

**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: Lunenburg County Public Schools  
Mailing Address: P.O. Box 710  
Division Contact: Marie Gee  
Telephone (include extension if applicable): 434-676-2467 Fax: 434-676-1000  
E-mail: marie.gee@k12LCPS.org

**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: Victoria Elementary School  
Mailing Address: 1521 8<sup>th</sup> St., Victoria, VA 23974  
School Contact: James Abernathy  
Telephone (include extension if applicable): 434-696-2163 Fax: 434-696-2096  
E-mail: james.abernathy@k12LCPS.org

School Name: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_  
School Contact: \_\_\_\_\_  
Telephone (include extension if applicable): \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

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**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: Dora G. Wynn

Date: June 8, 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
Victoria Elementary	K-5		X	445	75.06%	14.6%	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: Below is the student achievement data by grade and subgroup for the past 2 years.

<b>2007-08- Reading</b>	All Students	Black	White	Hispanic	ESL	Economically Disadvantaged	Students with Disabilities
All students	79.06%	78.82%	79.82%	50%	100%	74.26%	50%
3 <sup>rd</sup> Grade	52%	56.25%	67.31%	0	0	56.14%	21.43%
4 <sup>th</sup> Grade	94.83%	92.59%	96.67%	0	0	92.31%	75%
5 <sup>th</sup> Grade	81.03%	84%	78.79%	0	0	75.61%	36.36%
<b>2007-08- Math</b>	All Students	Black	White	Hispanic	ESL	Economically Disadvantaged	Students with Disabilities
All students	79.80%	79.06%	80.86%	50%	0.0%	77.37%	45.45%
3 <sup>rd</sup> Grade	73.49%	65.63%	78%	0	0	56.14%	33.3%
4 <sup>th</sup> Grade	81.36%	88.89%	77.42%	0	0	79.49%	37.50%
5 <sup>th</sup> Grade	89.47%	84%	93.75%	0	0	90%	60%
<b>2008-09- Reading</b>	All Students	Black	White	Hispanic	ESL	Economically Disadvantaged	Students with Disabilities
All students	85.06%	82.65%	86.32%	100%	100%	82.91%	82.05%
3 <sup>rd</sup> Grade	83.33%	76.67%	88.24%	100%	0	77.08%	28.57%
4 <sup>th</sup> Grade	80.82%	84%	78.72%	100%	0	78.85%	50%
5 <sup>th</sup> Grade	81.36%	77.78%	82.76%	100%	0	82.05%	75%
<b>2008-09- Math</b>	All Students	Black	White	Hispanic	ESL	Economically Disadvantaged	Students with Disabilities
All students	84.23%	81.44%	85.71%	100%	0.0%	81.64%	87.17%
3 <sup>rd</sup> Grade	78.46%	68.97%	85.29%	100%	0	70.21%	50%
4 <sup>th</sup> Grade	79.73%	69.23%	85.11%	100%	0	77.36%	80%
5 <sup>th</sup> Grade	89.47%	92.31%	85.71%	100%	0	89.19%	50%

**Analyzed Data:**

Reading continues to be the biggest area of concern for VES with certain subgroups requiring additional concentration; Black, Disadvantaged, and Students with Disabilities. While the numbers may be low in the disabilities groups, the percentage passing is of concern and therefore a need for extra intervention strategies is vital.

Third grade was a target area in 2007-08 and when benchmarks at the mid-year time came back, the principal and Director of Instruction met with each grade level to discuss strategies and plans to get the student where they needed to be. Intensive strategies

were put in place in 3<sup>rd</sup> grade and progress in each subgroup was significant. The plans put in place then are still in practice now, with teachers looking at data to make decisions on students more. In order to try and improve the percentage of students going to 3<sup>rd</sup> grade reading on grade level, Direct Instruction was implemented to all students who were not reading on grade level. We are currently evaluating the effect this has had and monitoring the actual implementation of the program so that we can get more accurate data. This will be continued during the 2009-10 school year. Remediation time that is built into the day is also being looked at more closely, so that not only are students offered extra help each week after-school, they can get more immediate attention during the school day.

**Demographic Data:**

Total Students	Attendance Rate	Gender Boy/Girl	Race/Ethnicity Black/White/Hispanic	Disability Status	LEP Status	Migrant	Homeless	Disadvantaged
450	99%	237/213	180/245/10	65	0	0	0	334

**Annual Goals:**

Annual goals at VES in Reading and Math are well above the state requirement of 75% and 70%, with benchmark cut-offs being set at the AYP goal. While the school was at 85.06% in Reading and 84.23% in Math on SOL's last year, Reading fell below the target slightly in the disadvantaged subgroup. With AYP targets being 83% and 85% this year, expectations need to remain above these for each subgroup. Once SOL and AYP data is in for this year, data will be evaluated to target specific areas and groups but overall achievement in all subjects and subgroups will remain a focus. Close monitoring of the Disadvantaged, Black, and Students with Disabilities will continue.

Another goal or area of focus will be increased use of pre-tests to determine where the students are before instruction and the Learning Plan Grid to level and differentiate instruction for all students. Increased use of the new lab will be scheduled for grades 3-5 and data from the programs will be gathered and evaluated by the grade level and school team.

**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.

Victoria Elementary School, in close partnership with Central Office, will continue working to raise student achievement in all content areas. While Reading has been identified as a concern and is the subject identified for AYP, maintaining and continuing progress in Math, Science and History are important as well. Collaboration with the other elementary school in the district has always been a priority, so meetings are held with both principals to determine staff development needs and instructional strategies that will improve student performance and teacher effectiveness. Teachers will be involved in 2 days of professional development this summer in which they will create Unit Plans that will include pre/post tests, instructional resources with SOL's, and a Learning Plan Grid to level the objectives for differentiation among student groups. Dan Mulligan and Lisa Meyers will help teachers build plans that will encompass an entire unit of study. They will re-emphasize the need for pre and post testing of students so that time is not spent where it isn't needed.

Assessments will be put into Interactive Achievement so that data can be gathered immediately and remediation and interventions can be put in place for each student. Weekly meetings for grade level teams will allow time to plan for students that are not reaching benchmarks. These students will receive remediation during the school day and on Tuesday afternoons after-school. Communication with parents on areas that the student still has not met mastery is vital in helping them understand the need for staying after-school for additional help.

The school improvement team will meet regularly, including the coach and Director of Instruction to see that movement is being made toward goals and strategies listed in the school improvement and division plans on the Indistar site. Monitoring of the progress and updating of goals is essential. The principal will do daily walk-throughs and the coach will be present 2 days per week. He will observe and meet with the principal and Director of Instruction on concerns and successes that he has seen. The team will meet to discuss plans to tweak goals or to put strategies in place to fix issues. Communication between the team and all staff member will be constant with updates presented to the school board periodically as far as remediation and benchmark scores. Parent/Teacher Conferences will occur 4 times during the year, giving teachers a chance to share what students are doing. Benchmark scores, progress reports every 3 weeks and other communication will inform parents early when their child is either falling behind or excelling in an area. Keeping parents up on what their child needs extra help with, aides in their willingness to have the student stay after-school for remediation.

Victoria Elementary School started using Achieve3000 last year for Reading and Plato's Achieve Now for Reading and Math. Achieve3000 targets students in grades 2-5 while Achieve Now has been made available to grades K-2. Achieve Now lets students do Math and Reading adventures on a PlayStation Portable and can be used as a group activity or individually for enrichment and remediation. Coaching for both programs will be continued for the 2010-11 school year beginning at summer school and in August. There are plans to purchase additional PSP's to incorporate Achieve Now into the 3<sup>rd</sup> grade as well. The coach for Plato will attend 2 days of summer school to work through lessons with students on the PSP's, model for the teachers, and introduce the program to

3<sup>rd</sup> grade.

Achieve3000 takes kids at their pace through Reading activities, including writing. A new lab has been put at VES and will be used in grades 3-5 for Achieve3000 and other SOL programs. An additional lab time per week will be added to these grades.

School Improvement funds, along with regular Title I monies, will supply any resources and professional development necessary to secure the implementation of this model. Teachers will begin the school year with schedules for training, lab times for implementation, and will continue to develop unit plans through-out the school year.

#### **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.

#### **Division Improvement Team meeting – May 25<sup>th</sup> :**

##### **Location: School Board Office**

- I. Discuss progress for each school on the established goals set for the areas identified as in need
- II. Share successes and challenges
- III. Planning for next year

##### **Notes:** The people in attendance were:

James Abernathy - principal, Grayson Bagley - principal, Sarah Nicholas – principal, Louise Johnson – Director of SPED, Marie Gee – Director of Instruction, Meri Page Spencer – Parental Involvement Coordinator/parent

The focus of this meeting was to review the goals that had been set by each building for the school year and to evaluate the progress being made. While everyone felt that it had been a successful year, we are still waiting on SOL data to determine AYP status and to target areas of weakness and strength for next year.

Attention was drawn to how to determine if the Direct Instruction that was being implemented was actually paying off for students not reading on grade level. It was pointed out by the Dir. of Instruction that this is hard to pinpoint since neither school was actually getting a lesson a day finished. It was suggested that more time be put into the schedule to allow for the correct amount of time so that we would have good data as to the effectiveness of the program. Principals were also asked to be sure that the new programs were being implemented to the letter so that we could see any benefits. Achieve3000 and Achieve Now are at the elementary level; Apangea Math and Read

Naturally are being used at the middle and high schools. Read Naturally is available for install at the elementary level and training will be provided on this soon. Additional time by students, on these programs, is vital to keep moving forward. Study Island and SOL Pass are available at all 4 schools.

#### **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 school improvement team will meet twice a month to review progress on the plan and goals that have been established for the school. Areas of weakness will be addressed and other areas will be monitored so that student achievement and instruction stays high. Communication between the team members and the rest of the staff is important so that improvement strategies are consistent and continuous. The principal will do daily walk-throughs to monitor on-task and engaged classrooms. All tasks have been completed for the plan for this year and the team will meet once all SOL scores are back to determine goals and paths for the upcoming school-year. Re-teaching and remediation based on data from benchmarks and other assessments will remain a goal with more emphasis being put on pre-testing and common assessments within a grade level.

In the absence of funding, practices will be sustained through the use of other funding sources like Title I. Professional development, if followed up on, will foster continuous growth in weak areas and build on strengths within the building. The new lab will allow access to the new programs for Reading and Math so that students can practice on skills that need remediation and enrich more advanced students. New SmartBoards and Qwizdom sets have been purchased to enhance instruction and for review. The school improvement team will continue to meet and monitor the goals and progress of the instructional practices.

The division plan emphasizes strong instructional practices, including the incorporation of technology, into daily lessons. Strategies learned at school improvement workshops and webinars are shared and implemented in all schools in the division. Principals and other administrative staff meet monthly where good ideas and challenges are shared and discussed. Daily or weekly communication with principals helps the Director of Instruction stay aware of what is happening in the buildings and assist with and instructional decisions. A final evaluation of programs being used will be conducted over the summer when all the SOL data is back. Programs that are not being used to their potential will be stressed so that we know if it is working or not while programs that are not giving the

results that we want will not be continued. New programs, like Achieve3000 and Achieve Now will be monitored for at least another year to see the results. Trainers will be consulted for next year to help teachers with the implementation process and getting the needed data.

## **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:

Lunenburg County Public Schools has been working with a coach for several years. He was a coach through the DOE when first assigned to us. He has worked with both elementary schools in the division and has built a strong relationship with the principals and Director of Instruction. This team of 2 principals, coach, and director is very open with sharing ideas, identifying strengths and weaknesses, and planning strategies that will work within the schools and the division. Our coach brings knowledge and ideas from other divisions and experiences that he has and helps to mold them into something that can be used by Lunenburg. We talk on a regular basis and have even visited other successful schools to see exceptional practices that are working.

The coach will visit the school no less than 2 days per week. During the visits he does walk-throughs of the classrooms, taking note on instructional practices that are great and ones that might need addressing. Student engagement is an area that is also noticed with conferences with the principal afterwards. The coach also communicates with the Director of Instruction by phone, email, and on monthly reports.

Periodically, the principal, coach and Director of Instruction meet to talk about progress or areas of concern. Communication with the Superintendent and the School Board is also vital.

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

<p>School 1: <u>Victoria Elementary</u></p> <p><input type="checkbox"/> Reading/English/Language Arts  <input type="checkbox"/> Mathematics  <input type="checkbox"/> Instructional/Administrative/School Leadership  <input checked="" type="checkbox"/> Experience as Virginia Department of Education Coach  <input type="checkbox"/> University Level School Leadership Experience  <input 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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<p>School 4: _____</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 5: _____</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 6: _____</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:** Lunenburg

**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.**

<b>School Year 2010-2011</b>			
<b>Expenditure Codes</b>	<b>ESEA 1003(a)Funds [Funds must be encumbered by September 30, 2011.]</b>	<b>Other Funds</b>	<b>Total Across Object Codes  (Do not include "other" funds.)</b>
<b>1000 - Personnel</b>	91,362		91,362
<b>2000 - Employee Benefits</b>	7,500		7,500
<b>3000 - Purchased Services</b>	34,550		34,550
<b>4000 - Internal Services</b>			
<b>5000 - Other Charges</b>	10,000		10,000
<b>6000 - Materials and Supplies</b>	32,196		32,196
<b>8000 - Equipment/Ca pital Outlay</b>			
<b>Total</b>	175,608		<b>(Must Equal Division Allocation) \$175,608</b>

**School Budget Summary**

**School Name:** Victoria 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	91,362		91,362
2000 - Employee Benefits	7,500		7,500
3000 - Purchased Services	34,550	\$12,000	34,550
4000 - Internal Services			
5000 - Other Charges	10,000		10,000
6000 - Materials and Supplies	32,196	\$15,000	32,196
8000 - Equipment/Capital Outlay			
<i>Total</i>	175,608		(Must Equal School Allocation) \$175,608

**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:** Lunenburg

1. Personal Services (1000)

Lunenburg County will continue services of a coach using this funding. \$35,000 will allow the coach to be at the school 2 days per week. We will also keep a Data/Remediaion Specialist (\$37,000) at Victoria Elementary School to help put benchmarks and other assessments in the Interactive Achievement site. This person will then run the data from the assessments and help teachers plan for mid-benchmarks to address the areas identified as needing improvement. The principal, coach, and Director of Instruction will also receive copies of the data. An Instructional Assistant (\$19,362) will work with identified students in Reading and Math as well as instruct a group in Direct Instruction and coach teachers on using the data from DI.

2. Employee Benefits (2000)

Benefits will be paid for a full time Data/Remediation Specialist and Instructional Assistant - \$7,500

3. Purchased Services (3000)

Professional development days will be purchased from Achieve3000 (2 days for \$3800), Achieve Now (6 days for \$10,800), Simply Achieve (2 days for \$6000), and Educators for Academic Excellence Consultants – Dan Mulligan (2 days for \$6000). Teach First Formative Assessment platform will be purchased for \$1950 and a math coach will be contracted with to work with teachers in August and then periodically during the school year within the classrooms - \$6000. Dan Mulligan and Lisa Meyers will continue work with teachers on developing unit plans, Interactive Notebooks, and RtI. Title I monies will assist with additional days. Other professional development will be contracted as opportunities arise or needs develop using School Improvement or Title I funds.

4. Internal Services (4000)

5. Other Charges (5000)

Travel for the school coach and math specialist as will as the travel for School Improvement conferences and other

professional conferences that teachers or administrators may attend, will be paid for using these funds.

6. **Materials and Supplies (6000)**

Additional PlayStation Portables will be purchased for grade 3 from Plato Achieve Now - \$6,995. Four additional SmartBoards (\$7200) and Qwizdom sets (\$7000) will be purchased so that access in the classrooms will be easier for teachers. Computers (\$1000) and/or projectors (\$900) will be purchased to maintain the classroom carts. A maximum of 10 will be purchased.

7. **Equipment/Capital Outlay (8000)**

**School Name:** \_\_\_\_\_

1. Personal Services (1000)

2. Employee Benefits (2000)

3. Purchased Services (3000)

4. Internal Services (4000)

5. Other Charges (5000)

6. Materials and Supplies (6000)

7. Equipment/Capital Outlay (8000)

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

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

### **Expenditure Code Definitions**

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

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

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

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

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

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

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

**Strand I**  
**(Mentor Coaching Training and Special Education Training)**

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

**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)
<b>Requirements for Tier I and Tier II Schools and Divisions (Other Schools As Indicated)</b>		
<b><u>School Level</u></b>		
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

<b>Requirement</b>	<b>A Requirement of 1003(g)</b>	<b>A Requirement of 1003(a)</b>
<b>(Division Level)</b> <b><u>Divisions with Tier I and Tier II Schools</u></b>		
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
<b>Requirements for Tier III Schools and Divisions</b>		
<b><u>School Level</u></b>		
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

<b>Requirement</b>	<b>A Requirement of 1003(g)</b>	<b>A Requirement of 1003(a)</b>
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
<b><u>(Division Level)</u></b> <b><u>Divisions with Tier III Schools</u></b> <b><u>(Exception: Accomack, Green, Lynchburg, and Staunton)</u></b>		
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
<b><u>Special Requirements for Schools Assigned to Strand III of the Summer Institute</u></b>  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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Sonya Coleman  
Regional Director  
301-352-3459

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

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

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

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

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

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

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

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

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

Pearson Digital Learning  
[www.pearsonschool.com](http://www.pearsonschool.com)  
Matt Robeson  
804-836-3906

Pearson Education  
<http://www.pearsoned.com/>  
Fred Bost, Regional VP  
Phone: 877-873-1550, x1617  
Pearson Tapestry  
[www.pearsontapestry.com](http://www.pearsontapestry.com)  
Steve Watson  
843-538-3834

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Ben Weisner  
Director, Sales and Marketing  
800-788-4085, ext. 8722 (desk)  
612-710-5697 (cell)

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

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

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

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

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