

**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: Portsmouth City Public Schools  
Mailing Address: P.O. Box 998 Portsmouth, VA 23705-0988  
Division Contact: Barbara Jones-Smith  
Telephone (include extension if applicable): (757) 393-8611 Fax: (757) 393-5201  
E-mail: barbara.j.smith@pps.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: Brighton Elementary School  
Mailing Address: 1100 Portsmouth Boulevard, Portsmouth, VA 23704  
School Contact: Barbara J. Shears-Walker  
Telephone (include extension if applicable): (757) 393-8870 Fax: (757) 393-5133  
E-mail: Barbara.Walker@pps.k12.va.us

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

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

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

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

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

Superintendent's Signature: \_\_\_\_\_

Superintendent's Name: \_\_\_\_\_

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
Brighton Elementary School	K-6		✓	563	92%	16%	0%

**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: See Data Charts**

Brighton Elementary School-English 2007-2008

<b>Subgroup</b>	<b>Total Students</b>	<b>Rate</b>
<b>All students</b>	<b>349</b>	<b>69.34%</b>
<b>Black students</b>	<b>344</b>	<b>68.89%</b>
<b>Hispanic students</b>	<b>2</b>	<b>100.00%</b>
<b>Students Identified as Disadvantaged</b>	<b>299</b>	<b>66.55%</b>
<b>Students with Disabilities</b>	<b>64</b>	<b>79.68%</b>
<b>White</b>	<b>3</b>	<b>100.00%</b>

Brighton Elementary School-English 2008-2009

<b>Subgroup</b>	<b>Total Students</b>	<b>Rate</b>
<b>All students</b>	<b>325</b>	<b>80.61%</b>
<b>Black students</b>	<b>324</b>	<b>80.55%</b>
<b>Hispanic students</b>	<b>1</b>	<b>100.00%</b>
<b>Economically Disadvantaged</b>	<b>299</b>	<b>79.93%</b>
<b>Students with Disabilities</b>	<b>69</b>	<b>81.15%</b>
<b>White</b>	<b>0</b>	<b>0</b>

Brighton Elementary School-Mathematics 2007-2008

<b>Subgroup</b>	<b>Total Students</b>	<b>Rate</b>
<b>All students</b>	<b>341</b>	<b>68.62%</b>
<b>Black students</b>	<b>336</b>	<b>68.15%</b>
<b>Hispanic students</b>	<b>2</b>	<b>100.00%</b>
<b>Students Identified as Disadvantaged</b>	<b>292</b>	<b>66.09%</b>
<b>Students with Disabilities</b>	<b>64</b>	<b>67.18%</b>
<b>White</b>	<b>3</b>	<b>100.00%</b>

Brighton Elementary School-Mathematics 2008-2009

<b>Subgroup</b>	<b>Total Students</b>	<b>Rate</b>
<b>All students</b>	<b>321</b>	<b>72.58%</b>
<b>Black students</b>	<b>320</b>	<b>70.50%</b>
<b>Hispanic students</b>	<b>1</b>	<b>100.00%</b>
<b>Economically Disadvantaged</b>	<b>295</b>	<b>71.86%</b>
<b>Students with Disabilities</b>	<b>73</b>	<b>82.19%</b>
<b>White</b>	<b>0</b>	<b>0</b>

**Goal Area # 1: Achievement—Standard 8-VAC 20-131-310.G.1**

**Goal(s):** By the end of the 2010-2011 school year, 88% *or more* of *all* students will pass the English SOL Assessments.

**Objective(s):** Improve academic performance in English for all students from 81%, for disadvantaged students from 80%, and for students with disabilities from 81%, to exceed 88% in reading comprehension, word analysis strategies, information resources, and the writing process.

**Focus Area:**  English

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**Goal Area # 1: Achievement—Standard 8-VAC 20-131-310.G.1**

**Goal(s):** By the end of the 2010-2011 school year, 88% *or more* of *all* students will pass the mathematics SOL Assessments.

**Objective:** Improve academic performance in Mathematics for all students from 73%, for disadvantaged students from 72%, and for students with disabilities from 82%, to exceed 88% in Number and Number Sense, Computation and Estimation, Measurement and Geometry. process.

**Focus Area:**  Math

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**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:** Brighton Elementary School will implement the Building Coach Model (State Transformation Model) in the fall of 2010-2011 school year. There will be two building coaches under the approval of the 1003a School Improvement Funds. The building School Improvement Coach will analyze data, drive decision-making in developing, selecting, and evaluating instructional programs and practice, 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. The building Intervention Program Coach will analyze data, monitor all remediation sessions/plans, assign student interventions, provide instructional support/feedback to teachers and students, and work with small remediation groups.

The school community will be informed of the progress toward implementing the model by use of building school coaches through the presentation of faculty & staff to school community; school improvement plan presentation to division, parents, community, faculty, & staff; school improvement parent meetings; monthly building school improvement team meetings, agendas, & minutes; monthly school improvement communications to parents & school community; use of Indistar Tool (CII Indicators for school improvement); completion of Quarterly Report.

The School Improvement Plan and the 1003a School Improvement Funds Grant will outline the timeline and the budget to facilitate the implementation of the Building Coach Model (State Transformation Model).

The Building Coach Model will be implemented with the existing personnel. The 2009-2010 school year gave the opportunity to include the school improvement mentor and literacy coach position under the approval of the 1003g School Improvement Funds. Therefore, for the 2010-2011 school year, the individual will take on the title School Improvement Coach under the approval of the 1003a School Improvement Funds. During the 2009-2010 school year, Brighton selected a Remediation Specialist under the approval of the 1003a School Improvement Funds. Therefore, for the 2010-2011 school year, the individual will take on the title Intervention Program Coach under the approval of the 1003a School Improvement Funds.

**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:** Brighton Elementary School Building Coach Model (State Transformation Model) is in compliance with division and school policies. During the 2009-2010 school year, Brighton Elementary School was assigned a VDOE PASS Coach and building Literacy Coach (1003g School Improvement Funds). The VDOE PASS Coach assigned monthly action items for leadership team

completion and a monthly written report was submitted to VDOE Office of School Improvement , the Division Superintendent, and the Division Assistant Superintendent Of Curriculum and Instruction. Monthly Division meetings were held with the Department of Curriculum and Instruction. Meeting agendas and minutes are available.

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

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

Describe the following:

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

**Response:** The Building Coach Model (State Transformation Model) will continue long after the funding has ended because personnel selected for the coaches positions are currently reading specialists who were in the local budget or Title I budget. The School Improvement Coach and the Intervention Program Coach both have been in a coach/mentor, coordinator position under the 1003g and 1003a School Improvement Funding and are well versed on the use of CII school improvement indicators (Indistar Tool) for school improvement team meetings, agendas, minutes, tracking and reporting school improvement activities. The Indistar Tool will be used to indicate school improvement indicators based on school improvement plan. Leadership Team members will be assigned tasks with a timeline as it relates to selected school indicators. The Leadership Team will use the Indistar Tool to monitor school improvement plan progress, create and save meeting agendas and minutes.

## **PART VI: SELECTION OF COACH**

The State Transformation Model, which year one schools are implementing, requires schools to use funding to hire a coach that will work with the school in the area(s) that caused the school to enter school improvement. Responsibilities of a coach may include, but are not limited to the following:

Assisting the School Improvement Team in:

- Using appropriate data to:
  - drive decision-making in developing, selecting, and evaluating instructional programs and practices
  - select appropriate strategies to individualize classroom instruction
  - establish goals for all students with a focus on subgroup performance

- Developing and evaluating a highly effective school improvement plan via online planning
- Protecting instructional time
- Monitoring student progress and sharing findings
- Promoting a collegial relationship between school administrators, staff, and coach

In the box below, please respond to the following questions:

Describe the process that was used or will be used to select the coach for the schools that will be served with 1003(a) funds - NCLB year one schools. **Coaches must be employed by June 28, 2010, the last day to register for the summer institute.** Use as much space as needed.

**Response:** The building-level School Improvement Coach for Brighton Elementary School was selected during the 2008-2010 school years under two initiatives. In 2008-2009, the individual was selected as the Literacy Coach under the conditional accreditation granted by VDOE to improve reading SOL scores. The 2009-2010 school year gave the opportunity to include the school improvement mentor and literacy coach position under the approval of the 1003g School Improvement Funds. Therefore, for the 2010-2011 school year, the individual will take on the title School Improvement Coach under the approval of the 1003a School Improvement Funds.

Brighton will select an Intervention Program Coach to analyze data, monitor all remediation sessions/plans, assign student interventions, provide instructional support/feedback to teachers and students, and work with small remediation groups. During the 2009-2010 school year, Brighton selected a Remediation Specialist under the approval of the 1003a School Improvement Funds.

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

School 1: <u>Brighton Elementary School</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: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	School 3: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)
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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:** Portsmouth City 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.

		<b>School Year 2010-2011</b>	
<b>Expenditure Codes</b>	<b>ESEA 1003(a) Funds [Funds must be encumbered by September 30, 2011.]</b>	<b>Other Funds</b>	<b>Total Across Object Codes  (Do not include "other" funds.)</b>
<b>1000 - Personnel</b>	<b>School Improvement Coach</b>		<b>\$55,651.33</b>
	<b>Intervention Program Coach</b>		<b>\$45,934.85</b>
<b>2000 - Employee Benefits</b>	<b>School Improvement Coach</b>		
	<b>FICA</b>		<b>4,967.96</b>
	<b>VRS</b>		<b>7,685.45</b>
	<b>LIFE INS</b>		<b>439.65</b>
	<b>VRS HIC</b>		<b>578.77</b>
	<b>HEALTH</b>		<b>6,600.00</b>
	<b>Intervention Program Coach</b>		
	<b>FICA</b>		<b>3,107.85</b>
<b>VRS</b>		<b>5,610.38</b>	
<b>LIFE INS</b>		<b>320.94</b>	
<b>VRS HIC</b>		<b>422.50</b>	
<b>HEALTH</b>		<b>4,818.00</b>	
<b>3000 - Purchased Services</b>	<b>Teach First Formative Assessment Platform</b>		<b>\$1,950.00</b>
<b>4000 - Internal Services</b>	<b>Documents-Handouts for Staff Development &amp; Parent Workshops</b>		<b>\$700.00</b>
<b>5000 - Other Charges</b>	<b>Title I Part A Professional Development for School Improvement Title II Professional Development District-Wide</b>		<b>35,638.10</b>

<b>6000 - Materials and Supplies</b>	<b>Classroom Instructional Materials and Supplies</b>		<b>\$1,182.22</b>
<b>8000 – Equipment/ Capital Outlay</b>			<b>\$0.00</b>
<b>Total</b>	<b>\$175,608</b>		<b>(Must Equal Division Allocation)</b>

### School Budget Summary

School Name: Brighton Elementary School

#### Virginia Department of Education Grant Expenditure Requirements

- ✓ Yes \_\_\_ No: Is this school a participant in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute?
- ✓ If yes, check here to indicate that the school has included the purchase of the TeachFirst Formative Assessment platform in its budget.

		School Year 2010-2011	
Expenditure Codes	ESEA 1003(a)Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	Total Across Object Codes  (Do not include “other” funds.)
1000 - Personnel	School Improvement Coach Intervention Program Coach		\$55,651.33  \$45,934.85
2000 - Employee Benefits	School Improvement Coach FICA VRS LIFE INS VRS HIC		4,967.96 7,685.45 439.65

	HEALTH Intervention Program Coach FICA VRS LIFE INS VRS HIC HEALTH		578.77 6,600.00  3,107.85 5,610.38 320.94 422.50 4,818.00
3000 - Purchased Services	Teach First Formative Assessment Platform		\$1,950.00
4000 - Internal Services	Documents-Handouts for Staff Development & Parent Workshops		\$700.00
5000 - Other Charges	Title I Part A Professional Development for School Improvement Title II Professional Development District-Wide		35,638.10
6000 - Materials and Supplies	Classroom Instructional Materials and Supplies		\$1,182.22
8000 - Equipment/ Capital Outlay			\$0.00
<i>Total</i>	<i>\$175,608</i>		(Must Equal School Allocation)

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

**Part 2. Budget Narrative: Describe in detail by expenditure codes how the school improvement 1003(a) funds as well as other funding sources will be used to support school improvement activities.**

**Division Name: Portsmouth City Public Schools**

1. Personal Services (1000)

**\$101,586.18 Payment for full-time employment for School Improvement Coach (Angela Griffin) and an Intervention Program Coach (Kimberly Bright) to work with identified students in the area of reading and math.**

2. Employee Benefits (2000)

**\$34,551.50 School Improvement Coach (Angela Griffin) and Intervention Program Coach (Kimberly Bright) will receive part of compensation.**

3. Purchased Services (3000)

**\$1,950.00 Teach First Formative Assessment for school.**

4. Internal Services (4000)

**\$700.00 Documents (hand-outs for staff development, parent workshops) to be printed to support professional development for school's staff and reports to be submitted.**

5. Other Charges (5000)

**\$35,638.10  
Title I Part A - Professional Development for School Improvement  
Title II- Professional Development-District-Wide**

6. Materials and Supplies (6000)

**\$1,182.22 Classroom Instructional Materials and Supplies**

7. Equipment/Capital Outlay (8000)

**\$0.00**

School Name: **Brighton Elementary School**

1. Personal Services (1000)

**\$101,586.18** Payment for full-time employment for School Improvement Coach (Angela Griffin) and an Intervention Program Coach (Kimberly Bright) to work with staff to continue the school improvement process and work with identified students in the area of reading and math and.

2. Employee Benefits (2000)

**\$34,551.50** School Improvement Coach (Angela Griffin) and Intervention Program Coach (Kimberly Bright) will receive part of compensation.

3. Purchased Services (3000)

**\$1,950.00** Teach First Formative Assessment for school.

4. Internal Services (4000)

**\$700.00** Documents (hand-outs for staff development, parent workshops) to be printed to support professional development for school's staff and reports to be submitted.

5. Other Charges (5000)

**\$35,638.10**  
Title I Part A - Professional Development for School Improvement  
Title II- Professional Development-District-Wide

6. Materials and Supplies (6000)

**\$1,182.22** Classroom Instructional Materials and Supplies

7. Equipment/Capital Outlay (8000)

**\$0.00**