

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: Pulaski County Public Schools
Mailing Address: 202 North Washington Avenue, Pulaski, VA 24301
Division Contact: Debbie Rolen
Telephone (include extension if applicable): 540-994-2521 Fax: 540-994-2556
E-mail: drolen@pcva.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: Dublin Elementary School
Mailing Address: 600 Dunlap Road, Dublin, VA 24084
School Contact: Jennifer Wall
Telephone (include extension if applicable): 540-643-0740 Fax: 540-674-1351
E-mail: jwall@pcva.us

COVER PAGE CONTINUED

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

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

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

Superintendent's Signature: _____

Superintendent's Name: Dr. Robert Becker

Date: June 16, 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
Dublin Elementary School	PK – 5		Have applied to become schoolwide	514 (includes 43 PK students)	46.9%	19%	1.7%

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.

Required Information	School 1: Dublin Elementary School
a. Student achievement data for the past two years (07-08 & 08-09) in reading/language arts and math by school for the “all students” category and for each AYP subgroup; (Note: This is whole school data – grades mixed.) Second request is “by grade	All students English 2007-08: 76% 2008-09: 86% Math: 2007-08: 73% 2008-09: 89% Disadvantaged English: 2007-08: 74% 2008-09: 82% Math: 2007-08: 67% 2008-09: 84% Students with Disabilities English: 2007-08: 50% 2008-09: 63% (n-value smaller than 50)

level” and by grade level in the “all students” category and for each AYP subgroup.	Math: 2007-08: 41%	2008-09: 76%	(n-value smaller than 50)
	White students		
	English: 2007-08: 75%	2008-09: 88%	
	Math: 2007-08: 73%	2008-09: 90%	
	Black students		
	English: 2007-08: 86%	2008-09: 68%	(n-value smaller than 50)
	Math: 2007-08: 64%	2008-09: 74%	(n-value smaller than 50)
	Hispanic students (too small to report)		
	LEP students (too small to report)		
	3rd grade:		
	All students		
	English 2007-08: 68%	2008-09: 84%	
	Math: 2007-08: 80%	2008-09: 94%	
	Disadvantaged		
	English: 2007-08: 65%	2008-09: 80%	
	Math: 2007-08: 80%	2008-09: 86%	
	Students with Disabilities		
	English: 2007-08: 29%	2008-09: 64%	(n-value smaller than 50)
	Math: 2007-08: 47%	2008-09: 79%	(n-value smaller than 50)
	White students		
	English: 2007-08: 69%	2008-09: 86%	
	Math: 2007-08: 79%	2008-09: 97%	
	Black students (too small to report)		
	Hispanic students (too small to report)		
	LEP students (too small to report)		
	4th grade:		
	All students		
	English 2007-08: 73%	2008-09: 89%	
Math: 2007-08: 58%	2008-09: 93%		
Disadvantaged			
English: 2007-08: 68%	2008-09: 84%		
Math: 2007-08: 44%	2008-09: 93%		

		<p>Students with Disabilities English: 2007-08: 33% 2008-09: 74% (n-value smaller than 50) Math: 2007-08: 20% 2008-09: 89% (n-value smaller than 50)</p> <p>White students English: 2007-08: 80% 2008-09: 86% Math: 2007-08: 60% 2008-09: 93%</p> <p>Black students (too small to report) Hispanic students (too small to report) LEP students (too small to report)</p> <p>5th grade: All students English 2007-08: 89% 2008-09: 86% Math: 2007-08: 79% 2008-09: 79%</p> <p>Disadvantaged English: 2007-08: 92% 2008-09: 81% Math: 2007-08: 78% 2008-09: 72%</p> <p>Students with Disabilities English: 2007-08: 100% 2008-09: 50% (n-value smaller than 50) Math: 2007-08: 64% 2008-09: 56% (n-value smaller than 50)</p> <p>White students English: 2007-08: 88% 2008-09: 88% Math: 2007-08: 80% 2008-09: 78%</p> <p>Black students (too small to report) Hispanic students (too small to report) LEP students (too small to report)</p>
b.	Analyzed student achievement data with identified areas that need improvement	<p>Based on our performance during the 07-08 and 08-09 school years, our students with disabilities struggled more than any other subgroups. We showed growth in all areas except black students in English and our 5th grade scores. Based on preliminary data from the 09-10 school year, 5th grade showed improvement in reading and math but not writing. We need to look at our writing program school-wide. We clearly have a gap here based on the scores from the past several years. We also need to target our students with disabilities and disadvantaged students. While both subgroup's scores have improved, we are still in a position where we may not make the higher AMO that will be established this year (in reading/disadvantaged) and next year. Again, according to preliminary data analysis from the 09-10</p>

		<p>school year, reading in our disadvantaged subgroup is our area of weakness. We will need to pay special attention to the rising 4th graders, as their scores were the weakest for the school. We also need to put better mechanisms in place for catching the third graders who need remediation assistance in the area of reading. Fourth and fifth graders can be identified quickly based on past SOL scores, but third graders have no SOL scores yet. We need to better use PALS and formative assessments early to identify areas of weakness and support those throughout the year. Due to our school improvement status in the area of mathematics, much of our time has been spent putting structures in place to address math weaknesses including remediation and formative assessments. We must now turn out attention toward doing the same in reading. We also need to address our black population, whose scores have not been as strong as our white students. Finally, we have discussed ways to improve the performance of our students with disabilities by using a more inclusive approach next year (having students remain in the general education classroom for core instruction and utilizing pull out support for more individualized instruction as appropriate). Implementing our schoolwide Title I plan will also help us provide a larger number of students with reading support.</p>
c.	<p>Information about the demographics of the student population to include attendance rate, total number of students, and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status</p>	<p>Attendance Rate: 95.88% for 2009-10 Total number of students: 516 (PK – 5); includes 43 students in PK programs 1) Males: 287 Females: 227 2) Race/Ethnicity Unspecified: 22 American Indian: 2 Asian: 1 Black: 34 Hispanic: 18 White: 434 Unclassified: 5 3) Disabled students: 98 4) LEP students: 9 5) Migrant students: 0 6) Homeless students: 2 7) Disadvantaged students: 242</p>
d.	<p>Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics.</p>	<p>Our goal for student achievement on the state’s reading and math assessments is to meet benchmark in all subgroups which for reading will be 89% and for math will be 87%. We will utilize alternative assessments for disabled students as appropriate. Another goal is to focus on our writing program school-wide and develop consistent expectations throughout the grade levels so that our writing scores will be</p>

commensurate with our reading scores. Our goal for our writing scores next year is 85%.

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: DES already has a plan on the Indistar Web Site and an active School Improvement Team which meets at least monthly. DES also wrote a proposal to become a school-wide Title I school, which details the SI plan as well. A part-time coach was in place this year, and a full-time coach will be hired during the month of June to support the school and help monitor implementation of the SI plan during the 2010-11 school year. The principal and 2 teachers attended all teacher leader trainings last year and implemented many aspects of that training with instructional teams including unit plans, ½ day planning, Learning Plan Grids, and pre-assessments. This will be continued and expanded next year as well. The principal and coach are registered to attend the Summer Institute training in Williamsburg on July 19 – 22. The principal and coach attended all webinars during the 09-10 school year, and will do the same during the 10-11 school year. All quarterly reports were submitted as well as the 45-day plan this year, and the SI coach and principal will work together to ensure all are completed and submitted next year as well.

School Improvement Team members share the information discussed at each meeting with their instructional team colleagues. Presentations of progress will also be made at PTO board meetings throughout the 2010-11 school year. Information from the SI plan is also available to all members of the community through our school web site.

The third Monday of every month is set aside for SI team meetings. Each instructional team met every two weeks this past year, and a probable change to the master schedule will allow instructional teams to meet weekly during the 2010-11. Powerup time will be added to the master schedule to be used to support reading and/or math depending on the identified need that week. Additional SI team meetings will be held according to need as well. Money from the 1003 a funds will pay the salary of the SI coach and will pay for substitutes to allow grade-levels to have half-day planning monthly. Money from the grant will also be used to pay for initiatives as decided by the SI team and plan.

Our plan was implemented during the 2009-10 school year and will continue to be implemented with the assistance of the funds from 1003 a. The current plan will also be expanded to include a full-time SI coach who will help the school establish structures which can continue

once the funding has ceased.

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.** This is the second year of implementation for the State Transformation Model. No policies need to be changed in order to implement this model or the chosen interventions.

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.

Indistar is updated regularly (at least monthly) by the coach and leadership team to document progress on school improvement activities. Summaries are shared at each SI team meeting, and members of the SI team take the information back to their instructional teams. Agendas for SI team meetings and minutes from those meetings are also documented in Indistar. Training has occurred over the past year on topics such as unit planning, learning plan grids, and work stations. These efforts will continue throughout the next years, with no funding needed as teachers become more familiar with those planning tools. Time will be spent this year on completing our pre- and post-assessments for each unit and tracking individual students' progress on SOL mastery. Again, these tools will not require funding past this year as teachers become familiar with them. Retired teachers may sub for 30 days as part of an early retirement plan with the county schools. We are hoping to utilize some of these days to allow us to continue giving teachers ½ day planning each month after the funding ceases from SI funds. Once the money for the coach's salary is no longer available through school improvement funds, we will have at least two teachers and two administrators trained by the DOE in the teacher leader training on staff to continue implementing the reform efforts.

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: Last year, the part-time coach that was hired was a retired teacher. She had worked most recently in Title I using small group research based strategies to assist with reading and math development. She had also been a classroom teacher. Her experience was well over 30 years. Throughout her career, she had been trained in both math and reading programs as well as IST strategies. This year, we are looking to hire a full-time SI coach. We will seek an individual who has been trained in research-based best practices and has strengths in reading and math. The new coach will attend the Summer Institute and will be trained by the principal in using the IndiStar site as soon as possible.

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

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

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

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

Expenditure Codes	School Year 2010-2011		Total Across Object Codes
	ESEA 1003(a)Funds	Other Funds (n/a)	

	[Funds must be encumbered by September 30, 2011.]		(Do not include "other" funds.)
1000 - Personnel	\$143,860	n/a	
2000 - Employee Benefits	\$16,600	n/a	
3000 - Purchased Services		n/a	
4000 - Internal Services		n/a	
5000 - Other Charges	\$5,000	n/a	
6000 - Materials and Supplies	\$10,148	n/a	
8000 - Equipment/Capital Outlay		n/a	
Total	\$175,608	n/a	(Must Equal Division Allocation)

School Budget Summary

School Name: Dublin 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
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Expenditure Codes	ESEA 1003(a) Funds [Funds must be encumbered by September 30, 2011.]	Other Funds (n/a)	Total Across Object Codes (Do not include “other” funds.)
1000 - Personnel	\$143,860	n/a	
2000 - Employee Benefits	\$16,600	n/a	
3000 - Purchased Services		n/a	
4000 - Internal Services		n/a	
5000 - Other Charges	\$5,000	n/a	
6000 - Materials and Supplies	\$10,148	n/a	
8000 – Equipment/Capital Outlay		n/a	
Total	\$175,608	n/a	(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: Pulaski County

1. Personal Services (1000)

School Improvement Coach salary (\$52,000) – The SI coach will assist with the implementation of the school improvement plan, will analyze data, help teachers evaluate and design instructional practices, work with the leadership team to monitor the Indistar web site, etc.

Substitutes for half-day planning (\$16,560 – 6 subs, 3 days a month, 8 months, \$115 per day) – One SI goal is to allow teachers the opportunity to collaboratively plan for a block of at least 4 hours monthly. Substitutes will be paid from this fund to allow teachers that opportunity monthly.

Computer Lab Remediation Assistant salary (\$18,500) – The CLRA will work with small groups of students on targeted skills though technology. This person will also assist teachers in utilizing technology in their classrooms, lesson planning, and incorporating computer stations in their learning plan grids by finding appropriate sites, creating SmartBoard lessons, and helping teachers use the hardware/software in their classrooms. The CLRA will also be used as a “special” to permit teachers to have a 90-minute planning time each week to analyze data and evaluate student needs.

Tutors (\$28,800 – 4 tutors, 4 hours per day, 90 days, \$20 per hour) – The tutors will support students within the classroom that have been identified as needing additional support in particular concepts or skills. These groups will change often based on pre-assessment results.

RTI tutors (\$28,000 – 2 tutors, 5 hours per day, 140 days, \$20 per hour) – These tutors will work with students and teachers in K – 2 to implement RTI strategies and help ensure that all students have grade-level reading and math skills by third grade. They will assist teachers with progress monitoring and choosing appropriate strategies so the teachers can do this independently when funding ceases.

2. Employee Benefits (2000)

Coach benefits (\$16,600) – Benefits for the full-time coach

3. Purchased Services (3000)

4. Internal Services (4000)

5. Other Charges (5000)

Travel for SI conferences for coach and principal (\$5000) – Money to pay for any travel that the SI coach and/or principal will do over the course of the year to support the implementation of the SI plan.

6. Materials and Supplies (6000)

TeachFirst Formative Assessment (\$1,950) – as required by the state
Interactive Achievement (\$3300 -- \$10 per student, 330 students in 2nd – 5th grades) – This program allows teachers to create formative and summative assessments and deliver them in an online format for quick data disaggregation and analysis. Another benefit is that the format is similar to that of the SOL tests, which allows the students to practice in a similar environment. With our focus on pre and post assessment this year, this program will give us a tool in which to reach that goal.
SOL Workout books (\$1048.50 – 25 per subject per grade level (3rd – 5th) at \$6.99 each) – Workbooks designed for use by tutors to help support individual Standards of Learning as determined by teachers
Materials to support instruction (\$3849.50) – Materials to support the implementation of learning plan grids, unit plans, etc.

7. Equipment/Capital Outlay (8000)

School Name: Dublin Elementary School

1. Personal Services (1000)

School Improvement Coach salary (\$52,000) – The SI coach will assist with the implementation of the school improvement plan, will analyze data, help teachers evaluate and design instructional practices, work with the leadership team to monitor the Indistar web site, etc.

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Coach benefits (\$16,600) – Benefits for the full-time coach

3. Purchased Services (3000)

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4. Internal Services (4000)

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5. Other Charges (5000)

Travel for SI conferences for coach and principal (\$5000) – Money to pay for any travel that the SI coach and/or principal will do over the course of the year to support the implementation of the SI plan.

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Materials to support instruction (\$3849.50) – Materials to support the implementation of learning plan grids, unit plans, etc

7. Equipment/Capital Outlay (8000)

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

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

Expenditure Code Definitions

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

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

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

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

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

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

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

Strand I
(Mentor Coaching Training and Special Education Training)
 The **New* 1003g Coach**, the **New Building Principal**, a **Special Education Teacher**, and a **New Division Contact Person** must register for this strand of the summer institute.

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

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

Accomack County	Nandua MS	Year I of Title I School Improvement
Accomack County	Arcadia MS	Year I of Title I School Improvement
Accomack County	Kegotank ES	Year I of Title I School Improvement
Accomack County	Metompkin ES	Year I of Title I School Improvement
Alexandria City*	Washington MS	Year I of Title I School Improvement
Alexandria City*	Washington MS 2	Year I of Title I School Improvement
Alexandria City*	Hammond MS	Year I of Title I School Improvement
Alexandria City*	Hammond MS 2	Year I of Title I School Improvement
Alexandria City*	Hammond MS 3	Year I of Title I School Improvement
Alexandria City*	Ramsay ES	Year I of Title I School Improvement
Brunswick County	Red Oak-Sturgeon ES	Year I of Title I School Improvement
Campbell County	Altavista ES	Year I of Title I School Improvement
Charles City County	Charles City County ES	Tier III – 1003g
Franklin City	Franklin HS	Tier III – 1003g
Fredericksburg City*	Walker-Grant MS	Year 1 of Title I School Improvement
Greene County	Nathaniel Greene ES	Year I of Title I School Improvement
Greene County	Greene County Primary	Year I of Title I School Improvement
Greensville County	Greensville ES	Year I of Title I School Improvement
Hampton City*	Mallory ES	Tier III – 1003g
Henrico County*	Highland Springs ES	Year I of Title I School Improvement
Henrico County*	Adams ES	Year I of Title I School Improvement
Lynchburg City	Perrymont ES	Year I of Title I School Improvement

Middlesex County	Middlesex ES	Year I of Title I School Improvement
Newport News City*	L.F. Palmer ES	Tier III – 1003g
Roanoke City*	Hurt Park ES	Tier III – 1003g
Roanoke City*	William Fleming HS	Tier III – 1003g
Shenandoah County	Sandy Hook ES	Year I of Title I School Improvement
Smyth County	Marion Intermediate	Year I of Title I School Improvement
Smyth County	Marion Primary	Year I of Title I School Improvement
Staunton City	Ware ES	Year I of Title I School Improvement
Suffolk City*	Benn Jr. ES	Year I of Title I School Improvement
Suffolk City*	Mount Zion ES	Year I of Title I School Improvement
Warren County*	Wilson Morrison ES	Year I of Title I School Improvement

Strand II

(Division Leadership Support Training)

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

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

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

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

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

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

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

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

Albemarle County	Greer ES	Year I of Title I School Improvement
Alexandria City	Mount Vernon ES	Year I of Title I School Improvement
Alexandria City	Patrick Henry ES	Year I of Title I School Improvement
Alexandria City	Cora Kelly Magnet School	Tier III – 1003g
Alexandria City	Jefferson-Houston ES	Tier III – 1003g
Amherst County	Central ES	Tier III – 1003g
Arlington County	Barcroft ES	Year I of Title I School Improvement
Arlington County	Drew Model ES	Tier III – 1003g
Arlington County	Hoffman-Boston ES	Tier III – 1003g
Arlington County	Randolph ES	Tier III – 1003g
Bedford County	Bedford ES	Year I of Title I School Improvement
Bedford County	Bedford Primary	Year I of Title I School Improvement
Craig County	McCleary ES	Tier III – 1003g
Culpeper County	Sycamore Park ES	Tier III – 1003g
Culpeper County	Pearl Sample ES	Tier III – 1003g
Essex County	Essex Intermediate	Tier III – 1003g
Essex County	Tappahannock ES	Tier III – 1003g
Fauquier County	Grace Miller ES	Year I of Title I School Improvement
Fluvanna County	Central ES	Tier III – 1003g
Fluvanna County	Columbia District ES	Tier III – 1003g
Fluvanna County	Cunningham District ES	Tier III – 1003g
Hampton City	Smith ES	Year I of Title I School Improvement
King George County	King George ES	Tier III – 1003g
King George County	Potomac ES	Tier III – 1003g
King and Queen County	King and Queen ES	Tier III – 1003g
Lancaster County	Lancaster Primary School	Tier III – 1003g
Louisa County	Trevilians ES	Year I of Title I School Improvement
Lunenburg County	Victoria ES	Year I of Title I School Improvement
Newport News City	Sedgefield ES	Tier III – 1003g
Norfolk City	Jacox ES	Year I of Title I School Improvement
Norfolk City	Lindenwood ES	Year I of Title I School Improvement
Northampton County	Kiptopeke ES	Tier III – 1003g
Northampton County	Occhohannock ES	Tier III – 1003g
Orange County	Orange ES	Tier III – 1003g

Orange County	Lightfoot ES	Year I of Title I School Improvement
Orange County	Unionville ES	Year I of Title I School Improvement
Orange County	Gordon Barbour ES	Year I of Title I School Improvement
Petersburg City	A.P. Hill ES	Tier III – 1003g
Petersburg City	J.E.B. Stuart ES	Tier III – 1003g
Petersburg City	Vernon Johns Junior High	Tier III – 1003g
Pittsylvania County	Dan River MS	Tier III – 1003g
Pittsylvania County	Kentuck ES	Tier III – 1003g
Portsmouth City	Brighton ES	Year I of Title I School Improvement
Portsmouth City	Churchland Academy ES	Tier III – 1003g
Pulaski County	Dublin ES	Year I of Title I School Improvement
Pulaski County	Pulaski ES	Tier III – 1003g
Richmond City	Blackwell ES	Year I of Title I School Improvement
Roanoke City	Addison MS	Tier III – 1003g
Roanoke City	Huff Lane Intermediate	Year I of Title I School Improvement
Roanoke City	Round Hill Montessori	Year I of Title I School Improvement
Rockbridge County	Fairfield ES	Year I of Title I School Improvement
Shenandoah County	Ashby Lee ES	Tier III – 1003g
Stafford County	Kate Waller Barrett ES	Year I of Title I School Improvement
Stafford County	Falmouth ES	Year I of Title I School Improvement
Suffolk City	Elephant's Fork ES	Tier III – 1003g
Warren County	Warren County MS	Year I of Title I School Improvement
Westmoreland County	Washington District ES	Tier III – 1003g
Williamsburg-James City	Montague ES	Year I of Title I School Improvement

Included for Application Completion Only-UVA Lead Turnaround Program

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

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

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

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

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

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

*These schools have applied for a waiver of identification.

SUMMARY OF CONDITIONS OF AWARD

Requirement	A Requirement of 1003(g)	A Requirement of 1003(a)
Requirements for Tier I and Tier II Schools and Divisions (Other Schools As Indicated)		
<u>School Level</u>		
Selection and implementation of a federal reform model (Appendix C)	Yes	No
Continued Submission of the Data Analysis or Restructuring Quarterly Reports	Yes	Yes
Continued School Improvement Planning via Indistar™ (Center on Innovation and Improvement - CII)	Yes	Yes
Online Attendance at Rapid Improvement Indicator-based Webinars (Tailored to summer institute strands as follow-up technical assistance)	Yes	Yes
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. 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.	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
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
(Division Level) Divisions with Tier III Schools (Exception: Accomack, Brunswick, Campbell, Charles City, Greene, Lynchburg, Middlesex, Symth, and Staunton)		
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	Yes	Yes, if assigned to Strand III

TeachFirst, please contact John Mullins at (206) 453-2445.)		
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Attachment C-a

ACHIEVE3000

www.Achieve3000.com

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Cambridge Education
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Trevor B. Yates, Executive Vice President
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CaseNEX, LLC
<http://www.casenex.com/casenet/index.html>
Griff Fernandez
866- 817- 0726

Classworks
<http://www.classworks.com>
Wayne Brown
804-747-3515

Compass Learning
<http://www.compasslearning.com>
Corey Good
804-651-3508

EdisonLearning, Inc
<http://www.edisonlearning.net/>
Curtiss Stancil, Vice President for Business Development
917-482-4396

Educational Impact
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Evans Newton, Inc.
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Cecily Williams-Blijd
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ISTATION
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Bob Blevins
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Johns Hopkins University
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Research For Better Teaching
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