

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: Lynchburg City Schools

Mailing Address: 915 Court St., Lynchburg, VA 24505

Division Contact: Michael K. Rudder, Director of Elementary Education / Christy J. Compton, Coordinator of Grant Programs

Telephone (include extension if applicable): (434) 522-3700, ext. 137 / ext. 138 Fax: (434) 455-0979

E-mail: ruddermk@lcsedu.net / comptoncj@lcsedu.net

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: Perrymont Elementary School

Mailing Address: 409 Perrymont Ave., Lynchburg, VA 24502

School Contact: Mrs. Karen S. Nelson, Principal

Telephone (include extension if applicable): (434) 582-1100 Fax: (434) 582-1108

E-mail: nelsonks@lcsedu.net

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. Paul McKendrick

Date: _____

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
Perrymont Elementary School (PES)	PK-5		√	295	69.1%	13.55%	9.4%

PART II: STUDENT ACHIEVEMENT AND DEMOGRAPHIC DATA

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

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

Response:

- a) See Attached School Report Card for Perrymont Elementary School (PES).
- b) An analysis of students’ scores on the Standards of Learning assessments determined that the greatest need for improvement is in

Reading. In 2008-2009 PES did not make AYP in English Performance- All Students, Black Students, and Economically Disadvantaged. In 2008-2009, 74% of all students passed their reading/language arts tests compared to 86% pass rate across the division and 89% pass rate across the state. Sixty-two percent of all 3rd graders passed their reading/language arts tests. According to this data, an achievement gap continues to exist between black and white students in both reading and math (9% in reading and 8% in math).

c) Demographics of the school population:

- According to the March 31, 2010 Child Count Data, PES had a total of 287 students with 57.49% of students classified as Black, 30.66% white, 5.92% Hispanic, 3.48% Other, 2.09% Asian, and .35% American Indian. A total of 52.2% of the population is male and 47.7% of the population is female.
- For the 2010-2011 Consolidated Application, PES has a total school population of 295 students (PK-5) with 221 students or 69.1% of the total population classified as low income. Some decrease in student enrollment may result from offering Public School Choice for 2010-2011.
- In 2008-2009 the average attendance rate for all students at PES was ninety-six percent (96%). Black students and students with disabilities had the highest attendance rate at ninety-seven percent (97%).
- According to the most recent special education data, 40 students were eligible for services.
- According to the most recent Title III data, 28 students were classified as LEP. These students listed their countries of birth as USA, Mexico, India, Brazil, and South Korea.
- Perrymont Elementary School had a total of 16 homeless students (report generated 6/11/2010). This includes students who are doubled up with other families, living in hotels and shelters, and other temporary living arrangement.

d) The annual measurable objective for Mathematics is 85% and the annual measurable objective for Reading/Language Arts is 89%. In addition to striving to reach these objectives with all students, PES will also focus on achieving a 10% decrease in the failure rate for subgroups that did not make AYP in 2009-2010.

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: During 2009-2010, Perrymont Elementary School (PES) actively participated in the school improvement webinars (school-level) and utilized the CII/Indistar tool. PES will continue to utilize this tool in 2010-2011 with a focus on the following five indicators: (1) IE07- The principal will monitor the curriculum and classroom instruction regularly; (2) IF10- The principal will plan opportunities for teachers to share their strengths with other teachers; (3) IID02- The school will test each student at least 3 times per year to determine progress towards standards-based objectives; (4) IIA20- All teachers will summarize key concepts; and (5) IIIB01- All teachers will maintain a file of their communication with parents. (See attachment- Proposed CII Rapid Improvement School Indicators for 2010-2011). For 2010-2011 LCS will expand their use of the CII/Indistar tool at the division level.

Lynchburg City Schools (LCS) will be sending a total of five persons to the required Summer Institute including the Director of Elementary Education, Perrymont Elementary School Principal, School Improvement Coach, Title 1 Coordinator, and representative from Special Education. This team will provide training for the division and school to implement the State Transformation Model beginning in the 2010-2011 school year. LCS will complete all requirements of this model as outlined in the guidance provided by the Office of School Improvement in the Summary of Conditions of Award (p. 8). These requirements include continued data analysis and submission of quarterly reports (new for 2010-2011), continued school improvement planning using the CII/Indistar tool, and online attendance at all of the Rapid-Improvement Indicator-based Webinars. Although it is not required at this time, LCS will continue to utilize ISTATION to monitor students and provide instruction for students who are struggling in reading. Budget monies are included for the ISTATION, which includes web-based training capabilities, providing teachers access to print materials associated with the program, and mobile computer labs to expand student access to the software.

LCS will continue to engage the school community to inform them of our school improvement efforts. PES will host a meeting with families in July 2010 to inform parents about school improvement status and options available to eligible students including Public School Choice and Supplemental Education Services, if needed. At this meeting PES will also inform families about how the division will implement the State Transformation Model. PES will send a letter to all families in the fall, post information on the school website, work closely with the community and Parent Advisory Council to ensure that families are informed about the progress towards implementing this model. Should it be required, PES will develop specific outreach strategies to help inform parents about Supplemental Educational Services available to eligible students. These strategies would include development of a Vendor Fair in the fall of 2010.

LCS is dedicated to implementation of the State Transformation Model and has committed division and school-level resources to facilitate the ongoing implementation of this model. The Division Level School Improvement Planning Team will meet at least quarterly to review progress. The School Improvement Team (school level) will continue to meet twice a month. This team consists of teachers from all grade levels and representatives from special education and Title 1. LCS has included budget monies for additional common planning time, data analysis and targeted professional development to expand the capacity of the School Improvement Team to implement the model.

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.**

The Division Level School Improvement Team met on June 2, 2010 and June 9, 2010 to review the application requirements and to gain a better understanding of the requirements of the State Transformation Model. The June 9, 2010 agenda included a review of policies to ensure they were aligned with this model. As a result of these meetings LES does not find it necessary to make any changes to the existing policies. The current policies will support full and effective implementation of the 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;
- Division plan and budget for sustaining the reform effort.

Response: PES will continue to utilize the CII/Indistar tool to inform, report, and evaluate on-going school improvement activities. PES will also utilize ISTATION for the purpose of monitoring and instructing students who are struggling in reading. PES has requested budget monies for salary and benefits for a full-time School Improvement Coach to assist with data analysis and reporting requirements to ensure compliance with the State Transformation model. PES has also requested budget monies towards the salary for a full-time Intervention Specialist in Reading and Math. The division will pay the remaining portion of the salary and benefits for this position as well as funding one additional Intervention Specialist.

LCS is committed to sustaining these reform efforts once grant funding ends. LCS will utilize state and federal resources allocated to the school and division including Title 1, Part A, Early Intervention Reading Initiative, Class Size Reduction Initiative (K-3) and 21st Century Community Learning Centers funds to support these reform efforts. Specifically, LCS will utilize Title 1, Part A and operating dollars to fund the salary and benefits for the School Improvement Coach and Intervention Specialist once grant funds end. LCS will also provide on-going professional development through Title IIA funds, which fund division-level Instructional Reading Specialists and In-District Instructors.

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- NCLC year one schools. **Coaches must be employed by June 28, 2010, the last day to register for the summer institute.**

Response: LCS has hired Vivian Miller to serve as the Remediation Coach for Perrymont. Ms. Miller is endorsed in Administration and Supervision for PK-12. She is currently serving as an Administrative Assistant/Remediation Specialist at PES and oversees the afterschool remediation program. Ms. Miller will attend the Summer Institute as a member of the School Improvement Team.

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

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

PART VII: BUDGET

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

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

Division Budget Summary

Division Name: Lynchburg 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	\$56,498 – Salary for Remediation Coach \$29,751.80- Partial Salary for Intervention Specialist in Reading and Math \$6,750- Stipends for School Improvement Team members to participate in data analysis (outside of normal contract hours) \$3,000- Stipends for School Improvement Team to participate in professional development (outside of normal contract hours)	\$4,248.20 remaining salary for Intervention Specialist- to be hired \$34,000.00 salary for 2 nd Intervention Specialist (to be hired) \$13,434.00 TA/EIRI	\$0
2000 - Employee Benefits	\$19,362.32- Benefits for Vivian Miller (.34% of salary) \$0 – benefits for Intervention Specialist in Reading/Math (benefits to be paid by division) \$516.38 – FICA benefits for stipends for data analysis common planning time \$229.50- FICA benefits for professional development	\$11,560 – benefits for Intervention Specialists x 2 persons = \$23,120 \$ 4,567.56 benefits for TA/EIRI	\$ 0
3000 - Purchased Services	\$6,500 – contract with ISTATON \$3,000 – contract with University of Virginia PALS Office	\$0	\$ 0

4000 - Internal Services	\$10,000- printing costs for ISTATON and data analysis	\$0	\$ 0
5000 - Other Charges	\$0	\$100,000.00	\$0
6000 - Materials and Supplies	\$0	\$0	\$0
8000 – Equipment/Capital Outlay	\$40,000 – two mobile computer labs including costs of carts, MS Office, server, and license fees to support full implementation with fidelity of ISTATON.	\$0	\$0
Total	\$0	\$179,369.76	\$175,608

School Budget Summary

School Name: Perrymont 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.

Expenditure Codes	School Year 2010-2011		Total Across Object Codes (Do not include "other" funds.)
	ESEA 1003(a)Funds [Funds must be encumbered by September 30, 2011.]	Other Funds- Provided by the Division	
1000 - Personnel	\$56,498 – Salary for Remediation Coach \$29,751.80- Partial Salary for Intervention Specialist in Reading and Math \$6,750- Stipends for School Improvement Team	\$4,248.20 remaining salary for Intervention Specialist- to be hired. \$34,000 salary for 2 nd Intervention Specialist (to be hired)	\$95,999.80

	members to participate in data analysis (outside of normal contract hours) \$3,000- Stipends for School Improvement Team to participate in professional development (outside of normal contract hours)	\$13,434.00 TA/EIRI.	
2000 - Employee Benefits	\$19,362.32- Benefits for Vivian Miller (.34% of salary) \$0 – benefits for Intervention Specialist in Reading/Math (benefits to be paid by division) \$516.38 – FICA benefits for stipends for data analysis common planning time \$229.50- FICA benefits for professional development	\$11,560 benefits for Intervention Specialist x 2 persons = \$23,120 \$4,567.56 benefits for TA/EIRI	\$20,108.20
3000 - Purchased Services	\$6,500 – contract with ISTATION \$3,000 – contract with University of Virginia PALS Office	\$0	\$9,500
4000 - Internal Services	\$10,000- printing costs for ISTATION and data analysis	\$0	\$10,000
5000 - Other Charges	\$0	\$100,000- 21 st CCLC grant	\$0
6000 - Materials and Supplies	\$0	\$0	\$0
8000 – Equipment/Capital Outlay	\$40,000 – two mobile computer labs including costs of carts, MS Office, server, and license fees to support full implementation with fidelity of ISTATION.	\$0	\$40,000
Total	\$0	\$179,369.76	\$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: Lynchburg City Schools

1. Personal Services (1000)

LCS is not seeking 1003(a) budget monies towards division level resources. The division will continue to provide in-kind support for the school reform efforts by assigning the Director of Elementary Education and the Coordinator of Grant Programs to serve as the Division Contacts for the school improvement initiatives and to participate in any trainings and webinars required by VDOE. The Director and Coordinator will also continue to participate on the Division Level School Improvement Teams. These positions are funded in part by Title 1, Part A funds and operating dollars.

The division will also provide the remaining portion of the salary and all benefits for the Intervention Specialist in Reading/Math (to be hired). The division will also hire another full-time Intervention Specialist for Perrymont to be fully funded with operating dollars. Interviews for these two positions will be held this month. The salary is estimated at \$34,000/year per position. We are requesting \$29,751.80 in partial salary to cover one of these positions through 1003(a) funds school-level funds. The remaining \$4,248.20 in salary costs (or higher if salary costs are greater than \$34,000/salary per year) will be paid by the division.

The division will also continue to provide the salary and benefits for a full-time Instructional Assistant at PES paid with Early Intervention Reading Intervention (EIRI) funds. The salary for this position is \$13,434/yr.

2. Employee Benefits (2000)

None requested.

The division will cover the benefits for the two Intervention Specialists to be hired. Benefits are estimated at .34% of salary or \$11,560/person (based on \$34,000 salary) x 2 persons = \$23,120/year.

The benefits for the existing EIRI position at PES are \$4,567.56, which is 34% of the salary.

3. Purchased Services (3000)

None requested. LCS has set-aside Title 1, Part A funds and local operating dollars to provide Supplemental Educational Services for eligible students at PES in accordance with guidelines established by the Virginia Department of Education and U.S. Department of Education.

4. Internal Services (4000)

None requested.

LCS has set-aside Title 1, Part A funds and local operating dollars to provide Public School Choice for eligible students at PES in accordance with guidelines established by the Virginia Department of Education and U.S. Department of Education

5. Other Charges (5000)

None requested.

The 21st Century Community Learning Centers funds awarded to PES will also support ongoing school reform efforts. LCS received a total of \$100,000 in 21st Century Community Learning Funds for PES in 2009-2010

6. Materials and Supplies (6000)

None requested.

7. Equipment/Capital Outlay (8000)

None requested.

School Name: Perrymont Elementary School

1. **Personal Services (1000)**

PES is requesting \$56,498 in salary to support a full-time School Improvement Coach. The budget request is equivalent to her current salary and benefits.

PES is also requesting \$29,751.80 to cover a partial salary for an Intervention Specialist in Reading and Math to be hired. The remaining portion of salary and all of the benefits will be covered by the division in operating dollars. The division will also provide funds for salary and benefits for one additional Intervention Specialist to be hired.

PES is requesting budget monies to provide stipends for PES staff members to participate in data analysis and common planning time outside of their normal contract hours. Stipends will be \$15/hr. The costs are calculated at \$15/hr x 25 persons x 3 hours per six weeks x 6 (six-week) periods/year = \$6,750. Staff members will not be paid a stipend for meetings or professional development that falls within their normal contract hours.

PES is requesting budget monies for stipends for professional development for PES staff members. Topics of interest include data analysis, progress monitoring, and Concept of Word. The cost is calculated at 8 hours per year x 25 persons x \$15 hour = \$3,000. In addition to the professional development opportunities requested through 1003(a) grant funds, PES staff will also receive ongoing professional development from the division Instructional Reading Specialists and In-District Instructors (paid with Title 1, Part A and Title IIA funds).

2. **Employee Benefits (2000)**

PES is requesting \$19,362.22 in benefits for the School Improvement Coach based on .34% of her current salary.

Benefits for the Intervention Specialist will be paid by the division with operating dollars.

PES is also requesting FICA benefits for the stipends based on .0765% of total.
\$516.38 in FICA benefits for stipends for data analysis and common planning time
\$229.50 in FICA benefits for stipends for professional development

3. Purchased Services (3000)

PES is requesting \$6,500 to contract with ISTATION to provide one unlimited campus site license for PES. This contract includes web-based training.

PES is requesting \$3,000 to contract with the University of Virginia to provide consultation and training on PALS. Training topics to include PALS Quick Check and Concept of Word.

4. Internal Services (4000)

PES is also requesting \$10,000 in printing costs to implement ISTATION with fidelity to design.

5. Other Charges (5000)

6. Materials and Supplies (6000)

None requested. The division will supply any needed materials and supplies through Title 1, Part A and/or operating funds.

7. Equipment/Capital Outlay (8000)

PES is requesting \$40,000 for two mobile computer labs for PES. These costs include the carts, software (including MS Office), server, and license fees for this equipment. Training on this equipment will be provided by the IT Department. The equipment will be maintained by the division's IT Department.

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

Appendix for Perrymont Elementary School

**Division Level School Improvement Team
Planning Meeting**

June 2, 2010

AGENDA

- 1. Notification from DOE Regarding Title 1 1003(a) Funds**
 - Lynchburg City School's Allocation is \$175,608.
 - Application for Schools in Year One due June 14, 2010

- 2. Review of Application Requirements and Assignments**

- 3. Required Team Members and Travel Arrangements for Summer Institute**
 - Williamsburg Marriott Hotel and Conference Center
July 19, 22, 2010

- 4. Establishing Next Meeting Date**

**Division Level School Improvement Team
Planning Meeting**

June 9, 2010

AGENDA

- 5. Progress Report on CII**
- 6. Review of Proposed CII Rapid Improvement School Indicators for 2010-2011**
- 7. Review of Application Requirements and Assignments**
 - Guidance from Dr. Holloman on the requirements for State Transformation Model
 - Review of division and School policies to ensure alignment with model
 - Sustaining the reform efforts after the funding period ends
- 8. Proposed Budget and Grant Expenditure Requirements**
- 9. Establishing Next Meeting Date**

Division Level Planning Team
Planning Meeting
June 2, 2010

	Topic	Discussion/Recommendation	Decision/ Action Needed	Person Responsible	Date Due
1.	Notification of Title 1 1003(a) Funds	Lynchburg City School's allocation is \$175,608. We are classified as a Tier One School and we will participate in Strand One of the Summer Institute.	- All members are encouraged to review the correspondence from Kathleen Smith (dated 5/14/10)	All members	6/09/10
2.	Review of Application Requirements	The application has seven parts: Part I: Schools to be Served Part II: Student Achievement and Demographic Data Part III: Design and Implement the Intervention for Each School Part IV: Modify Practices and/or Policies to Enable the Implementation of the Model Part V: Sustain the Reform Efforts After the Funding Period Ends Part VI: Selection of Coach Part VII: Budget Summary & Budget Narrative	- Compton will take the lead on preparing the application and obtaining demographic data. - Nelson will take the lead on Student Achievement Data. She will bring copies of the School Report Card and Title 1 School Improvement Plan to the next meeting. - Rudder will take the lead on Part III and IV. - Rudder will contact Dr. Holloman for more information about the State Transformation Model. - Nelson & Rudder will discuss Part VI: Selection of Coach and Part VII: Budget requirements.	See Decisions	6/09/10

3.	Required Time Members and Travel Arrangements for Summer Institute	<p>The Summer Institute is scheduled for July 19-22, 2010 at the Williamsburg Marriott Hotel and Conference Center. Conference registration deadline is June 28, 2010.</p> <p>LCS will send a team of five persons including the Nelson, Rudder, Compton, Miller, and Latham</p> <p>Participants must bring laptops.</p>	<ul style="list-style-type: none"> - Rudder will ask Chris Pickle to coordinate registrations for the group. 	Rudder	6/05/10
4.	Establishing Next Meeting Date	<p>Due to the short turnaround time on the application, the group decided to meet next Wednesday, June 9, 2010 at 3:00 p.m.</p>	<ul style="list-style-type: none"> - Compton will send out a reminder about the next meeting date. 	All members	6/09/10

**Division Level Planning Team
Planning Meeting
June 9, 2010**

	Topic	Discussion/Recommendation	Decision/ Action Needed	Person Responsible	Date Due
1.	Progress Report on CII Tool	Nelson provided an update on the end of year reporting for CII.	- Nelson will continue to provide updates on the CII tool.	Nelson	Ongoing
2.	Review of Proposed CII Rapid Improvement School Indicators for 2010-2011	<p>Nelson provided a copy of the proposed CII Rapid Improvement School Indicators for 2010-2011.</p> <ul style="list-style-type: none"> - IE07 The principal monitors curriculum and classroom instruction regularly - IF10 The principal plans opportunities for teachers to share their strengths with other teachers - IIDO2 The school tests each student at least 3 times each year to determine progress towards standards-based objectives - IIA20 All teachers summarize key concepts - IIIB01 All teachers maintain a file of communication with parents 	- The team approved the CII Indicators.	Nelson	6/09/10

3.	Review of Application Requirements Budget Requirements	Persons reported on their assigned part/s of the application. The group discussed budget requirements and strategies to sustain the efforts once grant funding ends.	<ul style="list-style-type: none"> - Compton will send everyone a rough draft of the draft by Thursday at 5:00 p.m. - Rudder will meet with Dr. McKendrick to review and approve the budget. 	Compton, Rudder & Nelson	6/14/10
5.	Establishing Next Meeting Date	There will not be another full meeting until after the Summer Institute.	<ul style="list-style-type: none"> - The five members attending the Summer Institute will provide training for school and division-level School Improvement Teams regarding implementation of the School Transformation Model. 	All members	TBD

To: Mike Rudder, Director of Elementary Education
Christy Compton, Coordinator of Grants and Federal Programs

From: Karen Scott Nelson, Principal, Perrymont Elementary School

Date: June 7, 2010

RE: Proposed PES CII Rapid Improvement School Indicators for 2010-2011

Members of our school-based VDOE School Improvement Team have met with the groups they represent to review and select the CII rapid improvement indicators for 2010-2011. These rapid improvement indicators will become our objectives for the next school year. We also met to begin the process of developing tasks which will support our efforts to achieve these objectives. The proposed objectives and tasks are listed below:

IE07 The principal monitors curriculum and classroom instruction regularly.

- *The team will develop a walkthrough observation form. This form will be used by the principal and the administrative assistant/school improvement coach to monitor instruction and provide feedback to teachers.
- *The team will develop a classified employee walkthrough observation form to be used by teachers and the administrative team to provide feedback to our instructional assistants regarding their efforts to support our instructional program.
- *The faculty will hold curriculum alignment meetings each six weeks. Teachers will meet in their grade level and cross grade level professional learning communities to plan and monitor instruction to ensure compliance with LCS timelines and alignment of curriculum with the Virginia Standards of Learning and essential knowledge documents.
- *The administrative team will conduct formal observations of the professional staff as noted in the Lynchburg City Schools' Professional Growth System Handbook.
- *The administrative team will meet with each grade level team once per six weeks.
- *Data Analysis meetings will occur once per six weeks with each grade level team.
- *Each grade level team will analyze assessment data every six weeks to monitor and assess student progress. A Data Analysis Summary plan will be developed which addresses strengths and weaknesses by grade level, class, and student. These will be submitted for administrative review each six weeks.
- *Each teacher will maintain a Data Analysis Summary notebook. The notebook will include the Student Summary Profile sheet and Personalized Plan for Improvement for each student. These will be updated each six weeks and submitted for administrative review.
- *Year-to-date plan books will be submitted to the administrative team for review at the end of each six weeks.
- *Six week writing assessments will be submitted to the administrative team for review at the end of each six weeks.

IF10 The principal plans opportunities for teachers to share their strengths with other teachers.

- *Teachers will share at our regular faculty meetings. A schedule and topics will be developed for this purpose.
- *Teachers will collaborate during our curriculum alignment meetings each six weeks.
- *Teachers will meet in their grade level Professional Learning Communities once per week to share their strengths with others.
- *Teachers will conduct workshops for their colleagues in order to share instructional strategies.
- *Teachers will share lesson plans, information, and instructional strategies by saving them to a network folder.

IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives.

- *Teachers in grades PreK-3 will administer the PALS assessment as prescribed. PALS Quick Checks will be utilized for ongoing progress monitoring.
- *STAR will be administered at least 3 times per year to all students in grades 1-5 (at the beginning of the year, at the end of first semester, and the end of the year). Kindergarten students will participate as determined by the classroom teacher.
- *Running records will be used each six weeks to assess and monitor student progress in reading for all students in grades 1-5. Kindergarten students will participate as determined by the classroom teacher.
- *Students in grades K-5 will participate in the division six week assessment program.
- *Teachers will implement Istation with fidelity. Student usage and progress will be monitored each six weeks. (Specific details will be determined this summer.)

IIA20 All teachers summarize key concepts.

- *All teachers will provide opportunities for students to summarize their learning during and following each lesson. This will be documented during observations and walkthroughs by the administrative team.
- *All teachers will develop and post anchor charts for student use which summarize and reinforce key concepts.
- *Lesson plans will document the teacher's efforts to utilize a variety of exit strategies for the purpose of summarizing key concepts.
- *A network folder will be developed which contains ideas and strategies for summarizing key concepts as well as a variety of exit strategies.
- *Teachers will utilize a variety of informal assessments to monitor and assess student understanding of key concepts. Lesson plans will serve as documentation.

IIIB01 All teachers maintain a file of communication with parents.

- *A network folder will be developed. Each grade level/team will save their parent communication documents to the folder for their grade level. This will include but not be limited to the following: field trip notices, class/unit newsletters, information about upcoming events.
- *Monday Memos will be developed as needed by the administrative team. These memos will be sent home in the student's Monday Folder. A copy will be saved to the network folder.
- *Connect-ed calls will be delivered to keep parents informed regarding school events. A report will be generated each six weeks to document the use of this resource. It will be saved to the network folder.
- *A school-wide newsletter will be created and distributed every six weeks. A copy will be saved to the network folder.
- *Each teacher will maintain a Parent Contact Log which documents contacts with parents. These logs are due to the Title 1 team at end of each month. Teachers are responsible for tallying their contact results prior to forwarding the log to the Title 1 team. A report will be generated each six weeks by the Title 1 team. This report will be saved to the network folder.
- *Monthly calendars will be developed for student/parent use. These will be distributed at the beginning of each month. They will be saved to the network folder.