

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. Deborah D. Pettit _____

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
Trevilians Elementary	PK-5	*		733	44%	12%	<1%
Trevilians Elementary (new data but incomplete)	PK-5	*		420	44%	10.4%	<1%

PART II: STUDENT ACHIEVEMENT AND DEMOGRAPHIC DATA

The LEA must provide the following information for each of the year one Title I School Improvement schools to be served with 1003(a) funds.

- a. Student achievement data for the past two years (2007-2008, 2008-2009) in reading/language arts and mathematics: by school for the “all students” category and for each AYP subgroup; and by grade level in the “all students” category and for each AYP subgroup;
- b. Analyzed student achievement data with identified areas that need improvement;
- c. Information about the demographics of the student population to include attendance rate, total number of students, and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status; and
- d. Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics.

Response:

Note: Schools should consider providing this information in chart form, and include here.

Trevilians ES AYP Data 2006 -2010
% Pass Rates

Year		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
Grade	Subgroup	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
3	All	75.8	85.7	75.5	80.4	89.7	90.8	85.5	89.2		
	Wht	85.1	94.2	79.4	85.3	92.5	95.5	85.9	92.3		
	Blk	54.5	65.2	58.6	72.4	75.0	71.4	84.6	81.5		
	Econ Dis.	64.1	71.8	63.5	71.2	76.9	87.2	76.9	84.6		
	SWD	80.0	62.5	53.3	60.0	66.7	75.0	53.8	53.8		
4	All	76.9	79.4	80.0	72.7	86.5	85.6	87.6	88.5		
	Wht	76.4	82.8	85.0	80.0	86.8	84.3	93.8	95.4		
	Blk	80.0	60.0	55.0	50.0	82.1	85.2	69.6	68.2		
	Econ Dis.	80.0	65.0	68.9	60.0	77.1	80.9	85.4	82.9		
	SWD	100.0	85.7	38.9	33.3	63.6	54.5	100.0	100.0		
5	All	94.0	75.9	75.6	62.2	87.9	74.1	92.2	92.3		
	Wht	93.0	78.0	77.6	62.7	94.5	82.4	90.0	91.5		
	Blk	95.7	66.7	66.7	58.3	68.2	54.5	92.9	93.1		
	Econ Dis.	83.3	73.3	65.0	45.0	65.2	50.0	90.6	92.5		
	SWD	100.0	61.5	33.3	33.3	63.6	33.3	77.8	81.8		
School	All					85	82	88	90		
	Wht					89	88	89	93		
	Blk					71	66	84	83		
	Econ Dis.					73	72	85	87		
	SWD					51	48	74	74		

Analysis of Data and Target Areas :

Overall there is significant gain in the area of Reading and Mathematics in the past two school years. In looking over data at each grade level there are needs for improvement in Reading in the black subgroup where there was no change (76.9) and also in students with disability which had a significant decrease from (66% to 53%). As a faculty this area has been a concern and the schedule has changed to reflect more collaboration and focus on assessments such as VGLA and online. In addition IEP's have been evaluated for progress in goals and progress.

In fourth grade Reading there was a decrease in achievement among the black subgroup and an improvement in the students with disabilities. Reading declined from (82% to 69%) while students with disabilities improved from (77% to 85%).

In Fifth grade there were gains in all subgroups in Reading and Mathematics which may have been an indication that the change in the master schedule, emphasizing departmentalization was effective.

Overall the areas of focus are in Third Grade reading among economically disadvantaged and students with disabilities and in fourth grade in the among black students.

Trevilians Demographics
2009-2010

Total Student Population	733
Disabilities	(88) 12%
Economically Disadvantaged	(324) 44%
LEP	(4) <1%
Male	(358)

Female	(375)
Homeless	(1)
Unspecified	(73)
American Indian/Alaskan native	(2)
Black	(147)
White	(493)
(Asian)	(3)

**2010-2011
Demographic Information**

The information is incomplete due to redistricting data that has not yet been transferred as well as registration numbers in Kindergarten being low.

Total Student Population	420
Disabilities	(44) 10.4%
Economically Disadvantaged	(184) 44%
LEP	(3) <1%
Male	(200)
Female	(220)
Homeless	(1)
Unspecified	(40)

American Indian/Alaskan native	(2)
Black	(62)
White	(303)
(Asian)	(3)

Goals: (Reading)

1. By the end of the 2010-2011 school year each subgroup in grades 3,4, and 5 will achieve a 90% pass rate on the Reading SOL test in order to achieve Adequate Yearly Progress.

Goals (Mathematics)

1. By the end of the 2010-2011 school year each subgroup in grades 3,4 and 5 will achieve a 90% pass rate on the Mathematics SOL test in order to achieve Adequate Yearly Progress

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:
Transformation Model Implementation for 2010-2011 school year:

1. Plan to Implement the model beginning of the year 2010-2011 Transformation Model

Trevilians
2010-2011

Plan for Implementation

Strategy	Date of Implementation	People Responsible	Follow up
Hire a new Principal	June 1, 2010	Superintendent, Assistant Superintendents, School Board	Monthly Meetings with Assistant Superintendent for Instruction.
Hire an Instructional Coach	July 1, 2010	Assistant Superintendent, School Board	Monthly meeting with Academic Team led by

			Assistant Superintendent
Building Leadership Team Staff Development	June 30, 2010	Leadership Team, Principal, Instructional Coach, Assistant Principal	Monthly meetings with Building Leadership Team and Central Office Liaison
Communicate Plan to the Parents and Community	PTA meetings each month; parent advisory meeting; newsletter, website	Principal, Assistant Principal, Instructional Coach, Grade level Chairs,	Principal, Central office Liaison, Assistant Superintendent for Instruction
Communicate Data, and Improvement Plan to the Instructional Staff of Trevilians	Monthly faculty meetings, grade level meetings, instructional meetings held by the instructional coach	Principal, Assistant Principal, Instructional Coach	Principal, Central office Liaison, Assistant Superintendent for Instruction
Engage in regularly scheduled meetings on progress and interventions	Monthly grade level meetings; monthly faculty meetings with the Principal and the Instructional Coach.		Principal, Central office Liaison, Assistant Superintendent for Instruction

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.**

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.

PART VI: SELECTION OF COACH

The State Transformation Model, which year one schools are implementing, requires schools to use funding to hire a coach that will work with the school in the area(s) that caused the school to enter school improvement. Responsibilities of a coach may include, but are not limited to the following:

Assisting the School Improvement Team in:

- Using appropriate data to:
 - drive decision-making in developing, selecting, and evaluating instructional programs and practices
 - select appropriate strategies to individualize classroom instruction
 - establish goals for all students with a focus on subgroup performance
- Developing and evaluating a highly effective school improvement plan via online planning

- Protecting instructional time
- Monitoring student progress and sharing findings
- Promoting a collegial relationship between school administrators, staff, and coach

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

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

Response:

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;**
- *Use of the Indistar tool to record agendas and minutes of each instructional team meeting during the school year.*
- *Monthly update indistar with progress on the indicators and completion dates on each strategy with accurate documentation.*
 1. *share this document with the faculty during grade level and faculty meetings*
 2. *review the document with the academic team from central office during monthly review meetings*
- ***Division plan and budget for sustaining the reform effort***
- *Continue monthly visits to Trevilians which includes: classroom observations, meeting with the administrative team, instructional coach ,and teachers.*
- *Review progress on county assessments and county pacing guides in Reading and Mathematics*
- *Prioritize budget needs in the area of professional development for both the administrative team and teachers in the areas of Reading and Mathematics*

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

The process used to select an Instructional Coach for Trevilians includes:

- *Advertising with qualifications and responsibilities*
- *Interview potential candidates with Human Resource, Assistant Superintendent, Principal along with a team of teacher leaders.*
- *Recommendation to the Superintendent for final approval*
- *Approval by the School Board*

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

School 1: ___ Trevilians Elementary School <input checked="" type="checkbox"/> Reading/English/Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 2: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 3: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant
School 4: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership	School 5: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership	School 6: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics

<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"/> 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"/> 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

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: ___ Louisa 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	60,608		60,608
2000 - Employee Benefits	20,000		20,000
3000 - Purchased Services	70,000	2500.00	70,000
4000 - Internal Services	6200		6,808
5000 - Other Charges	8500		8,500
6000 - Materials and Supplies	10,300		10,300
8000 - Equipment/Capital Outlay		12,000.00	
Total	175,608		(Must Equal Division Allocation) 175,608

School Budget Summary

School Name: _____ **Trevilians 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	60,608		<i>60,608</i>
2000 – Employee Benefits	20,000		<i>20,000</i>
3000 - Purchased Services	70,000		<i>70,000</i>
4000 - Internal Services	6808		<i>6,808</i>
5000 - Other Charges	8500		<i>8,500</i>
6000 - Materials and Supplies	10,300	6500.00	<i>10,300</i>
8000 – Equipment/Capital Outlay			
Total			(Must Equal School Allocation)

	175,608		175,608
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Duplicate form for each school applying for 1003(a) funding.

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

Division Name: _____ **Louisa County Public Schools**

1. Personal Services (1000)

Funds will be used for the instructional coach

2. Employee Benefits (2000)

Funds will be used for the benefits for the instructional coach

3. Purchased Services (3000)

- Reports on Line benchmark reporting system6000.00
 - Flanagan benchmark test item bank..... 4500.00
 - Contract with Leadership Coach.....39,000.00
 - Math Staff Development with JMU/UVA...8,000.00
 - Reading Staff Development TTAC.... 6,000.00
 - TeachFirst 1950.00
 - Long range planning activities 4550.00
- Long range planning activities 2500.00 (Title IIa funds)

4. Internal Services (4000)

Funds will be used for internal costs; printing as necessary for parental involvement and professional development; Printing

may include but not limited to materials for make and take it. Also newsletters with helpful information about the progress of students as well as hints for working with their child. In addition information about the summer reading program.

5. Other Charges (5000)

Funds will be used for travel for teachers and administrators to professional development conferences; Also funds will be used to cover indirect costs which might occur.

6. Materials and Supplies (6000)

- Materials needed for math remediation and after school tutoring.....3250.00
- Materials needed for test taking strategies on the SOL and benchmark tests....3250.00
- Remediation materials for math and reading 1500.00
- After school Tutoring material.. 2000.00
- Take home materials for parental involvement... 3000.00
- Professional development materials 3500.00 (local operational budget)
- Technology devices for students/teachers 6000.00 (Title IID funds)

7. Equipment/Capital Outlay (8000)

School Name: ___Trevilians Elementary

8. Personal Services (1000)

Funds will be used for the instructional coach

9. Employee Benefits (2000)

Funds will be used for the benefits for the instructional coach

10. Purchased Services (3000)

11. Internal Services (4000)

Funds will be used for internal costs; printing as necessary for parental involvement and professional development; Printing may include but not limited to materials for make and take it. Also newsletters with helpful information about the progress of students as well as hints for working with their child. In addition information about the summer reading program.

12. Other Charges (5000)

Funds will be used for travel for teachers and administrators to professional development conferences; Also funds will be used to cover indirect costs which might occur.

13. Materials and Supplies (6000)

• Technology devices for students/teachers	6000.00 (Title IID funds)
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14. Equipment/Capital Outlay (8000)

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

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

Expenditure Code Definitions

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

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

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

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

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

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

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

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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