

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: Orange County Public Schools
Mailing Address: 200 Dailey Drive, Orange, VA 22960
Division Contact: Mr. Charles Winkler
Telephone (include extension if applicable): 540-661-4550, ext. 1600 Fax: _____
E-mail: cwinkler@ocss-va.org

SCHOOL INFORMATION

Provide information for each year one Title I School Improvement school within the division that will receive support through the 1003(a) funds. Copy as many blocks as needed.

School Name: Unionville Elementary School
Mailing Address: 10285 Zachary Taylor Highway, Unionville, VA 22567
School Contact: Dr. Jennifer L. Curtis
Telephone (include extension if applicable): 540-661-4540 Fax: 540-661-4539
E-mail: jcurtis@ocss-va.org

School Name: Gordon-Barbour Elementary School
Mailing Address: 500 W. Baker Street, Gordonsville, VA 22942
School Contact: William L. Berry, Principal
Telephone (include extension if applicable): 540-661-4500 x2242 Fax: 540-661-4499

E-mail: bberry@ocss-va.org
School Name: Lightfoot Elementary School
Mailing Address: 111360 Zachary Taylor Highway Unionville, VA 22567
School Contact: Judy Anderson
Telephone (include extension if applicable): 540-661-4520 Fax: 540-661-4519
E-mail: janderson@ocss-va.org

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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. Robert Grimesey

Date: June 9, 2010

The division will submit one application packet.

PART I: SCHOOLS TO BE SERVED

Complete the requested information for the schools identified for your division in pink. See Appendix A-a

Name of School	Grade Span	Targeted Assisted School (Check)	Schoolwide Program School (Check)	School Membership	Percent Identified as Disadvantaged	Percent Students with Disabilities	Percent Limited English Proficient
Gordon-Barbour Elementary	K-5		√	374	44 %	5 %	2 %
Lightfoot Elementary School	3-5		√	298	36%	7%	1%
Unionville Elementary	K-2		√	297	44%	10%	2%

PART II: STUDENT ACHIEVEMENT AND DEMOGRAPHIC DATA

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

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

Response:

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

Orange Posts Three Schools : Gordon-Barbour Elementary, Lightfoot Elementary and Unionville Elementary

Gordon Barbour Elementary

	2007-2008		2008-2009				
Reading	percentage of students passing/tested						
all students	79	99	84	100	##	area that needs to be addressed	
Black	65	98	74	100			
Hispanic	100	100	100	100			
White	82	99	87	100			
Students with Disabilities	37.5 (3/8)	100	0 (0/9)	100			
Economically Disadvantaged	68	100	79	100			
Limited English Proficient	100	100	100	100			
3rd	percentage of students passing						
all students	68		72				
Female	85		75				
Male	54		68				
Black	63		50				
Hispanic	100		NA				
White	69		79				
Students with Disabilities	0 (0/2)		0 (/4)				
Economically Disadvantaged	59		73				
Limited English Proficient	100		NA				
4th	percentage of students passing						
all students	85		91				
Female	78		97				
Male	90		86				
Black	60		88				
Hispanic	NA		100				
White	90		91				
Students with Disabilities	50 (2/4)		0 (0/2)				
Economically Disadvantaged	75		86				

Limited English Proficient		NA		100				
5th		percentage of students passing						
all students		86		88				
Female		86		85				
Male		87		89				
Black		71		86				
Hispanic		100		100				
White		90		88				
Students with Disabilities		50 (1/2)		0 (0/3)				
Economically Disadvantaged		72		74				
Limited English Proficient		100		100				
Mathematics		percentage of students passing/tested						
all students		77	99	86	100			
Black		63	98	79	100			
Hispanic		100	100	100	100			
White		80	99	88	100			
Students with Disabilities		100	100	55	100			
Economically Disadvantaged		69	100	76	100			
Limited English Proficient								
3rd		percentage of students passing						
all students		80		74				
Female		88		79				
Male		73		69				
Black		75		50				
Hispanic		100		NA				
White		82		83				
Students with Disabilities		0 (0/1)		0 (0/4)				
Economically Disadvantaged		77		61				
Limited English Proficient		100		NA				

4th		percentage of students passing							
all students		88	95						
Female		87	100						
Male		90	91						
Black		90	94						
Hispanic		NA	100						
White		88	95						
Students with Disabilities		60 (3/5)	0 (0/1)						
Economically Disadvantaged		80	90						
Limited English Proficient		NA	100						
5th		percentage of students passing							
all students		62	83						
Female		63	87						
Male		62	80						
Black		29	83						
Hispanic		100	NA						
White		72	78						
Students with Disabilities		33 (1/3)	33 (1/3)						
Economically Disadvantaged		44	71						
Limited English Proficient		100	NA						
		2007-2008	2008-2009						
Attendance Rate									
all students		96	96						
Black		96	97						
Hispanic									
White		96	96						
Students with Disabilities		91	95						
Economically Disadvantaged		95	96						
Limited English Proficient									

	Total number of students						
School Demographics (2009-10)							
Attendance rate	96.18%						
Female	196						
Male	178						
Black	75						
Hispanic	8						
White	286						
Students with Disabilities	23						
Limited English Proficient	8						
Migrant	0						
Homeless	2						
Economically Disadvantaged	165						

Response:

- d. Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics.
 - GBES will follow the annual goals provided by the VADOE of 85% passing in Reading and 83% passing in Math

Lightfoot Elementary School

Lightfoot Elementary							
		2007-2008		2008-2009			
Reading		percentage of students passing/tested					
all students		78	100	84	100	##	area that needs to be addressed
Black		58	100	75	10		
Hispanic		71	100	82	100		
White		82	100	87	100		
Students with Disabilities		62	100	70	100		
Economically Disadvantaged		65	100	73	100		
Limited English Proficient		50	100	100	100		

3rd		percentage of students passing							
all students		73	76						
Female		80	82						
Male		67	72						
Black		53	79						
Hispanic		75	75						
White		76	75						
Students with Disabilities		57	75						
Economically Disadvantaged		69	67						
Limited English Proficient		100	100						
4th		percentage of students passing							
all students		81	88						
Female		85	91						
Male		78	85						
Black		65	69						
Hispanic		100	80						
White		85	91						
Students with Disabilities		63	75						
Economically Disadvantaged		56	81						
Limited English Proficient		50	100						
5th		percentage of students passing							
all students		80	89						
Female		84	92						
Male		75	86						
Black		54	75						
Hispanic		0	100						
White		85	93						
Students with Disabilities		55	89						
Economically Disadvantaged		68	72						

Limited English Proficient	0	100					
Mathematics	percentage of students passing/tested						
all students	79	100	88	100			
Black	66	100	81	100			
Hispanic	71	100	91	100			
White	82	100	89	100			
Students with Disabilities	57	100	85	100			
Economically Disadvantaged	65	100	82	100			
Limited English Proficient	50	100	100	100			
3rd	percentage of students passing						
all students	85		83				
Female	82		85				
Male	87		82				
Black	80		79				
Hispanic	75		75				
White	86		83				
Students with Disabilities	71		63				
Economically Disadvantaged	77		73				
Limited English Proficient	100		100				
4th	percentage of students passing						
all students	73		94				
Female	64		92				
Male	79		95				
Black	56		86				
Hispanic	100		100				
White	76		95				
Students with Disabilities	57		100				
Economically Disadvantaged	52		96				

Limited English Proficient		50	100				
5th		percentage of students passing					
all students		80	87				
Female		83	90				
Male		76	85				
Black		62	80				
Hispanic		0	100				
White		83	89				
Students with Disabilities		57	100				
Economically Disadvantaged		63	83				
Limited English Proficient		0	100				
School Demographics (2009-10)	Attendance rate	Total number of students					
Female	96	124					
Male	96	174					
Black	97	42					
Hispanic	96	11					
White	95	241					
Students with Disabilities	97	22					
Limited English Proficient	98	4					
Migrant	0	0					
Homeless	93	8					
Economically Disadvantaged	95	108					
All Students	96%	198					

Response:

Annual Goal : Students will meet or exceed the Annual Measurable Objective in Reading and Math overall and in each subgroup.

Unionville Elementary School

Unionville Elementary School Basic Demographics

Grade Level	Total in Grade	American Indian	Asian	Black or African/American	Hispanic	White	Economically Disadvantaged
K	95 *40/55	1 0/1	0 0/0	8 2/6	5 3/2	81 35/46	45
1	106 54/52	0 0/0	0 0/0	23 9/14	4 3/1	79 42/37	50
2	96 39/57	0 0/0	0 0/0	13 4/9	6 3/3	77 32/45	37
Total	297	1	0	44	15	237	132
Total %	100%	0.03%	0	15%	5%	80%	44%

Grade Level	Total in Grade	Percent of Passing Spring PALS	Students in Balanced Literacy (BL)	% of BL PALS ID	Students in SRA RM+ Program - (RTI)	RTI -Meet/Exceed AIMSWEB Benchmark
K	95	76%	56	0%	39	n/a
1	106	63%	60	0%	46	92%
2	96	86%	47	0%	49	97%
Total	297	75%	163	0%	134	n/a

Unionville Elementary DATA							
* note - data based on Lightfoot ES							
	2007-2008		2008-2009				
	percentage of students passing/tested						
Reading							
all students	78	100	84	100		##	area that needs to be addressed
Black	58	100	75	10			
Hispanic							
White	82	100	87	100			
Students with Disabilities	62	100	70	100			
Economically Disadvantaged	65	100	73	100			
Limited English Proficient							
3rd	percentage of students passing						
all students	73		76				
Female	80		82				
Male	67		72				
Black	53		79				
Hispanic							
White	76		75				
Students with Disabilities	69		68				
Economically Disadvantaged							
Limited English Proficient							
4th	percentage of students passing						
all students	81		88				
Female	85		91				
Male	78		85				

Black	65	69					
Hispanic							
White	85	91					
Students with Disabilities							
Economically Disadvantaged	56	81					
Limited English Proficient							
5th	percentage of students passing						
all students	80	89					
Female	84	92					
Male	75	86					
Black	54	75					
Hispanic							
White	85	93					
Students with Disabilities							
Economically Disadvantaged	68	72					
Limited English Proficient							
Mathematics	percentage of students passing/tested						
all students	79	100	88	100			
Black	66	100	81	100			
Hispanic							
White	82	100	89	100			
Students with Disabilities	57	100	85	100			
Economically Disadvantaged	65	100	82	100			
Limited English Proficient							
3rd	percentage of students passing						
all students	85	83					
Female	82	85					
Male	87	82					
Black	80	79					
Hispanic							
White	86	83					
Students with Disabilities							
Economically Disadvantaged	77	73					

Students with Disabilities		94	94				
Economically Disadvantaged		93	94				
Limited English Proficient							

Goal 1 Unionville Elementary School will meet adequate yearly progress and full state accreditation during the 2009-2010 school year.

- **Objective 1** A substantial decrease, of 50% or more, in the number of students ending 2nd grade below grade level will occur.
- **Objective 2** Each grade level will show gains in the reading levels of individual students equivalent to or greater than one year's growth as evidenced by Aims Web Universal screenings and/or PALS testing.
- **Objective 3** Intensive remediation efforts will be provided across the school to close the achievement gaps of any students who begin the year below grade level in reading and math.
- **Objective 4** Each grade level will meet or exceed an 87% overall pass rate in math as evidenced by the benchmark tests.
- **Objective 5** The principal will review overall student performance data with each grade level monthly. Data from Aims Web progress monitoring, running records, SRA, Waterford Early Learning, benchmark and common assessments will be reviewed and analyzed.
- **Objective 6** Staff development will be provided by the principal and school-improvement coach for areas in need of improvement based upon results from Objectives 4, 5 and 7.
- **Objective 7** The principal will insure compliance with pacing guides via daily walk-throughs, formal and informal evaluations and lesson plan submissions.

Goal 2 Unionville Elementary will continue its implementation of the direct instruction Reading Mastery Plus program.

- **Objective 1** Staff development will be provided prior to the start of school in the areas of reading and data analysis.
- **Objective 2** Regular coaching will occur monthly. Data will be analyzed and feedback provided to teachers twice monthly.

Goal 3 Unionville Elementary will implement a positive behavior system school-wide.

- **Objective 1** The principal will provide staff development beginning in the pre-service week as well as monthly coaching for all staff.

- **Objective 2** Time on task for students will increase as evidenced by data collected quarterly.

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:

Orange Division Response

The Director of Elementary Instruction and the Director of Testing and Accountability will serve as dual liaisons for OCPS and the School Improvement process. These individuals will meet with each school in "Improvement" status on a bi-monthly basis effective immediately. They will assist with the development of the school level improvement plans and review quarterly data reports. They will also serve on the individual schools' leadership teams (LLT). This team will oversee the school level CII plan and objectives.

A district level team has also been formed comprised of the liaisons listed, Director of Special Education, Director of Secondary Instruction, Title III Coordinator, and parents. This team will design a division level plan and utilize the Indistar website for construction, updates and postings.

The liaisons will attend the Summer 2010 Institute and generate any follow-up at the county level required. The liaisons will also plan to attend the Virginia DOE planning meetings throughout the 2010-11 school, whether they be web-based or in Richmond. Funds have been set aside in the Title I A budget to cover travel expenses.

Coaches have been hired at the schools receiving 1003 A and G funding. Additional resources have been allocated to them for parental involvement and staff development.

Curriculum alignment strategies have been implemented to all SOLs and trainings will be on-going for teachers. A data warehouse will be purchased for teachers and administrators to use to analyze and monitor data regularly. RTI will be on the guiding force behind on instructional delivery and allow us more strategies for differentiation. Funding for these resources will be system-wide through local and

Title IIA.

Gordon-Barbour Response:

- Plan in place to implement the model beginning of the 2010-2011 school year
 - Gordon-Barbour will continue the plan that was implemented in the 2009-10 school year. This plan was very beneficial as seen in the increase of our 3rd grade SOL Math scores that over the past four years have averaged a 74% pass rate and this year is approximately 90% based on preliminary data. Our emphasis is on the gathering and analyzing of data from cumulative and benchmark tests. Weekly Professional Learning Community (PLC) meetings will be held to discuss students and to conduct grade level planning. Monthly Extended Planning time will be provided to allow teachers additional time to plan as a grade level and to analyze data. We will also continue to provide bi-weekly staff development based upon needs of teachers. These needs are determined by classroom observation and are also based upon requests of teachers. We will also continue to hold bi-weekly Leadership Learning Team meetings.
 - We will continue to offer our “Book Buddies” program to our kindergarten and first grade students. This program provides students who are struggling in the area of reading and opportunity to have a twice weekly 20 minute period of one-on-one instruction. . The students who have participated in this program have successfully increased their reading levels and in 95% of the cases are reading at or near grade level by the end of the school year. This program obviously makes a difference.
- Plans to regularly engage the school community to inform them of progress toward implementing the model
 - Monthly updates will be provided to the school community via the GBES PTO meeting and via the monthly newsletter. In an attempt to encourage parent involvement in school activities (PTO meetings, Back-to-School Night, Quarterly Reading/Math Nights, Family Reading Night, etc...) a student incentive will be in place. This program will allow students to earn points towards a year-end field day. Points will be earned by parent attendance at events and parent’s daily reading and initialing the student’s agenda.
- Set aside time and resources sufficient to facilitate the design and ongoing implementation of the model
 - Leadership Learning Team (consisting of the grade level chairs, principal, Literacy/Math coach, Community Outreach coordinator, parent, and central office personnel) meetings will be held twice monthly. These meetings are designed to appraise the progress being made towards successful implementation of the School Improvement Plan. This team will also be instrumental in determining staff development needs. Indistar data will also be entered, tracked, used to inform, and plan

via this team.

- Demonstrate adequate capacity to implement the model
 - A key component of the implementation of the plan is a full time Reading/Math Coach. During the 2009-10 school year, this individual was instrumental in tracking data and leading weekly PLC meetings at each grade level. Also during the 2009-10 school year, the LLT bought into the importance of the School Improvement Plan that was created via Indistar. The improved results on the 2010 SOL tests has also shown them the effectiveness of the plan implemented during the 2009-10 school year.
 - During the 2009-10 school year, the principal saw the effectiveness of the LLT and the importance of tracking and using data. He sees the need to continue the plan previously implemented for the 2009-10 school year.

Lightfoot Elementary Response:

- Plan in place to implement the model beginning of the 2010-2011 school year
 - Lightfoot Elementary will continue the plan that was implemented in the 2009-10 school year. The Leadership Team will continue to meet twice per month in order to plan and evaluate strategies. We will continue to focus on the analysis of student data, lesson design, and differentiation. Grade level meetings will be held to discuss student needs for remediation and enrichment in order to plan instruction. Extended planning time will be scheduled monthly in order to allow the instructional coach to work on long range planning such as units and provide professional development based on student performance and classroom observations. Teachers will continue to offer tutoring after school and once per month on Saturdays, and students who are at risk will be identified for the mentoring program. In addition, technology will be integrated for instruction and assessment. Parent and community outreach will be expanded.
- Plans to regularly engage the school community to inform them of progress toward implementing the model
 - Parents will be informed of school progress through a Back to School presentation, monthly PTA meetings, monthly parent forum meeting, and school newsletters. In addition to these meetings, the staff will provide reading and math curriculum information nights which include activities for students and their parents. The reading incentive program, which includes parent involvement, will be continued.
- Set aside time and resources sufficient to facilitate the design and ongoing implementation of the model
 - The Leadership Team (consisting of the grade level chairs, instructional coach, guidance counselor, reading specialist, special education teacher, parent, central office personnel, and principal) will meet twice per month. The team will assess the effectiveness of the model, implement changes, and determine the focus for professional development. Funds have been allocated for professional development. Indistar will be utilized to document progress and interventions.

- Demonstrate adequate capacity to implement the model

The preliminary SOL test results show evidence of the effectiveness of the 2009-2010 plan. A critical component for the 2010-2011 plan is the ability to sustain progress through the transition of leadership from the instructional coach to the team leaders and leadership team. Meeting agendas will include strategies designed to enable teachers to effectively assume this role.

Unionville Elementary Response:

- Plan in place to implement the model beginning of the 2010-2011 school year
 - Unionville Elementary will continue the plan that was implemented in the 2009-10 school year. The school improvement team will continue to meet twice per month in order to plan and evaluate school improvement efforts. Our focus will remain on data analysis, positive behavior intervention system, formative assessment and reading/math curriculum. Grade level meetings will be held to discuss student needs for remediation and enrichment in order to plan instruction. Teachers will continue to offer tutoring after school and students who are at risk in reading and/or math will be identified for the reading mastery and Waterford programs. In addition, upgraded technology will be integrated for instruction and assessment. Parent and community outreach will be expanded to include more school-sponsored academic rich events.
- Plans to regularly engage the school community to inform them of progress toward implementing the model
 - Parents will be informed of school progress through a Back to School presentation, monthly PTA meetings, monthly parent forum meeting, and school newsletters. In addition to these meetings, the staff will provide curriculum information nights which include activities for students and their parents. A schoolwide math and reading incentive program is being planned.
- Set aside time and resources sufficient to facilitate the design and ongoing implementation of the model
 - The Leadership Team (consisting of the grade level chairs, instructional coach, guidance counselor, reading specialist, special education teacher, central office personnel, and principal) will meet twice per month. The team will assess the effectiveness of the model, implement changes, and determine the focus for professional development. Funds have been allocated for professional development. Indistar will be utilized to document progress and interventions.

- Demonstrate adequate capacity to implement the model

The preliminary LES SOL test results and PALS/AIMSWEB data show evidence of the effectiveness of the 2009-2010 plan. A critical component for the 2010-2011 plan is the ability to sustain progress through the transition of implementation of the instructional coach to the team leaders and leadership team.

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.**

No additional documentation required:

Based on the response in Part III, the Design and Implementation of the Interventions and the State Transformation Initiative, OCPS will continue to proceed with current objectives and practices. These procedures have been in place since 2009; therefore, no OCPS policies required modification.

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.

Division Response:

Orange County Public Schools (OCPPS) will make every effort to continue to design their improvement plans using Indistar tools and/or strategies. Title IA, Title IIA and Local Funds will be allocated to provide on-going staff development and training on instructional strategies and lesson design/planning. OCPS plans to continue all data analysis efforts through the use of a system-wide warehouse. The purchase and yearly “upkeep” will be funded through local and federal funding. Benchmark and common assessments results will be readily available for teachers to manipulate and perform on-time data dissegregation. Providing adequate funds are available, OCPS will continue their coaching efforts through specialists, coordinators, mentors and lead teachers. These individuals will work directly with the district planning team and principals to align instruction and enhance classroom level lessons and strategies.

Gordon-Barbour Response:

- The LLT will continue to use the Indistar tool (it was used during the 2009-10 school year) to track data, determine needs (both instructional and personnel), inform the VADOE of the progress being made to meet the School Improvement Plan, and to assist in making sound instructional decisions.

Lightfoot and Unionville (Supporting “sister schools”)Response:

- The Leadership Team will use Indistar to document, assess, and revise strategies for improvement focused on instructional methods and teacher observation, student data, professional development, and parent involvement.

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.

Gordon Barbour Response:

We will continue to employ Donna Phillips as our Literacy/Math Coach. Mrs. Phillips was hired in this role during the summer of 2009. She was very instrumental in helping each of our grade level PLCs to track data and plan instruction based on student needs. Her background as an elementary teacher and countywide Literacy Coordinator in the Orange County Public School system prior to being selected as our coach has been extremely helpful. She holds endorsements in Early Education NK-4 and as a reading specialist. In Mrs. Phillips previous Literacy Coordinator position, she was shared among several schools and assisted with staff development and providing literacy resources to teachers. This was position was cut due to budget constraints. She was a natural fit with our school because of her previous role and her knowledge of our students, staff and curriculum.

Lightfoot Elementary Response:

Mrs. Lisa Yager was hired as coach in 2009 after advertising the position and an interview with the principal and Director of Elementary Education. Mrs. Yager had demonstrated leadership roles through her experience as a classroom teacher, grade level leader, and member of curriculum committees. She easily gained the confidence of teachers due to classroom experience, success with SOL testing, and knowledge of the curriculum. In 2009-2010 she successfully coached teachers in data analysis, backward planning, and differentiation. In addition, she planned and assisted with staff development.

Unionville Response:

Veteran teacher with expertise in mentoring teachers using a coaching model will be assigned as coach from within school.

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

School 1: Gordon-Barbour Elementary	School 2: Lightfoot Elementary	School 3: Unionville Elementary
<input checked="" 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 checked="" type="checkbox"/> Other (Explained above)	<input 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 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

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: Orange County

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

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

X 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	\$96,555 (GBE) \$75,000 (LES) \$75,546 (UES)	Title I A \$384,889 Title IIA \$38,742	\$247,101
2000 - Employee Benefits	\$20,977 (GBE) \$22,000 (LES) \$20,104 (UES)	Title I A \$126,368 Title IIA \$18507	\$63,081
3000 - Purchased Services	\$27,350 (GBE) \$26,000 (LES) \$34,650 (UES)		\$88,000
4000 - Internal Services		Title I A \$8,000 Title II A \$1500	0
5000 - Other Charges	\$18,000 (GBE) \$ 9,000 (LES) \$12500 (UES)		\$39,500
6000 - Materials and Supplies	\$6,000 (GBE) \$15,000 (LES) \$6,950 (UES)	Title I A \$10000	\$27,950
8000 - Equipment/Capital Outlay	\$6,726 (GBE) \$28,608 (LES) \$25,858 (UES)	Title I A \$20000	\$61,192
Total	\$526,824	\$608,006	\$526,824

School Budget Summary

School Name: Gordon Barbour 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		Total Across Object Codes (Do not include "other" funds.)
	ESEA 1003(a) Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	
1000 - Personnel	\$ 96,555		\$ 96,555
2000 - Employee Benefits	\$ 20,977		\$ 20,977
3000 - Purchased Services	\$ 27,350		\$ 27,350
4000 - Internal Services	\$ 0		\$ 0
5000 - Other Charges	\$ 18,000		\$ 18,000
6000 - Materials and Supplies	\$ 6,000		\$ 6,000
8000 - Equipment/Capital Outlay	\$ 6,726		\$ 6,726
Total	\$175,608		(Must Equal School Allocation) \$175,608

School Name: **Lightfoot 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	\$75,000.00		\$75,000.00
2000 - Employee Benefits	\$22,000.00		\$22,000.00
3000 - Purchased Services	\$26,000.00		\$26,000.00
4000 - Internal Services			
5000 - Other Charges	\$9,000.00		\$9,000.00
6000 – Materials and Supplies	\$15,000.00		\$15,000.00
8000 – Equipment/Capital Outlay	\$28,608.00		\$28,608.00
Total	\$175,608.00		(Must Equal School Allocation) \$175,608.00

School Name: **Unionville 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	\$75,546		\$75,546
2000 - Employee Benefits	\$20,104		\$20,104
3000 - Purchased Services	\$34,650		\$34,650
4000 - Internal Services			
5000 - Other Charges	\$12,500		\$12,500
6000 - Materials and Supplies	\$6,950		\$6,950
8000 - Equipment/Capital Outlay	\$25858		\$25858
<i>Total</i>	\$175608		(Must Equal School Allocation) \$175608

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: Orange County

Personal Services (1000)

Title I funds will be utilized to pay the salaries of 8 reading specialists to serve our students in our Title I eligible schools. Title II A funds will be used to hire a teacher at Unionville elementary to assist with classroom reduction services.

1. Employee Benefits (2000)

Includes FICA, health/dental, and VRS of above 9 positions.

2. Purchased Services (3000)

Provide transportation for School Choice options. Pay for staff development and follow-up coaching with Direct Instruction through Ronnis, Inc. Payment for consultant, Dr. James Stronge, to work with schools on "Teacher Quality and Effectiveness" and design a new evaluation instrument. Purchase a data analysis and warehouse under Title IIA.

3. Internal Services (4000)

Title I A funds will be used to bus "School Choice" students to and from the home school to the school of choice. The fuel costs and hourly driver wages will be included. Food services will be utilized to provide meals for trainings and workshops throughout the year for teachers and parental involvement.

4. Other Charges (5000)

Staff development and travel associated with school improvement efforts. Parent involvement funds to support community outreach and events held at school.

5. Materials and Supplies (6000)

Title IA Funds -Additional formative assessment materials and parent involvement supplies to support community outreach and events held at school.

6. Equipment/Capital Outlay (8000)

Title I A Funds - Computer/technology hardware to include: Laptops, LCD projectors, Smart Boards, etc.

School Name: Gordon-Barbour Elementary School

1. Personal Services (1000) –

We have a Book Buddies program currently in our school. A reading specialist sets up the schedule for a group of volunteers who teach the lessons. The reading specialist also creates all lessons for the approximate 25 students who participate yearly. The students who have participated in this program have successfully increased their reading levels and in 95% of the cases are reading at or near grade level by the end of the school year. This program obviously makes a difference. Currently the reading specialist prepares most of these lessons outside of her normal contract time on her personal time. This amount budgeted would allow us to pay her for her time. (\$6,000)

A literacy/math coach would be used to work with teachers to develop differentiated instructional strategies, analyze data, and provide staff development with the primary goal of continuing to increase SOL and PALS scores. (\$55,203)

Individualized instruction to meet the varied needs of students would be presented through remediation provided during the school day and after school. Students needing additional instruction due to their individualized educational needs would be provided with small group instruction.

During the school day -- (\$17,280)

(1 person at 2 days per week (\$90 per day) for 32 weeks; 2 people at 5 two hour days (\$16 per hour) per week for 36 weeks)

After school – (\$1872)

(2 people at 2 days per week 1.5 hours per day (\$36 per day per person) for 26 weeks)

A monthly “extended planning time” is provided to grade level teachers to audit our current pacing guide, VDOE blueprints, common and benchmark assessments, and to plan lessons as a group. This involves a 3.5 hour block each month (September – May) for each grade level teacher of which there are 20. (\$16,200)

(20 substitutes for nine months at \$90 per day)

Total for category = \$96,555

2. Employee Benefits (2000)

Benefits for full-time Literacy/Math Coach (\$20977)

3. Purchased Services (3000)

On-going and varied professional development activities for teachers and staff are necessary for effective instruction. One such professional development activity includes "Breaking the Barriers to Test Success" with Paula Brown in helping students be successful on standardized tests. (Paula Brown - \$3,000; Outside conferences/training -- \$4,000; SuccessMaker Training -- \$3,400)

On-going and varied professional development activities for teachers and staff are necessary for effective instruction. An area that needs to be addressed is a schoolwide classroom/discipline management program (EPIC). (\$15,000)

TeachFirst Formative Assessment -- \$1,950

Total for category = \$27,350

4. Internal Services (4000)

5. Other Charges (5000)

Whenever assessments alert us to student learning problems, we have to be able to intervene quickly with a proven approach that is research-based. That's why we have chosen to attend the 2010 ASCD Conference on Teaching and Learning entitled "Closing the Learning Gap Once and For All," education's largest event of the year that focuses exclusively on closing the learning gap in K-12 education. This conference can help us find the interventions that will work for your learning community, including: (\$10,000)

- Response to Intervention
- instructional leadership
- standards-based grading and assessment
- whole child education
- effective student feedback
- data-based tracking of student progress
- multiple measures of assessment
- early childhood care and education
- change leadership

National research shows that involved parents more often than not results in successful students. It is often very difficult to get our parents involved in activities or educational events at school. We currently only have an approximate 25% involvement rate with our parents. Events including Family Reading Nights can be instrumental in showing them the importance of their involvement. Providing them with incentives for their involvement is key with our clientele. In an attempt to encourage parent involvement in school activities (PTO meetings, Back-to-School Night, Quarterly Reading/Math Nights, Family Reading Night, etc...) a student incentive will be in place. This program will allow students to earn points towards a year-end field day. Points will be earned by parent attendance at events and parent's daily reading and initialing the student's agenda. (\$3000)

Parent Outreach – Materials and events (\$5000)

6. Materials and Supplies (6000)

In the 2005 Illinois State Study entitled "How Powerful Libraries Make Powerful Learners" they reported that schools with newer collections average:

- Almost 13% higher 8th grade writing scores

- Almost 11% higher 5th grade writing scores
- More than 7% higher 5th grade reading scores
- Almost 3% higher ACT scores.

Similar results were shown in a Massachusetts State Study and a Colorado State Study both conducted in 2000. Providing our students with newer and additional books which are appealing to them will provide greater chances of reading by our students. Our current age for our “emerging” books is 16 years. (\$6,000)

7. Equipment/Capital Outlay (8000)

Today’s classroom teachers range in age from their early twenties to early sixties. The younger teachers, “digital natives,” tend to use technology in their classrooms almost without thinking about it. For many of the veteran teachers, or “digital immigrants,” the use of technology for classroom instruction is foreign to them, and many feel, unnecessary for successful instruction and likewise unnecessary for student learning. In an era when our students are entrenched in the use of various forms of technology on a daily basis, there be an expectation that all classroom instructors, regardless of their “comfort level,” be literate in and employ technology in the delivery of their lessons. It is also known that the more readily available technology and equipment is to the instructor, the more likely it will be used. We are lacking in the area of having this technology available. Technology needs include Smartboards, tablets and LCD projectors mounted in a convenient manner. (\$6,726)

School Name: Lightfoot Elementary

1. Personal Services (1000)

Funds will be used to fund the coaching salary, direct instruction coach stipend, substitutes for extended planning, and remediation assistance.

2. Employee Benefits (2000)

Funds are allocated for FICA, health insurance, VRS.

3. Purchased Services (3000)

Funds will support EPIC to continue professional development and coaching in order to develop effective classroom management skills and behavior plans, professional development through PD 360, TeachFirst Formative Assessment Platform, and conferences.

4. Internal Services (4000)

5. Other Charges (5000)

Funds will be applied to meals and travel expenses for trainings and conferences.

6. Materials and Supplies (6000)

Materials and supplies will be used for student incentives, parent and community outreach activities, books, and hands-on instructional materials.

7. Equipment/Capital Outlay (8000)

Funds will be used for the purchase of laptops, smart boards, and personal response systems in order to differentiate instruction, increase student engagement, and improve formative assessment methods.

School Name: Unionville Elementary

1. Personal Services (1000)

School improvement coach's base salary. Behavior specialist's base salary to support students on-site in continued implementation of School-wide positive behavior intervention system.

2. Employee Benefits (2000)

Includes FICA, health/dental of above 2 positions and retirement contribution (VRS) of coach.

3. Purchased Services (3000)

Hourly payment of retired teachers for in-school tutoring in reading. Hourly payment of data specialist to provide support to teachers, coach, and staff as well as professional development in this area.

4. Internal Services (4000)

5. Other Charges (5000)

Staff development and travel associated with school improvement efforts. Parent involvement funds to support community outreach and events held at school.

6. Materials and Supplies (6000)

Formative assessment (\$1950) & parent involvement funds to support community outreach and events held at school (\$5000).

7. Equipment/Capital Outlay (8000)

Computer/technology hardware. Upgrade lab and classroom computers to accommodate Waterford program that is used for math remediation.

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

Expenditure Code Definitions

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

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

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

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

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

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

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

Strand I
(Mentor Coaching Training and Special Education Training)

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

For divisions marked with an asterisk (*): Division contact registers for Strand II.

Accomack County	Nandua MS	Year I of Title I School Improvement
Accomack County	Arcadia MS	Year I of Title I School Improvement
Accomack County	Kegotank ES	Year I of Title I School Improvement
Accomack County	Metompkin ES	Year I of Title I School Improvement
Alexandria City*	Washington MS	Year I of Title I School Improvement
Alexandria City*	Washington MS 2	Year I of Title I School Improvement
Alexandria City*	Hammond MS	Year I of Title I School Improvement
Alexandria City*	Hammond MS 2	Year I of Title I School Improvement
Alexandria City*	Hammond MS 3	Year I of Title I School Improvement
Alexandria City*	Ramsay ES	Year I of Title I School Improvement
Brunswick County	Red Oak-Sturgeon ES	Year I of Title I School Improvement
Campbell County	Altavista ES	Year I of Title I School Improvement
Charles City County	Charles City County ES	Tier III – 1003g
Franklin City	Franklin HS	Tier III – 1003g
Fredericksburg City	Walker-Grant MS	Year 1 of Title I School Improvement
Greene County	Nathaniel Greene ES	Year I of Title I School Improvement
Greene County	Greene County Primary	Year I of Title I School Improvement
Greensville County	Greensville ES	Year I of Title I School Improvement
Hampton City	Mallory ES	Tier III – 1003g
Henrico County	Highland Springs ES	Year I of Title I School Improvement
Henrico County	Adams ES	Year I of Title I School Improvement
Lynchburg City	Perrymont ES	Year I of Title I School Improvement
Middlesex County	Middlesex ES	Year I of Title I School Improvement
Newport News City	L.F. Palmer ES	Tier III – 1003g
Roanoke City	Hurt Park ES	Tier III – 1003g
Roanoke City	William Fleming HS	Tier III – 1003g
Shenandoah County	Sandy Hook ES	Year I of Title I School Improvement
Smyth County	Marion Intermediate	Year I of Title I School Improvement
Smyth County	Marion Primary	Year I of Title I School Improvement
Staunton City	Ware ES	Year I of Title I School Improvement
Suffolk City	Benn Jr. ES	Year I of Title I School Improvement
Suffolk City	Mount Zion ES	Year I of Title I School Improvement
Warren County	Wilson Morrison ES	Year I of Title I School Improvement

**Strand II
(Division Leadership Support Training)**

The **Title I Director** or **Director of Instruction of Returning* Divisions** must register for this strand of the summer institute.

(*Returning means divisions that did attend last summer's institute.)

Albemarle County	Henrico County	Richmond City
Alexandria City	King George County	Roanoke City
Amherst County	King and Queen County	Rockbridge County
Arlington County	Lancaster County	Shenandoah County
Bedford County	Louisa County	Stafford County
Craig County	Lunenburg County	Suffolk City
Culpeper County	Newport News City	Warren County
Essex County	Norfolk City	Westmoreland County
Fairfax County	Northampton County	Williamsburg-James City Co.
Fauquier County	Orange County	
Fluvanna County	Petersburg City	
Franklin City	Pittsylvania County	
Fredericksburg City	Portsmouth City	
Hampton City	Pulaski County	

**Strand III
(Formative Assessment™ Training)**

The **Returning* Building Principal** and the **Returning 1003g School Coach** must register for this strand of the summer institute.

(*Returning means individuals that did attend last summer's institute.)

Albemarle County	Greer ES	Year I of Title I School Improvement
Alexandria City	Mount Vernon ES	Year I of Title I School Improvement
Alexandria City	Patrick Henry ES	Year I of Title I School Improvement
Alexandria City	Cora Kelly Magnet School	Tier III – 1003g
Alexandria City	Jefferson-Houston ES	Tier III – 1003g
Amherst County	Central ES	Tier III – 1003g
Arlington County	Barcroft ES	Year I of Title I School Improvement
Arlington County	Drew Model ES	Tier III – 1003g
Arlington County	Hoffman-Boston ES	Tier III – 1003g
Arlington County	Randolph ES	Tier III – 1003g
Bedford County	Bedford ES	Year I of Title I School Improvement
Bedford County	Bedford Primary	Year I of Title I School Improvement
Craig County	McCleary ES	Tier III – 1003g
Culpeper County	Sycamore Park ES	Tier III – 1003g
Culpeper County	Pearl Sample ES	Tier III – 1003g
Essex County	Essex Intermediate	Tier III – 1003g
Essex County	Tappahannock ES	Tier III – 1003g
Fauquier County	Grace Miller ES	Year I of Title I School Improvement
Fluvanna County	Central ES	Tier III – 1003g
Fluvanna County	Columbia District ES	Tier III – 1003g
Fluvanna County	Cunningham District ES	Tier III – 1003g
Hampton City	Smith ES	Year I of Title I School Improvement
King George County	King George ES	Tier III – 1003g

King George County	Potomac ES	Tier III – 1003g
King and Queen County	King and Queen ES	Tier III – 1003g
Lancaster County	Lancaster Primary School	Tier III – 1003g
Louisa County	Trevilians ES	Year I of Title I School Improvement
Lunenburg County	Victoria ES	Year I of Title I School Improvement
Newport News City	Sedgefield ES	Tier III – 1003g
Norfolk City	Jacox ES	Year I of Title I School Improvement
Norfolk City	Lindenwood ES	Year I of Title I School Improvement
Northampton County	Kiptopeke ES	Tier III – 1003g
Northampton County	Ocohanock ES	Tier III – 1003g
Orange County	Orange ES	Tier III – 1003g
Orange County	Lightfoot ES	Year I of Title I School Improvement
Orange County	Unionville ES	Year I of Title I School Improvement
Orange County	Gordon Barbour ES	Year I of Title I School Improvement
Petersburg City	A.P. Hill ES	Tier III – 1003g
Petersburg City	J.E.B. Stuart ES	Tier III – 1003g
Petersburg City	Vernon Johns Junior High	Tier III – 1003g
Pittsylvania County	Dan River MS	Tier III – 1003g
Pittsylvania County	Kentuck ES	Tier III – 1003g
Portsmouth City	Brighton ES	Year I of Title I School Improvement
Portsmouth City	Churchland Academy ES	Tier III – 1003g
Pulaski County	Dublin ES	Year I of Title I School Improvement
Pulaski County	Pulaski ES	Tier III – 1003g
Richmond City	Blackwell ES	Year I of Title I School Improvement
Roanoke City	Addison MS	Tier III – 1003g
Roanoke City	Huff Lane Intermediate	Year I of Title I School Improvement
Roanoke City	Round Hill Montessori	Year I of Title I School Improvement
Rockbridge County	Fairfield ES	Year I of Title I School Improvement
Shenandoah County	Ashby Lee ES	Tier III – 1003g
Stafford County	Kate Waller Barrett ES	Year I of Title I School Improvement
Stafford County	Falmouth ES	Year I of Title I School Improvement
Suffolk City	Elephant’s Fork ES	Tier III – 1003g
Warren County	Warren County MS	Year I of Title I School Improvement
Westmoreland County	Washington District ES	Tier III – 1003g
Williamsburg-James City	Montague ES	Year I of Title I School Improvement

Included for Application Completion Only-UVA Lead Turnaround Program

Fairfax County	Woodlawn ES	Year I of Title I School Improvement
Fairfax County	Bucknell ES	Year I of Title I School Improvement
Fairfax County	Beech Tree ES	Year I of Title I School Improvement
Fairfax County	Hollin Meadows ES	Year I of Title I School Improvement

Fairfax County	Dogwood ES	Tier III – 1003g
Fairfax County	Hybla Valley ES	Tier III – 1003g
Fairfax County	Washington Mill ES	Tier III – 1003g
Fairfax County	Mount Vernon Woods ES	Tier III – 1003g

**Strand IV
(Lead Turnaround Partner Training)**

The **Division Superintendent or Assistant Superintendent**, the **Lead Turnaround Partner**, and the **School Principal of Tier I and Tier II Schools** must register for this strand of the summer institute.

	Tier 1 Schools		Tier 2 Schools
Brunswick County	James. S. Russell Middle	Alexandria City	T.C. Williams HS
Grayson	Fries Middle	Buchanan County	Hurley HS*
Norfolk City	Lake Taylor Middle	Colonial Beach	Colonial Beach HS
Norfolk City	Ruffner Middle	Danville City	Langston Focus HS
Petersburg City	Peabody Middle	King and Queen County	Central HS
Richmond City	Fred D. Thompson Middle	Prince Edward County	Prince Edward Co HS
Richmond City	Boushall Middle	Richmond City	Armstrong HS
Roanoke City	Westside Elementary	Richmond City	George Wythe HS*
Sussex County	Chambliss Elementary	Roanoke City	Patrick Henry HS*
Sussex County	Sussex Central Middle		

*These schools have applied for a waiver of identification.

SUMMARY OF CONDITIONS OF AWARD

Requirement	A Requirement of 1003(g)	A Requirement of 1003(a)
Requirements for Tier I and Tier II Schools and Divisions (Other Schools As Indicated)		
<u>School Level</u>		
Selection and implementation of a federal reform model (Appendix C)	Yes	No
Continued Submission of the Data Analysis or Restructuring Quarterly Reports	Yes	Yes
Continued School Improvement Planning via Indistar™ (Center on Innovation and Improvement - CII)	Yes	Yes
Online Attendance at Rapid Improvement Indicator-based Webinars (Tailored to summer institute strands as follow-up technical assistance)	Yes	Yes
<p>For the purpose of monitoring struggling students in reading, the Office of School Improvement is requiring Tier I and Tier II schools to purchase <i>ISTATION</i> (K-10). Cost \$6500 per school.</p> <p>For the purpose of monitoring struggling students in mathematics, the Office of School Improvement is requiring Tier I and Tier II schools to purchase the Algebra Readiness Diagnostic Test (ARDT). Cost \$4 per student.</p>	Yes	No
Attendance at 1003(g) and 1003(a) summer institute to be held at the Williamsburg Marriott, July 19-22, 2010.	Yes	Yes

Requirement	A Requirement of 1003(g)	A Requirement of 1003(a)
(Division Level) <u>Divisions with Tier I and Tier II Schools</u>		
Continued School Improvement Planning via Indistar™: Division-Level (Center on Innovation and Improvement - CII)	Yes	Yes
Attendance at Summer Institute Training (July 19-22, 2010, Williamsburg's Marriott) - Lead Turnaround Partner Training with Lauren Morando Rhim. (The principal will attend this training with the division contact person.)	Yes	No
Attendance at Lead Turnaround Partner Follow-up Division-level Webinars (Tailored to summer institute strand as follow-up technical assistance)	Yes	No
Summer Institute Training (July 19-22, 2010, Williamsburg's Marriott) - Division Leadership Support (Training Provided by The College of William and Mary)	Yes	No
Four One-Day Division Leadership Workshops (October, December, February, and April)	Yes	No
Site Visits to Schools with the Division Leadership Support Directors	Yes	No
Attendance at Webinars and Video Conferencing via The College of William and Mary	Yes	No
Requirements for Tier III Schools and Divisions		
<u>School Level</u>		
Employment of a School Improvement Coach	Yes	Yes
Continued Submission of the Data Analysis Quarterly Reports	Yes	Yes
Continued School Improvement Planning via Indistar™ (Center on Innovation and Improvement - CII)	Yes	Yes
Summer Institute Training (July 19-22, 2010 – Mentor Coaching and Special Education Training)	Yes, if assigned to Strand I	Yes, if assigned to Strand I

Requirement	A Requirement of 1003(g)	A Requirement of 1003(a)
Online Attendance at Mentor Coach Training Webinars (follow-up to summer training)	Yes, if assigned to Strand I	Yes, if assigned to Strand I
Summer Institute Training (July 19-22, 2010), Formative Assessment Module: Checking for Understanding [Training Provided by TeachFirst] <i>(New to the institute schools will be assigned to the Teacher Leader Training.)</i>	Yes, if assigned to Strand III	Yes, if assigned to Strand III
Online Attendance at Formative Assessment Webinars (follow-up to summer training)	Yes, if assigned to Strand III	Yes, if assigned to Strand III
<u>(Division Level)</u> <u>Divisions with Tier III Schools</u> <u>(Exception: Accomack, Green, Lynchburg, and Staunton)</u>		
Use of a Division-Level Coach Model	Yes	No
Continued School Improvement Planning via Indistar™: Division-Level (Center on Innovation and Improvement – CII)	Yes	Yes
Summer Institute Training (July 19-22, 2010), Williamsburg's Marriott) - Division Leadership Support (Training Provided by The College of William and Mary)	Yes	No
Four One-Day Division Leadership Workshops (October, December, February, and April)	Yes	No
Site Visits to Schools with the Division Leadership Support Directors	Yes	No
Attendance at Webinars and Video Conferencing via The College of William and Mary	Yes	No
<u>Special Requirements for Schools Assigned to Strand III of the Summer Institute</u> Schools assigned to Stand III of the July Institute will be required to purchase the support platform for the implementation of TeachFirst's Formative Assessment Series™. (The cost is \$1,950 per school. For information regarding contracting with TeachFirst, please contact John Mullins at (206) 453-2445.)	Yes	Yes, if assigned to Strand III

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