

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: Middlesex County
Mailing Address: PO Box 204, Saluda, VA 23149
Division Contact: Rosalin E. Ball
Telephone (include extension if applicable): (804) 758-2277 ext 112 Fax: (804) 758-3727
E-mail: rball@mcps.k12.va.us

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: Middlesex Elementary School
Mailing Address: PO Box 375, 823 Philpot Rd. , Locust Hill, VA 23092
School Contact: Jeanne Duke
Telephone (include extension if applicable): (804) 75802496 Fax: (804) 758-2369
E-mail: jduke@mcps.k12.va.us

School Name: _____
Mailing Address: _____
School Contact: _____
Telephone (include extension if applicable): _____ Fax: _____
E-mail: _____

COVER PAGE CONTINUED

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

***SPECIAL DIVISION ASSURANCE, IF ANY,
DISCUSSED WITH THE DIRECTOR OF THE OFFICE OF SCHOOL IMPROVEMENT MUST BE ATTACHED.**

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

Superintendent's Signature: _____

Superintendent's Name: Donald R. Fairheart_____

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
Middlesex Elementary School	PreK-5	X		522	49.8%	23.4%	<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:	
PART II: STUDENT ACHIEVEMENT AND DEMOGRAPHIC DATA	MIDDLESEX ELEMENTARY SCHOOL STUDENT ACHIEVEMENT AND DEMOGRAPHIC DATA

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;

Scores highlighted in yellow are areas in need of improvement for the school and/or grade level.

Student Subgroup	Type	2007-2008 Passed	2008-2009 Passed
English Performance			
All Students	School	79	78
Black	School	75	66
Hispanic	School	<	<
White	School	83	83
Students with Disabilities	School	44	49
Economically Disadvantaged	School	76	75
Limited English Proficient	School	<	<
Mathematics Performance			
All Students	School	75	82
Black	School	67	72
Hispanic	School	<	<
White	School	79	86
Students with Disabilities	School	50	60
Economically Disadvantaged	School	70	81
Limited English Proficient	School	<	<

Assessment Results at each Proficiency Level by Subgroup

Student Subgroup	Type	2007-2008 Pass	2008-2009 Pass
English: Reading			
		Grade 3	
All Students	School	78	76
Black	School	69	53
Hispanic	School	<	<
White	School	84	83
Asian	School	-	<

Assessment Results at each Proficiency Level by Subgroup	Students with Disabilities	School	45	35
	Economically Disadvantaged	School	73	71
	Mathematics	Grade 3		
	All Students	School	81	91
	Black	School	69	89
	Hispanic	School	<	<
	White	School	88	91
	Asian	School	-	<
	Students with Disabilities	School	45	69
	Economically Disadvantaged	School	75	91
	English: Reading	Grade 4		
	All Students	School	76	78
	Black	School	81	68
	Hispanic	School	<	<
	White	School	74	82
	Students with Disabilities	School	43	<
	Economically Disadvantaged	School	81	74
	Limited English Proficient	School	<	<
	Mathematics	Grade 4		
			2007-2008	2008-2009
Student Subgroup	Type	Pass	Pass	
Hispanic	School	<	<	
White	School	67	94	
Students with Disabilities	School	50	<	
Economically Disadvantaged	School	53	79	
Limited English Proficient	School	<	<	

English: Reading		Grade 5	
All Students	School	83	80
Black	School	74	73
Hispanic	School	<	<
White	School	91	83
Students with Disabilities	School	45	67
Economically Disadvantaged	School	76	79
Mathematics		Grade 5	
All Students	School	79	73
Black	School	74	72
Hispanic	School	<	<
White	School	84	72
Students with Disabilities	School	55	53
Economically Disadvantaged	School	78	73

<p>Analyzed student achievement data with identified areas that need improvement;</p>	<p>Student achievement data has been analyzed with the following areas identified as in need of improvement for Middlesex Elementary School:</p> <table border="1" data-bbox="548 207 1795 553"> <thead> <tr> <th data-bbox="548 207 1125 277">Student Subgroup</th> <th data-bbox="1125 207 1598 277">Type</th> <th data-bbox="1598 207 1795 277">2008-2009 Passed</th> </tr> </thead> <tbody> <tr> <td colspan="3" data-bbox="548 277 1795 313">English Performance</td> </tr> <tr> <td data-bbox="548 313 1125 349">All Students</td> <td data-bbox="1125 313 1598 349">School</td> <td data-bbox="1598 313 1795 349">78</td> </tr> <tr> <td data-bbox="548 349 1125 384">Black</td> <td data-bbox="1125 349 1598 384">School</td> <td data-bbox="1598 349 1795 384">66</td> </tr> <tr> <td data-bbox="548 384 1125 420">Students with Disabilities</td> <td data-bbox="1125 384 1598 420">School</td> <td data-bbox="1598 384 1795 420">49</td> </tr> <tr> <td data-bbox="548 420 1125 456">Economically Disadvantaged</td> <td data-bbox="1125 420 1598 456">School</td> <td data-bbox="1598 420 1795 456">75</td> </tr> <tr> <td colspan="3" data-bbox="548 456 1795 492">Mathematics Performance</td> </tr> <tr> <td data-bbox="548 492 1125 527">Black</td> <td data-bbox="1125 492 1598 527">School</td> <td data-bbox="1598 492 1795 527">72</td> </tr> <tr> <td data-bbox="548 527 1125 563">Students with Disabilities</td> <td data-bbox="1125 527 1598 563">School</td> <td data-bbox="1598 527 1795 563">60</td> </tr> </tbody> </table>	Student Subgroup	Type	2008-2009 Passed	English Performance			All Students	School	78	Black	School	66	Students with Disabilities	School	49	Economically Disadvantaged	School	75	Mathematics Performance			Black	School	72	Students with Disabilities	School	60
Student Subgroup	Type	2008-2009 Passed																										
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<p>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;</p>	<p>Total Number of Students enrolled in Middlesex Elementary School is 522 (this does not include preschool/Pre_K students). Attendance Rate: Demographic Information for MES: Gender: Male – 52.4% Female – 47.6% Race: White – 72.9% Black – 23.6% Hispanic - 2.5% Disability Status: 23.4% Limited English Proficient Status: <1% Migrant Status: <1% Homeless Status: <1% Economically Disadvantaged Status: 49.8%</p>																											
<p>Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics.</p>	<p>All subgroups will achieve 89% in the area of reading. All subgroups will achieve 87% in the area of mathematics. All subgroups will have a 10% reduction in failure in all subjects.</p>																											

PART III. DESIGN AND IMPLEMENT THE INTERVENTION FOR EACH SCHOOL

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

Describe the following:

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

Response: Middlesex County Public Schools administrators will meet regularly and analyze the data for the elementary school in order to identify specific areas of focus for the 2010-2011 school year. These meetings will include data meetings with building level administrators as well as daily and scheduled walk through evaluations. The Title I Advisory committee, which includes parents, teachers, administrators and community stakeholders, will continue to meet and garner parent and community input to ensure that the specific needs of the students at Middlesex Elementary School are addressed. The school coach will be utilized to help analyze data and identify areas of need. The coach will also facilitate instruction to through staff training and modeling.

The continued use of the Response to Intervention model with additional professional development provided to staff members regarding this model. The Response to Intervention model will assist in the identification of areas of academic need, monitor student progress across the curriculum and serve as a guide for differentiating instruction in the classroom to meet the diverse needs of the students. Tiered intervention strategies will include the use of the reading specialist to provide direct/individualized instruction to students at all grade levels. Students will also receive individual/small group tutoring in the areas of reading and mathematics as identified through data disaggregation of standardized assessments and ongoing benchmark assessments. This instruction will be paired with the use of the scientifically proven web based program, Achieve 3000, to enhance reading comprehension, vocabulary, writing proficiency and performance on standardized assessments. Students identified will be placed in learning labs for 30-60 minutes per week to use Achieve 3000. The school is reworking the schedule to include a 30 minute remediation period daily to provide direct instruction assist with closing the achievement gap.

The use of technology enhances teaching and learning for all students. Technology will be utilized in all classrooms to provide instruction to students through various modalities. Document Cameras are dynamic tools to be used by teachers to project written documents and 3D objects for the entire class to utilize which encourages students to share their work. The document camera allows students to

look at different ways to solve problems, to share exemplary work, and enhances their public speaking and presentation skills. Students will demonstrate skill acquisition by using a Student Response System and Smart Slates. These devices will allow students to provide responses which will give teachers immediate data to determine student understand and achievement of skills being assessed. The information attained from the immediate student responses will assist teachers in creating lessons and determining the need for reteaching information that has not been mastered. Central office staff will work closely with school level administration to ensure that students are receiving necessary and timely intervention.

Personnel will be evaluated regularly to ensure continuous student achievement. The teacher evaluation form will include student achievement in the current evaluation along with annual goals reflective of student achievement data. Teachers will be rewarded with leadership opportunities and participation on leadership committees as well as recognition at school board meetings. Professional development opportunities will be provided on an ongoing basis to all staff members to address strategies for reading comprehension along with other identified areas of need. There will be informal evaluation of changes in instruction based on professional development provided to staff members.

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 Superintendent, Assistant Superintendent and Director of Exceptional Education and Federal Programs met on June 1, 2010 to review Middlesex County Schools Policy in regard to the State Transformation Model. There were no necessary changes to the current practices or policies warranted at this time in order to meet the requirements of the model. The school division will continue to provide Professional Development to all staff members to address identified instructional needs. A committee of teachers will be established to discuss the current teacher evaluation tool and identify the need for any modifications to the current tool. The school division will continue to garner parent and community stakeholder input through membership on advisory committees.

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: The school division has utilized the Indistar tool to identify areas that need to be addressed for improvement, how to lead teachers and administrators, mentor successful programs, track changes within the division and school and summarize school improvement activity. The school division has identified needs and utilized personnel in the implementation of new programs. The division plan for sustaining the reform effort after the funding period is to continue to utilize current staff members in various capacities to meet the needs of students. The division will continue to implement programs initiated with reform funds by using local monies if the program proves beneficial to student achievement.

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: The administrative team assessed the current staff at Middlesex Elementary School and identified the specific areas in need of improvement. Through this process the coach was selected based on their skill set which included understanding and analyzing data as well as providing classroom teachers with strategies to address the needs identified through data analysis. The coach position at Middlesex Elementary School will be a full time position to ensure that all student needs are identified and addressed to ensure student achievement.

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

School 1: <u>Middlesex Elementary School</u> <input checked="" type="checkbox"/> Reading/English/Language Arts <input checked="" 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 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 <input type="checkbox"/> Other (Describe)	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 <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: Middlesex

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.

Expenditure Codes	School Year 2010-2011		
	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	\$ 111,870.80	\$ 0	\$ 111,870.80
2000 - Employee Benefits	\$ 25,540.64	\$ 0	\$ 25,540.64
3000 - Purchased Services	\$ 15,000.00	\$ 0	\$ 15,000.00
4000 - Internal Services	\$ 0	\$ 0	\$ 0
5000 - Other Charges	\$ 5,000.00	\$ 0	\$ 5,000.00
6000 - Materials and Supplies	\$ 18,196.56	\$ 0	\$ 18,196.56
8000 - Equipment/Capital Outlay	\$ 0	\$ 0	\$ 0
Total	\$175,608.00	\$ 0	(Must Equal Division Allocation) \$175,608.00

School Budget Summary

School Name: Middlesex Elementary

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		
	ESEA 1003(a)Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	Total Across Object Codes (Do not include "other" funds.)
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4000 - Internal Services	\$ 0	\$ 0	\$ 0
5000 - Other Charges	\$ 5,000.00	\$ 0	\$ 5,000.00
6000 - Materials and Supplies	\$ 18,196.56	\$ 0	\$ 18,196.56
8000 - Equipment/Capital Outlay	\$ 0	\$ 0	\$ 0
Total \$175,608.00		\$ 0	(Must Equal Division Allocation) \$175,608.00

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: Middlesex County

1. Personal Services (1000)

A coach will be hired to supplement the current programs within Middlesex Elementary School. The coach will disaggregate data and provide classroom and special education teachers with strategies to meet the specific needs of students in grade K-5. An additional reading specialist will be hired to provide direct instruction to students achieving below the benchmark established by the administrators at Middlesex Elementary School. Part time tutors will be hired to work with identified students at the beginning of the school year.

2. Employee Benefits (2000)

Full time employee benefits will be paid for the 1003a coach and reading specialist.

3. Purchased Services (3000)

Software- Achieve 3000 is an individualized web-based program scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on standardized assessments.

4. Internal Services (4000)

5. Other Charges (5000)

Professional Development for all staff at Middlesex Elementary School to provide teachers with strategies for reading comprehension. The staff development will focus on an area that has been identified by the analyzed student data.

6. Materials and Supplies (6000)

Student Response Systems, Smart Wireless Slates and Document Cameras will be utilized to enhance instruction for students throughout the school.

7. Equipment/Capital Outlay (8000)

School Name: Middlesex Elementary School

1. Personal Services (1000)

A coach will be hired to supplement the current programs within Middlesex Elementary School. The coach will disaggregate data and provide classroom and special education teachers with strategies to meet the specific needs of students in grade K-5. An additional reading specialist will be hired to provide direct instruction to students achieving below the benchmark established by the administrators at Middlesex Elementary School. Part time tutors will be hired to work with identified students at the beginning of the school year.

2. Employee Benefits (2000)

Full time employee benefits will be paid for the 1003a coach and reading specialist.

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Software- Achieve 3000 is an individualized web-based program scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on standardized assessments.

4. Internal Services (4000)

5. Other Charges (5000)

Professional Development for all staff at Middlesex Elementary School to provide teachers with strategies for reading comprehension. The staff development will focus on an area that has been identified by the analyzed student data.

6. Materials and Supplies (6000)

Student Response Systems, Smart Wireless Slates and Document Cameras will be utilized to enhance instruction for students throughout the school.

7. Equipment/Capital Outlay (8000)

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

Expenditure Code Definitions

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

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

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

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

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

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

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

Strand I
(Mentor Coaching Training and Special Education Training)

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

Strand I: <http://www.cpe.vt.edu/reg/nci-s1>

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.

Strand II: <http://www.cpe.vt.edu/reg/nci-s2>

(*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.

Strand III: <http://www.cpe.vt.edu/reg/nci-s3>

(*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.

Strand IV: <http://www.cpe.vt.edu/reg/nci-s4>

	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) Divisions with Tier I and Tier II Schools		
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
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	Yes, if assigned to Strand I	Yes, if assigned to Strand I

Training Webinars (follow-up to summer training)		
Summer Institute Training (July 19-22, 2010), Formative Assessment Module: Checking for Understanding [Training Provided by TeachFirst] <i>(New to the institute schools will be assigned to the Teacher Leader Training.)</i>	Yes, if assigned to Strand III	Yes, if assigned to Strand III
Online Attendance at Formative Assessment Webinars (follow-up to summer training)	Yes, if assigned to Strand III	Yes, if assigned to Strand III
(Division Level) <u>Divisions with Tier III Schools</u> <u>(Exception: Accomack, Brunswick, Campbell, Charles City, Greene, Lynchburg, Middlesex, Symth, 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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