learning objectives, using assessments to measure student performance and using assessments to make daily and long-range instructional decisions. The coach will administer support where needed.
- Weekly, the Deputy Superintendent of Instruction will continue to meet with the Curriculum Leaders to discuss concerns for focus schools and offers suggestions for support. This information is shared with the DLT weekly to determine additional support needed to support the sustainability and Rapid Improvement Indicators for the school and district.

- Frequently, as indicated in the support plan, the members of the core curriculum departments will continue to support the principal with monitoring and correcting unsound teaching practices and provide targeted job-embedded professional development as a part of the corrective action.
- Weekly, the Title I technology specialist will support teachers with integrating technology in instruction.

Below is a *sample* of the Title I funding allocated to the school (not including salaries for Reading and Mathematic Specialist and Parent Involvement Facilitator) that could be used by the school to sustain the Transformational Model at Captain John Smith Elementary.

Table 2: Sample of School-based Allocation for Smith for School Year 2008-2009

Purpose	Allocation
<i>Instructional Materials:</i> Funds to support the purchase of materials that support the Rapid Improvement Tasks and must be checked for alignment and approved by the district level support staff	\$5,254.74
<i>Professional Development:</i> School funds to support instructional, school climate and leadership development at the school level (funding for conferences is paid out of Title I and division level funds)	\$32,203.52
<i>Parent Involvement:</i> Resources to support SOL nights, and other family and community engagements (does not include Title I district level funding for family literacy and other initiatives that support Smith)	\$3,563.65
<i>Extended Learning:</i> School will submit an In-class Intervention Plan for reading and mathematics tutors to the Title I department (additional funding for after school programs at the division level)	\$21,332.50
Total	\$62,354.41

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
- Using appropriate data to drive decision-making in developing, selecting, and evaluating instructional programs and practices
- Selecting appropriate strategies to individualize classroom instruction

- establishing goals for all students with a focus on subgroup performance
- Developing and evaluating a highly effective school improvement plan via online planning
- Protecting instructional time
- Monitoring student progress and sharing findings
- Promoting a collegial relationship between school administrators, staff, and coach

In the box below, please respond to the following questions:

Describe the process that was used or will be used to select the coach for the schools that will be served with 1003(a) funds - NCLB year one schools. **Coaches must be employed by June 28, 2010, the last day to register for the summer institute.** Use as much space as needed.

Response: Members of Hampton City Schools District Leadership Team, including the Director of Elementary School Leadership /Compensatory Programs, searched for an experienced retired principal with a proven record of sustained school improvement. Dr. Beth Smith is the former principal of Bassette Elementary School and has a reading endorsement. Bassette received a Comprehensive School Reform grant (SY 2001-2002) as a result of having low SOL scores in English. Collaboratively, the administrators and staff members wrote the grant. The entire staff and administrators committed to a series of coursework centered round K-5 reading. Some of the courses included Foundations of Reading and Children’s Literature.

Dr. Smith and the assistant principal led the staff in setting and committing to the school’s goals and values around this initiative. The University of Virginia Professor of Reading became an integral part of supporting the school with the implementation of effective reading strategies and met with the division –level Language Arts Department to gain support of the process.

Dr. Smith and the assistant principal created a series of walkthroughs to monitor the implementation of the research-based strategies and shared findings with the faculty. An early warning system was put in place as a result of the use diagnostic testing and other assessments. Students, potentially, needing special education services were identified early and if identified, placed in general education reading groups unless otherwise indicated in an IEP. All students moved among vertical and horizontal reading groups based on test results. Community volunteers and paid tutors supported those students in need of intervention. Enrichment programs were supported with division level funding as well as community groups funding. Assessment results were also used to focus on the needs of students in subgroups in order to meet their needs.

The staff was able to sustain the changes for six years to include a complete change in administration. As a result of the staff’s commitment to common goals and values, there has been less than a 10% turnover in staff in the last 7 years.

Since retiring, Dr. Smith has served as a long-term substitute for school administrators and is currently serving as an assistant principal at one of Hampton City Schools Title I schools. She has participated in divisional level workshops to keep abreast of the current changes in curriculum and Standards of Learning. Dr. Smith has served as a mentor to new school administrators. One of her former assistant principals was elected the Virginia Assistant Principal of the Year. As a leadership coach, Dr. Smith will bring experiences that meet the requirements above, as well as building capacity for collegiality, professional development and sustainability.

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

School 1:Smith Elementary School

- Reading/English/Language Arts
- Mathematics
- Instructional/Administrative/School Leadership
- Experience as Virginia Department of Education Coach
- University Level School Leadership Experience
- Independent Education Contractor/Consultant

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: Hampton City 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	\$18,287.00		\$18,287.00
2000 - Employee Benefits	\$13,989.00		\$13,989.00
3000 - Purchased Services	\$130,975.00	\$30,000 (Title I set- aside)	\$130,975.00
4000 - Internal Services	\$3,500.00		\$3,500.00
5000 - Other Charges	\$2,000.00		\$2,000.00
6000 - Materials and Supplies	\$4,000.00		\$4,000.00
8000 - Equipment/Ca pital Outlay	\$2,857.00		\$2,857.00
Total	\$175,608.00	\$30,000.00	\$175,608.00

School Budget Summary

School Name: Captain John Smith Elementary

	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	\$18,287.00		\$18,287.00
2000 - Employee Benefits	\$13,989.00		\$13,989.00
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4000 - Internal Services	\$3,500.00		\$3,500.00
5000 - Other Charges	\$2000.00		\$2000.00
6000 - Materials and Supplies	\$4000.00		\$4000.00
8000 – Equipment/Ca pital Outlay	\$2857.00		\$2857.00
Total	\$175,608.00	\$30,000	\$175,608.00

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: HAMPTON CITY SCHOOLS (1 School Captain John Smith)

1. Personal Services (1000)

This line item supports HCS employees for the summer school designed to meet the needs of rising 3rd graders. This includes 3 teachers, 1 librarian and 1 teacher assistant. The summer school will begin mid-June through the first week in August.

2. Employee Benefits (2000)

This line item supports FICA for the summer schools employees.

3. Purchased Services (3000)

This line will serve for contracted services for 1 administrative coach, to include summer hours for the transition of a new principal. Instructional technology support the integration of new technology into the curriculum; and registration for Differentiation of Instruction Symposiums and coursework from The University of Virginia and the cost associated with Teach First.

4. Internal Services (4000)

This line item supports transportation for summers school.

5. Other Charges (5000)

This line item supports travel and hotel reservations for any professional development

6. Materials and Supplies (6000)

This line item supports materials to support summer school for grade 2 students transitioning from grade 2 to grade 3 and

books for coursework.

7. Equipment/Capital Outlay (8000)

This line item supports the purchase of technology to support coursework and new instructional strategies.

School Name: Captain Johns Smith Elementary School

1. Personal Services (1000)

This line item supports HCS employees for the summer school designed to meet the needs of rising 3rd graders. This includes 3 teachers, 1 librarian and 1 teacher assistant. The summer school will begin mid-June through the first week in August.

2. Employee Benefits (2000)

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4. Internal Services (4000)

This line item supports transportation for summer school.

5. Other Charges (5000)

This line item supports travel and hotel reservations for any professional development.

6. Materials and Supplies (6000)

This line item supports materials to support summer school for grade 2 students transitioning from grade 2 to grade 3 and books for coursework.

7. Equipment/Capital Outlay (8000)

This line item supports the purchase of technology to support coursework and new instructional strategies.

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
(Division Level) <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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