

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: **Norfolk Public Schools**

Mailing Address: 800 E. City Hall Avenue, Norfolk, VA 23510

Division Contact: Dr. Natalie T. Halloran

Telephone (include extension if applicable): 757-628-3944

Fax: 757-628-3800

E-mail: nhallora@nps.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: **Jacox Elementary**

Mailing Address: 1300 Marshall Avenue, Norfolk, VA 23504

School Contact: Kimberly Gray, Principal

Telephone (include extension if applicable): 757-628-2433 Fax: 757-628-2435

E-mail: kgray@nps.k12.va.us

School Name: **Lindenwood Elementary**

Mailing Address: 2700 Ludlow Street, Norfolk, VA 23504

School Contact: Dr. Lisa Corbin

Telephone (include extension if applicable): 757-628-2577 Fax: 757-628-2576

E-mail: lcorbin@nps.k12.va.us

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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: Dr. Stephen C. Jones _____

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
Jacox Elementary	PK-5		X	628	95%	15%	0
Lindenwood Elementary	PK-5		X	376	91%	10%	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.

Jacox

Student Achievement Data Reading

(Number Tested/ Percent Passing)

School Year	Grade Level	Reading/English							
		Subgroups							
		Race		SES		Sped		LEP	ALL
		Black	White	Low	Not Low	Reg.	Sped	LEP	
2007-08 AYP/AMO: 77%	3	103/70%	2/0%	93/66%	13/85%	80/74%	25/57%	0	105/69%
	4	78/80%	1/0%	72/76%	8/88%	57/91%	22/48%	0	79/80%
	5	77/81%	0/0%	75/79%	5/100%	63/92%	14/29%	0	77/81%
	All	258/77%	3/0%	240/74%	26/91%	200/86%	61/45%	0	261/77%
2008-09 AYP/AMO: 81%	3	79/65%	1/100%	80/65%	2/100%	63/68%	17/57%	0	80/65%
	4	87/78%	2/0%	86/78%	4/50%	66/80%	23/71%	0	89/78%
	5	81/89%	0/0%	79/90%	6/67%	64/94%	17/71%	0	81/89%
	All	247/77%	3/33%	245/78%	9/72%	193/81%	57/66%	0	250/77%

Student Achievement Data Mathematics

(Number Tested/ Percent Passing)

School Year	Grade Level	Mathematics							
		Subgroups							
		Race		SES		Sped		LEP	ALL
		Black	White	Low	Not Low	Reg.	Sped	LEP	
2007-08 AYP/AMO: 75%	3	102/84%	2/0%	93/87%	12/100%	79/94%	25/52%	0	104/84%
	4	78/77%	1/0%	72/76%	8/75%	57/86%	22/52%	0	79/77%
	5	77/87%	0/0%	75/87%	5/80%	63/97%	14/43%	0	77/87%
	All	257/83%	3/0%	240/83%	25/85%	199/92%	61/49%	0	260/83%
2008-09 AYP/AMO 79%	3	80/79%	1/100%	81/80%	2/50%	62/81%	19/72%	0	81/79%
	4	88/68%	2/0%	87/66%	4/100%	66/77%	24/41%	0	90/67%
	5	80/86%	0/0%	77/87%	3/67%	64/91%	16/69%	0	80/86%
	All	248/78%	3/33%	245/78%	9/72%	192/83%	59/61%	0	251/77%

Demographics of Student Population

Category	Number/Percent
Attendance	95.5%
Total number of students	628
Gender	Male - 356 / 56.7% Female - 272 / 43.3%
Race/Ethnicity	Black - 599 / 95.4% Hispanic - 6 / 1% Unspecified - 6 / 2.2% White - 9 / 1.4%
Students with disabilities	94 / 15%
Limited English proficiency	0
Migrant status	0
Homeless status	5 (this number fluctuates during the year)
Low SES	598 / 95.2%

- **Our identified areas that need improvement are reading comprehension and closing the gap between regular and special education students in reading and math for grades 3 – 5.**
- **AYP /AMO (2009 – 2010) on the state’s assessments in both reading/language arts and mathematics are 85% for English, and 83% for mathematics.**

IMPROVE STUDENT ACHIEVEMENT DATA

Lindenwood

Standards of Learning Test Results: (VGLA and VAAP reported separately)

Grade 3:

School Year	3 rd Grade Reading	3 rd Grade Math	3 rd Grade Science	3 rd Grade History
2007-2008	28 / 72/ 39%	47 / 72/ 65%	33 / 73/ 45%	47 / 73/ 64%
2008-2009	31 / 56/ 61%	36 / 56/ 71%	38 / 55/ 75%	48 / 56/ 80%

Grade 4

School Year	4 th Grade Reading	4 th Grade Math	4 th Grade if applicable
2007-2008	36 / 54/ 66%	36 / 73/ 49	0
2008-2009	42 / 67/ 68%	37 / 67/ 62%	0

Grade 5

School Year	5 th Grade English/Reading	5 th Grade English/Writing	5 th Grade Math	5 th Grade History	5 th Grade Science
2007-2008	37 / 65/ 56%	42 / 60/ 70%	38 / 65/ 58%	28 / 64/ 43&	28 / 64/ 43%
2008-2009	33 / 42/ 80%	30 / 49/ 61%	35 / 42/ 83%	32 / 42/ 80%	31 / 42/ 78%

** AYP/AMO:	<u>Year</u>	<u>English</u>	<u>Math</u>
	2007 - 2008	77%	75%
	2008 - 2009	81%	79%

**Spring 2009 Student Performance Data
No Child Left Behind – From Adequate Yearly Progress (AYP) Current Year Report
(Include VGLA and VAAP)**

[Include the Other Academic Indicator (OAI) if not Attendance.]

Subgroup	NCLB Area	Number Passing	Total Number of Students	Percent Passing
All Students	English Performance	154	228	68
	Math Performance	121	173	70
	Other Academic Indicator(Science)	69	91	76
Black	English Performance	97	155	67
	Math Performance	100	155	70
	Other Academic Indicator(Science)	65	87	75
Hispanic	English Performance	2	2	100
	Math Performance	2	2	100
	Other Academic Indicator(Science)	n/a	n/a	n/a
White	English Performance	1	1	100
	Math Performance	1	1	100
	Other Academic Indicator(Science)	1	1	100
Disabilities	English Performance	8	22	32
	Math Performance	10	22	35
	Other Academic Indicator(Science)	4	11	36
Disadvantaged	English Performance	92	139	66
	Math Performance	97	138	70
	Other Academic Indicator	n/a		75
Limited Eng. Proficient	English Performance	n/a	n/a	n/a
	Math Performance	n/a	n/a	n/a
	Other Academic Indicator			

Spring 2009 Participation Data

No Child Left Behind – From Adequate Yearly Progress (AYP) Current Year Report

Subgroup	NCLB Area	Number Not Tested	Total Number of Students	Percent Not Tested
All Students	English Participation		228	
	Math Participation		173	
Black	English Participation		155	
	Math Participation		155	
Hispanic	English Participation		2	
	Math Participation		2	
White	English Participation		1	
	Math Participation		1	
Disabilities	English Participation		22	
	Math Participation		22	
Disadvantaged	English Participation		149	
	Math Participation		149	
Limited Eng. Proficient	English Participation		n/a	
	Math Participation		n/a	

Spring 2009 SOL Performance by Test and Selected Subgroups

[Include the Other Academic Indicator (OAI) if not Attendance.]

Group	3rd Grade Reading	3rd Grade Math	3rd Grade (Science)	4th Grade Reading	4th Grade Math	4th Grade (OAI)	5th Grade Eng/Reading	5th Grade Eng/Writing	5th Grade (Science)
General Education	46 Tested 31 Passing 67.4% Passing	46 Tested 34 Passing 73.9% Passing	46 Tested 40 Passing 87% Passing	59 Tested 39 Passing 66.1% Passing	59 Tested 35 Passing 59.3% Passing	# Tested # Passing % Passing	38 Tested 30 Passing 78.9% Passing	43 Tested 29 Passing 67.4% Passing	38 Tested 29 Passing 76.3% Passing
Special Education	10 Tested 0 Passing 0% Passing	10 Tested 2 Passing 20% Passing	3 Tested 10 Passing 30.0% Passing	8 Tested 3 Passing 37.5% Passing	8 Tested 2 Passing 25.0% Passing	# Tested # Passing % Passing	4 Tested 3 Passing 75.0% Passing	6 Tested 1 Passing 16.7% Passing	4 Tested 2 Passing 50.0% Passing
Students Who Failed Test Last Year	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing

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.

Jacox:

Our plan has evolved after careful analysis of benchmark and SOL data, review of our current Accountability Plan, results of sweep sheets and classroom observations, and collaboration with teachers. Our State Transformation Model will address our areas of need which are reading comprehension and closing the achievement gap between special and regular education students, by focusing on the following:

- Redesign of our planning maps to include tiered and differentiated lessons and instructional strategies
- Continue and extend the remediation program we began this year
- Extend our “tier charts” for monitoring individual student progress to include K – 2
- Provide training and on-going support/coaching in the area of “Instructional and Management Strategies”
- Develop and utilize pre-assessments for reading and math

We will continue to host “Family Literacy Nights” and expand this program to include math and technology programs. Parents and the community will be kept informed about the progress of implementation of our model during these “family nights”, as well as in school newsletters sent home with the students. Our first initiative will be a planning session with grade level representatives, literacy teachers and instructional support personnel. This meeting will be on Thursday, June 3rd. The focus of this meeting will be to begin the discussion of development and implementation of our plan for next year. During the year, half day planning meetings will take place each month for the purpose of developing the planning map for that month. On a weekly basis, teachers will meet twice a week during their resource planning time to review data, share and evaluate lessons/activities, and update the information on the individual student “tier” charts. The instructional team, with teacher input, will identify the objectives by, classroom, that need to be remediated, develop a timeline for remediating the objectives and create a short assessment to determine mastery of each objective. Remediation will be the shared responsibility of the classroom teacher, tutors and other classroom support personnel. Remediation assessment charts will be updated weekly/biweekly by teachers, tutors, etc. and posted in the Staff Development room (Rm 14). PLC's (Professional Learning Communities) will meet bi-monthly to provide training on our Powerful Panda Strategies and instructional/management strategies. The development and

implementation of pre-assessments will be new for us this year and we will utilize a variety of resources to ensure successful implementation and utilization. The School Improvement Coach will work closely with teachers and instructional staff to inform, train, and support them as they work through the implementation of the model.

Lindenwood:

The State Transformation Model is being used at Lindenwood Elementary. For the 2010-2011 school year, using data to inform our needs, we will provide job embedded professional development designed to build capacity and support staff with a focus on meeting the differentiated needs of individual learners. Community and family engagement will also be a focus as we plan to share information about the model and academic progress at our open house in September and provide status updates throughout the year at monthly PTA meetings. Grant funding, sufficient operating flexibility to implement the reform, and technical assistance will be provided by central office administrators and support staff.

PART IV: MODIFY PRACTICES AND/OR POLICIES, IF NECESSARY, TO ENABLE IMPLEMENTATION OF THE MODEL FULLY AND EFFECTIVELY

The LEA will provide evidence that a review of division and school policies have been completed to ensure alignment with the State Transformation Model. Evidence will include copies of division meeting agenda and accompanying notes. If changes are needed to existing policies and/or procedures, additional documentation will be requested such as revisions to policy manuals, local board of education meeting minutes, and/or other appropriate division communication.

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

PART V. SUSTAIN THE REFORM EFFORT AFTER THE FUNDING PERIOD ENDS

The LEA will provide a narrative identifying resources, financial and otherwise, to demonstrate how the reform effort will be sustained after the funding period ends. The LEA's ability to sustain the reform effort after the funding period ends will be evaluated by considering the following:

Describe the following:

- Use of the Indistar™ tool by the division and school improvement teams to inform, coach, sustain, track, and report school improvement activities;
- Division plan and budget for sustaining the reform effort.

Jacox:

The Instructional Team has used the CII tool this year to track and report improvement activities and all are very knowledgeable about the tool and will be able to transfer this knowledge to the new Indistar™ tool to track and report our improvement activities. This model is very sustainable for us because many of the programs contained in our model are already in place and utilize time and personnel that we already have. The addition of full and part-time coaches for this year will enable us to create and implement enhanced planning maps, pre-assessments, remediation and post-assessments, however, the goal of these coaches will be to train and coach teachers so that after this initial year, teachers will be able to continue these on their own using the time already allocated for planning and assessment.

Lindenwood:

Indistar will continue to be used by the staff of Lindenwood Elementary to facilitate a continuous cycle of assessment, planning, implementation, and progress tracking. Focus will be clear, responsibilities will be assigned, and efforts will be synchronized. Title I funding will be used to sustain the reform efforts; particularly with an emphasis on continuous professional development.

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

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: To identify candidates to serve as school improvement coaches for Lindenwood and Jacox, job descriptions were created (see attachments) with the assistance of the Department of Human Resources. After viewing the qualifications of many candidates and conducting interviews, highly qualified coaches were identified.

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

School 1: <u> Jacox </u> <input checked="" type="checkbox"/> Reading/English/Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	School 2: <u> Lindenwood </u> <input checked="" type="checkbox"/> Reading/English/Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <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)
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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)
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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: Norfolk Public Schools

Virginia Department of Education Grant Expenditure Requirements

Note 1

Divisions must ensure that 1003(a), year one School Improvement, applicant schools participating in Strand III (TeachFirst Formative Assessment) of the July 19-22, 2010, institute include the purchase of the TeachFirst Formative Assessment platform in their budgets. The total expenditures from all Strand III schools must be included in the division summary budget. Cost: \$1,950 per school

Yes No: Does the division have schools participating in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute?

If yes, check here to indicate that the division has included the purchase of the TeachFirst Formative Assessment platform in its budget for each school.

	School Year 2010-2011		
Expenditure Codes	ESEA 1003(a) Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	Total Across Object Codes (Do not include "other" funds.)
1000 - Personnel	\$173,000	Title I ~ \$15,000 Title II ~ \$10,000 Title III ~ \$1,000	\$173,000
2000 - Employee Benefits	\$43,725		\$43,725
3000 - Purchased Services	\$29,508	Title I ~ \$15,000 Title II ~ \$2,000	\$29,508
4000 - Internal Services			
5000 - Other Charges	\$15,000	Title I ~ \$5,000	\$15,000
6000 - Materials and Supplies	\$53,050	Title I ~ \$10,000 Title III ~ \$500 Local ~ \$1,000	\$53,050
8000 - Equipment/Capital Outlay	\$36,933	Title I ~ \$1,000	\$36,933
Total	\$351,216.00	Title I ~ \$46,000 Title II ~ \$12,000 Title III ~ \$1,500 Local ~ \$1,000	\$351,216.00 (Must Equal Division Allocation)

School Budget Summary

School Name: Jacox 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.)
1000 - Personnel	\$100,000.00	Title I ~ \$10,000 Title II ~ \$5,000	\$100,000.00
2000 - Employee Benefits	\$20,000.00		\$20,000.00
3000 - Purchased Services	\$27,558.00	Title I ~ \$10,000 Title II ~ \$1,000	\$27,558.00
4000 - Internal Services			
5000 - Other Charges			
6000 - Materials and Supplies	\$28,050.00	Title I ~ \$5,000 Local ~ \$500	\$28,050.00
8000 - Equipment/Capital Outlay			
Total	\$175,608.00	Title I ~ \$25,000 Title II ~ \$6,000 Local ~ \$500	\$175,608.00 (Must Equal School Allocation)

School Budget Summary

School Name: Lindewood 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.

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	\$73,000	Title I ~ \$5,000 Title II ~ \$5,000 Title III ~ \$1,000	\$73,000
2000 - Employee Benefits	\$23,725		\$23,725
3000 - Purchased Services	\$1,950	Title I ~ \$5,000 Title II ~ \$1,000	\$1,950
4000 - Internal Services			
5000 - Other Charges	\$15,000	Title I ~ \$5,000	\$15,000
6000 - Materials and Supplies	\$25,000	Title I ~ \$5,000 Title III ~ \$500 Local ~ \$500	\$25,000
8000 - Equipment/Capital Outlay	\$36,933	Title I ~ \$1,000	\$36,933
Total	\$175,608	Title I ~ \$21,000 Title II ~ \$6,000 Title III ~ \$1,500 Local ~ \$500	\$175,608 (Must Equal School Allocation)

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: Norfolk Public Schools

1. Personal Services (1000)

To assist with the implementation and monitoring of best practice strategies and research-based programs, this grant will fund the following: full-time School Improvement Coach, part-time School Improvement Coach, part-time instructional/classroom management coach, part-time teachers, and staff incentives. A special education paraprofessional will serve in an instructional capacity and will deliver direct and indirect services while working under the supervision of teachers or other professionals. Title I, Title II, and Title III funds will serve as additional funding sources.

2. Employee Benefits (2000)

Fixed Benefits

3. Purchased Services (3000)

To continue with our goal of high quality teaching and learning, we will focus on providing research-based professional development that address best practices for staff members. Opportunities such as staff development for teachers with a Kagan trainer and one-on-one coaching several times throughout the year, TeachFirst Formative Assessment Platform that will provide the tools and resources to enhance instruction, and Istation will serve as an additional resource with their online assessment and reading program. Various funding sources (Title I and Title II) will assist in supporting these trainings opportunities.

4. Internal Services (4000)

5. Other Charges (5000)

To meet the diverse needs of the professional and paraprofessional staff, a variety of staff development approaches must be implemented including national, state, and local conferences/workshops. Conferences such as ASCD National Conference, National Council for the Teaching of Mathematics (NCTM), and International Reading Association (IRA) will provide opportunities for staff to continue building their capacity. Title I funds will assist in supporting these professional

development opportunities.

6. Materials and Supplies (6000)

In order to effectively meet the needs of all students through differentiation of instruction, teachers need a variety of research-based material and supplies. Those materials and supplies include print, audiovisual, and technology applications. Also, included are materials and supplies associated with professional development activities (i.e., books, videos, kits). Items will also be purchased to support various parent involvement activities. Title I, Title III, and local funds will serve as additional funding sources.

7. Equipment/Capital Outlay (8000)

Purchased items will provide professional development through interactive technology resources that support diverse learning styles. Instructional hardware in this category includes Laptop carts and SMART tables with digital lessons geared towards primary students and support visual/kinesthetic learners. Other instructional resources may be purchased that aid in providing differentiated instruction. Title I funds will serve as an additional funding source for purchasing equipment.

School Name: Jacox Elementary

1. Personal Services (1000)

Salaries for a full-time School Improvement Coach, part-time School Improvement Coach, part-time instructional/classroom management coach and incentives will be funded to assist with the implementation and monitoring of best practice strategies and research-based programs. They will also provide support through leadership and facilitation with our school improvement initiatives (i.e. modeling lessons, data analysis). Title I and Title II funds will serve as an additional funding source.

2. Employee Benefits (2000)

Fixed expenses (FICA)

3. Purchased Services (3000)

To maintain our staff development for teachers with a Kagan trainer and one-on-one coaching several times throughout the year. Support with the TeachFirst Formative Assessment Platform that will provide the tools and resources to enhance instruction. Various funding sources (Title I and Title II) will assist in supporting these trainings opportunities.

4. Internal Services (4000)

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5. Other Charges (5000)

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6. Materials and Supplies (6000)

Purchase of Kagan books and teaching resources, books to assist teacher with planning for differentiated lessons, and portable display boards for displaying tier charts which monitor individual student progress. Title I and local funds will serve as an additional funding source.

7. Equipment/Capital Outlay (8000)

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School Name: Lindenwood Elementary

1. Personal Services (1000)

The School Improvement Coach will serve as a resource, collaborator, consultant and partner to the school by providing high quality services and leadership in the following areas: Intensive and sustained support for improvement; standards-based education; program assessment and evaluation; strategies for effective instruction; and staff development; leadership and facilitation in school improvement initiatives. The special education paraprofessional will serve in an instructional capacity and will deliver direct and indirect services while working under the supervision of teachers or other professionals. Title I, Title II, and Title III funds will serve as additional funding sources.

2. Employee Benefits (2000)

Fixed benefits

3. Purchased Services (3000)

Through on-site training the TeachFirst Formative Assessment Platform will provide the tools and resources to form collaborative team where teachers learn together and apply that learning consistently in their classrooms to the benefit of students. Kagan will also be contracted to perform an onsite workshop focused on increasing student engagement, differentiating instruction, and classroom management strategies. Various funding sources (Title I and Title II) will assist in supporting these trainings opportunities.

4. Internal Services (4000)

5. Other Charges (5000)

Staff and/or administrators will attend the following conferences: ASCD National Conference, National Council for the Teaching of Mathematics (NCTM), and International Reading Association (IRA) to build their capacity in the areas of leadership and curriculum design, implementation, and assessment. Title I funds will assist in supporting these professional development opportunities.

6. Materials and Supplies (6000)

Instructional Technology, additional software, and Internet based learning tools such as Compass Learning will be applied that to improve the teaching and learning process and to provide the student body with a level of computer literacy that will enable them to participate more effectively in their education. Title I, Title III, and local funds will serve as additional funding sources.

7. Equipment/Capital Outlay (8000)

A color risograph, Smart Tables, and Laptop Cart w/ Laptops will be used to stimulate students' interest and creativity in the area of reading, writing, and science which historically have been areas of challenge for Lindenwood as they compose a community newspaper, complete investigations, and become powerfully literate. Title I funds will serve as an additional funding source for purchasing equipment.

*Equipment costs are over \$5,000

Title: School Improvement Coach - Jacox

BASIC FUNCTION: The Coach will model and provide researched based coaching and professional development in cycles of inquiry, data analysis, creating high functioning learning communities, instructional leadership, quality teaching/learning and community and family engagement, in order to help guide school(s) towards sustainable school improvement

ESSENTIAL DUTIES AND RESPONSIBILITIES (This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements):

- Deliver coaching and professional development in the focused areas of instructional leadership, high functioning learning communities, quality teaching and learning, and community and family engagement.
- Facilitate walkthroughs to determine the internal capacity of the school and identify priority areas to address.
- Assist school leaders to analyze data and develop school improvement and accountability plans around focused areas.
- Assist school administrators in using data to evaluate the impact of instructional programs.
- Use data to identify students and teachers in need of support and determine appropriate instruction and professional development aligned with the instructional program.
- Produce data analysis reports and annual professional development service plans for the school.
- Assist site in creating multiple collaborative structures to engage all school community constituencies in understanding data and achievement results, and plan next steps.
- Lead professional development, collaborative sessions and other trainings for school instructional staff.
- Participate as member of a network of school improvement coaches.
- Provide teachers individualized, classroom-based support that includes modeling of best teaching practices.
- Provide assessment and monitoring data to the SEA and LEA that support all data team activities.

- Complete status reports for the school and district administrators as needed using various types of data software to access information and create appropriate data charts, graphs, and tables.

- Have extensive knowledge of and experience with CII (Center on Innovation and Improvement).

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

Eligible for, or in passion of, appropriate Virginia Teaching Certificate

- Bachelor degree (Masters degree preferred) and experience in classroom teaching, evaluation, research, and/or school reform (school leadership experience strongly preferred).

- Five + years of successful elementary classroom experience

- Experience or coursework in research and evaluation, data inquiry, curriculum, and/or group facilitation preferred.

- Experience working in diverse classrooms

KNOWLEDGE AND ABILITIES:

APPLICANTS MUST HAVE KNOWLEDGE OF:

Adult learning

Facilitation skills

Cycle of Inquiry Data analysis in context of district curriculum

District curriculum and school instructional programs

Effective strategies, theories, techniques, and methods of professional and organizational development

Effective strategies, theories, techniques, and methods of school improvement

APPLICANTS MUST HAVE THE ABILITY TO:

Facilitate, communicate orally and in writing, and listen. (Communicator)

Interpret and communicate data. (Quantitative Thinker)

Motivate adults to transform their practice. (Change Agent)

Collaborate with diverse school site and conditions. (Flexibility/Cultural Sensitivity)

Title: School Improvement Coach - Lindenwood

BASIC FUNCTION: The Coach will model and provide researched based coaching and professional development in cycles of inquiry, data analysis, creating high functioning learning communities, instructional leadership, quality teaching/learning and community and family engagement, in order to help guide school(s) towards sustainable school improvement

ESSENTIAL DUTIES AND RESPONSIBILITIES (This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements):

- Deliver coaching and professional development in the focused areas of instructional leadership, high functioning learning communities, quality teaching and learning, and community and family engagement.
- Facilitate walkthroughs to determine the internal capacity of the school and identify priority areas to address.
- Assist school leaders to analyze data and develop school improvement and accountability plans around high leverage foci.
- Assist school administrators in using data to evaluate the impact of instructional programs.
- Use data to identify students and teachers in need of support and determine appropriate instruction and professional development aligned with the instructional program.
- Produce data analysis reports and annual professional development service plans for the school.
- Assist site in creating multiple collaborative structures to engage all school community constituencies in understanding data and achievement results, and plan next steps.
- Coordinate internal and external support to co-align work at the site and tailor professional development support to individual teacher and student needs.
- Lead professional development, collaborative sessions and other trainings for school instructional staff.
- Participate as member of a network of school improvement coaches.
- Provide teachers individualized, classroom-based support that includes modeling of best teaching practices.
- Provide assessment and monitoring data to the SEA and LEA that support all data team activities.

- Complete status reports for the school and district administrators as needed.
- Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

Eligible for, or in possession of, appropriate Virginia Teaching Certificate

- Bachelor degree (Masters degree preferred) and experience in classroom teaching, evaluation, research, and/or school reform (school leadership experience strongly preferred).
- Five + years of successful elementary classroom experience
- Experience or coursework in research and evaluation, data inquiry, curriculum, and/or group facilitation preferred.
- Experience working in diverse classrooms
- Employment eligibility that may include fingerprints, health (TB) and/or other employment clearance.

KNOWLEDGE AND ABILITIES:

APPLICANTS MUST HAVE KNOWLEDGE OF:

Adult learning

Facilitation skills

Cycle of Inquiry Data analysis in context of district curriculum

District curriculum and school instructional programs

Effective strategies, theories, techniques, and methods of professional and organizational development

Effective strategies, theories, techniques, and methods of school improvement