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: Smyth County Schools
Mailing Address: 121 Bagley Circle, Suite 300
Division Contact: Mr. Kyle N. Rhodes, Director of Curriculum and Instruction
Telephone (include extension if applicable): 276-783-8865 ext. 2229 Fax: 276-783-3291
E-mail: kylerhodes@scsb.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: Marion Intermediate School
Mailing Address: 820 Stage Street, Marion, VA, 24354
School Contact: Mr. Steve Miller, Principal
Telephone (include extension if applicable): 276-783-2609 Fax:276-783-9463
E-mail: stevemiller@scsb.org

School Name: Marion Primary School
Mailing Address: 1142 Highland Drive, Marion, VA, 24354
School Contact: Mrs. Kimberly Williams, Principal
Telephone (include extension if applicable): 276-783-3021 ext. 3311 Fax: 276-782-2053
E-mail: kimberlywilliams@scsb.org

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: _____
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
Marion Primary School	**PK-2**		✔	**410.02**	**62.4%**	**24.4%***	**0.5%**
Marion Intermediate School	**3-5**		✔	**429.83**	**61.2%**	**22.1%***	**0%**
				The above information is based on the March 31, 2010 ADM			
				This school serves division multiple handicapped students.			

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.

Marion Intermediate School / Marion Primary School Student Achievement Data 2007-2008, 2008-2009

	2007-2008			2008-2009		
English Performance	**Passed**	**Tested**	**Not Tested**	**Passed**	**Tested**	**Not Tested**
All Students	78	100	0	79	100	0
Black	<	<	<	65	100	0
Hispanic	<	<	<	<	<	<
White	78	100	0	79	100	0
Students with Disabilities	66	99	1	73	100	0
Economically Disadvantaged	69	100	0	67	100	0
Limited English Proficient	<	<	<	<	<	<

	2007-2008			2008-2009		
Mathematics Performance	**Passed**	**Tested**	**Not Tested**	**Passed**	**Tested**	**Not Tested**
All Students	83	100	0	83	100	0
Black	<	<	<	69	100	0
Hispanic	<	<	<	<	<	<
White	83	100	0	84	100	0
Students with Disabilities	70	99	1	76	99	1
Economically Disadvantaged	75	100	0	76	99	1

	Limited English Proficient	<	<	<	<	<	<	

Assessment Results at each Proficiency Level by Subgroup

		2007-2008				2008-2009			
Grade 3		**Adv**	**Prof**	**Pass**	**Fail**	**Adv**	**Prof**	**Pass**	**Fail**
	English: Reading								
	All Students	23	53	76	24	31	41	72	28
	Female	23	55	78	22	41	33	74	26
	Male	23	51	74	26	23	48	71	29
	Black	<	<	<	<	<	<	<	<
	Hispanic	<	<	<	<	<	<	<	<
	White	24	54	78	22	31	42	73	27
	American Indian	-	-	-	-	<	<	<	<
	Students with Disabilities	18	53	71	29	27	27	55	45
	Economically Disadvantaged	19	48	68	32	17	40	57	43
	Limited English Proficient	<	<	<	<	<	<	<	<

		2007-2008				2008-2009			
Grade 3	**Mathematics**	**Adv**	**Prof**	**Pass**	**Fail**	**Adv**	**Prof**	**Pass**	**Fail**
	All Students	48	38	86	14	45	38	84	16
	Female	48	38	86	14	55	24	79	21
	Male	48	38	86	14	37	51	87	13
	Black	<	<	<	<	<	<	<	<
	Hispanic	<	<	<	<	<	<	<	<
	White	48	40	88	12	47	36	83	17
	American Indian	-	-	-	-	<	<	<	<
	Students with Disabilities	31	50	81	19	24	42	67	33
	Economically Disadvantaged	31	45	76	24	33	44	76	24
	Limited English Proficient	<	<	<	<	<	<	<	<

		2007-2008				2008-2009			
Grade 4	**English: Reading**	**Adv**	**Prof**	**Pass**	**Fail**	**Adv**	**Prof**	**Pass**	**Fail**
	All Students	26	49	74	26	42	41	83	17
	Female	27	52	78	22	41	39	80	20
	Male	25	46	71	29	43	43	87	13
	Black	<	<	<	<	<	<	<	<
	Hispanic	<	<	<	<	<	<	<	<
	White	26	47	73	27	42	41	83	17
	Students with Disabilities	17	37	54	46	46	33	79	21
	Economically Disadvantaged	16	47	62	38	36	38	74	26

		2007-2008				2008-2009			
Grade 4	**Mathematics**	**Adv**	**Prof**	**Pass**	**Fail**	**Adv**	**Prof**	**Pass**	**Fail**
	All Students	32	46	77	23	49	34	83	17
	Female	33	39	72	28	48	34	82	18
	Male	31	51	82	18	50	33	83	17
	Black	<	<	<	<	<	<	<	<
	Hispanic	<	<	<	<	<	<	<	<
	White	31	46	77	23	50	33	83	17
	Students with Disabilities	26	31	57	43	33	46	79	21
	Economically Disadvantaged	21	45	66	34	33	41	74	26

		2007-2008				2008-2009			
Grade 5	**English: Reading**	**Adv**	**Prof**	**Pass**	**Fail**	**Adv**	**Prof**	**Pass**	**Fail**
	All Students	18	68	86	14	14	50	64	36
	Female	19	70	88	12	25	50	75	25
	Male	17	66	83	17	4	51	55	45
	Black	<	<	<	<	<	<	<	<
	Hispanic	<	<	<	<	<	<	<	<
	White	18	68	87	13	13	51	64	36
	Asian	-	-	-	-	<	<	<	<
	Students with Disabilities	4	69	73	27	7	31	38	62
	Economically Disadvantaged	19	64	83	17	4	48	52	48
	Limited English Proficient	-	-	-	-	<	<	<	<

Grade 5	Mathematics	2007-2008				2008-2009			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
	All Students	30	54	84	16	25	57	82	18
	Female	31	50	81	19	26	59	85	15
	Male	29	60	88	12	24	55	79	21
	Black	<	<	<	<	<	<	<	<
	Hispanic	-	-	-	-	<	<	<	<
	White	30	54	84	16	26	56	82	18
	Asian	-	-	-	-	<	<	<	<
	Students with Disabilities	29	46	74	26	25	63	88	13
	Economically Disadvantaged	20	59	79	21	12	60	72	28
	Limited English Proficient	-	-	-	-	<	<	<	<

Marion Intermediate Student Performance Data Analysis

The staff of Marion Intermediate School began the 2008 – 2009 school year with goals and strategies to improve math and reading scores in two specific groups of students. These targeted students were in special education and students in the economically disadvantaged groups.

SOL tests scores summary spring 2008

	mathematics	reading
Grade 3 w/ disability	81%	71%
Grade 3 w/ economic disadv	76%	68%
Grade 4 w/ disability	81%	71%
Grade 4 w/ economic disadv	76%	68%
Grade 5 w/ disability	57%	54%
Grade 5 w/ economic disadv	66%	62%

The 2008 – 2009 AYP benchmarks for mathematics and reading were:

Mathematics- 79% Reading – 81%

Knowing that our goals for improvement should be attainable as well as making improvement toward NCLB accreditation, the MIS staff listed the following goals in the School Improvement plan for the 2008 – 2009 school year.

	mathematics	goal	AYP	reading	goal	AYP
Grade 3 w/ disability	81%	85%	79%	71%	82%	81%
Grade 3 w/ economic disadv	76%	81%	79%	68%	81%	81%
Grade 4 w/ disability	81%	85%	79%	71%	77%	81%
Grade 4 w/ economic disadv	76%	81%	79%	68%	77%	81%
Grade 5 w/ disability	57%	70%	79%	54%	70%	81%
Grade 5 w/ economic disadv	66%	77%	79%	62%	75%	81%

The following table combines the 2008 data, goal, and AYP with the 2009 score:

	mathematics	goal	AYP	*2009*	reading	goal	AYP	*2009*
Grade 3 w/ disability	81%	85%	79%	81%	71%	82%	81%	71%
Grade 3 w/ economic disadv	76%	81%	79%	76%	68%	81%	81%	68%
Grade 4 w/ disability	81%	85%	79%	57%	71%	77%	81%	54%
Grade 4 w/ economic disadv	76%	81%	79%	66%	68%	77%	81%	62%
Grade 5 w/ disability	57%	70%	79%	77%	54%	70%	81%	74%
Grade 5 w/ economic disadv	66%	77%	79%	84%	62%	75%	81%	79%

This table highlights the achievement of our student subgroups. Significant discrepancies are evident between the AYP benchmark and the 2009 SOL score.

SOL percentages and AYP ratings for the school and division as a whole:

All students	2006- 07 score/ AYP	2007 - 08 score / AYP	2008- 09 score / AYP
reading school	81% / 69%	78% / 77%	79% / 81%
reading division	83% / 69%	85% / 77%	89% / 81%
math school	81% / 67%	83% / 75%	83% / 79%
math division	82% / 67%	84% / 75%	85% / 79%

Looking at all students in school, the overall percentage passing for reading was below the benchmark by 2 percentage points.

Marion Intermediate Improvement Goals:

GOAL 1

The improvement of SOL reading scores for the three subgroups listed below to a pass rate of 85% for 2010.

CURRENT STATUS of ENGLISH PERFORMANCE

	2007-2008	2008 - 2009
All students	78%	79%
Students with Disabilities	66%	73%
Disadvantaged Students	69%	67%

STRATEGIES FOR SUCCESS

- Teachers and administrators will analyze overall test data including Student Performance by Questions for all students. Grade group meetings will be scheduled to continue the study of test data.

- Fourth and fifth grade teachers will receive a spreadsheet with previous test scores imported into their homeroom list. Third grade teachers will receive a spreadsheet with scores (Curriculum Based Measurements) from the second grade and scores from the second and third grade PALS tests.

- Students with a disability and an inability to successfully demonstrate their knowledge of the SOL content may be considered for an alternative assessment based on their performance and disability.

- The performance of the subgroups, especially the disabled students and disadvantaged students will be analyzed to identify students needing intervention on specific skills.

- A "booster club" remediation time is scheduled weekly for 45 minute sessions.

- Teachers will administer a variety of assessments including teacher made tests, Interactive Achievement tests, benchmark tests, practice SOL tests, and PALS for third grade students. Students falling below the PALS benchmark will receive an additional 30 minutes remediation daily.

- New programs put into place this year include Soar To Success, Intervention Stations, iStation, STAR Reader, and Making Meaning.

- Title I teachers and special education teachers have been assigned to specific groups of teachers to focus on identified subgroups of students. Teaching the same students daily will enable the team of teachers to build relationships with a common core of students and be aware of their instructional needs.

- Instruction will be guided by the Smyth County Mathematics Curriculum Map, the Reading Curriculum Map, Smyth County Literacy Plan, and by the state standards in content and format (Blueprints, Curriculum Framework, Scope and Sequence, and Enhanced Scope and Sequence.).

- Lesson plans are checked weekly to ensure that teachers are targeting essential knowledge of SOLs, small group instruction, whole group instruction, Making Meaning, and Words Their Way.

- Teachers will begin implementing remediation strategies based on the principles found in the Response To Intervention and in Instructional Consultation Teams.

- Teachers will receive professional development for implementing Making Meaning, Words Their Way, Soar To Success, Intervention Stations, and iStation. Third grade teachers will receive staff development classes related to administering the PALS test and PALS Quick Checks (remediation).

GOAL 2

The improvement of SOL math scores for the three subgroups listed below to a pass rate of 83% for 2010.

CURRENT STATUS of MATH PEFORMANCE

	2007-2008	2008 - 2009
All students	83%	83%
Students with Disabilities	70%	76%
Disadvantaged Students	75%	76%

STATEGIES FOR SUCCESS

- Teachers and administrators will analyze overall test data, Student Performance by Question, and subgroup data. Grade group meetings will be scheduled to continue the study of test data.
- Students with a disability and an inability to successfully demonstrate their knowledge of the SOL content may be considered for an alternative assessment based on their performance and disability.
- A "booster club" remediation time is scheduled weekly for 45 minute sessions.
- Teachers will administer a variety of assessments including teacher made tests, Interactive Achievement tests, benchmark assessments, practice SOL tests, and math probes to guide intervention for students who are identified. Subtraction skills have been identified as a significant area of weakness and special emphasis will be placed on this strand of the curriculum.
- Third grade teachers will test subtraction skills based on a specific timeline for assessments.
- Title I teachers and special education teachers have been assigned to specific groups of teachers to focus on subgroups of students. Teaching the same students daily will enable the team of teachers to build relationships with a common core of students and be aware of their instructional needs.
- Instruction will be guided by the Smyth County Mathematics Curriculum Map, and by the state standards in content and format

(Blueprints, Curriculum Framework, Scope and Sequence, and Enhanced Scope and Sequence.).

- Lesson plans are checked weekly to ensure that teachers are targeting essential knowledge of the Standards of Learning.
- Fourth and fifth grade teachers will receive a spreadsheet with previous SOL scores imported into their homeroom. Based on SOL scores, student who scored below 420 will be targeted for remediation.
- Hands on activities and manipulatives will be used to help students understand math concepts.

Marion Primary Student Performance Data Analysis

Current Data
PALS Scores Spring 2009

Kindergarten	94%
1st Grade	96%
2nd Grade	95%

AYP Data Spring 2009

	All Students	Black Students	Hispanic Students	White Students	Students with Disabilities	Students Identified as Disadvantaged	Limited English Proficient Students
English	78.77%	64.70%	77.77%	79.29%	73.03%	67.08%	100%
Math	83.41%	68.75%	100%	83.79%	76.40%	76.27%	100%
AYP Status	Did not make AYP						

Goal 1: All students will have a pass rate of 81% on the reading SOL test in the spring of 2009.

Reflection:

- All the strategies stated in the School Improvement Plan were implemented for the 2008-2009 school year. However the gains fell short of the AYP target of 81%. Please refer to the table above for the specific scores in each sub-group. We did not meet our goal based on the 2008-09 SOL results.

Goal 2: All students will have a pass rate of 79% on the math SOL test in the spring of 2009.

Reflection:

- All of the strategies stated in the School Improvement Plan were implemented for the 2008-09 school year. While all students surpassed the target of 79%, we fell short of the AYP target of 79% in two sub-groups. Please refer to the table above for the specific scores in each sub-group. We will continue to strive for improvements in mathematics instruction

Goal Three: By the end of the 2009 school year, the attendance rate will be 95% in all subgroups as measured by the daily attendance reports.

Attendance Rates

Sub-Groups	2007-08	2008-09	Goal
All students	94%	94.04	95%
Black Students*	94%*	93.54%	95%
Hispanic Students*	92%*	92.96%	95%
White Students	94%	94.03%	95%
Students with Disabilities	93%	92.88%	95%
Students Identified as Disadvantaged	93%	99.24%	95%
Limited English Proficient Students*	93%*	95%	95%

Reflection:

- All of the strategies stated in the School Improvement Plan were implemented for the 2008-09 school year. However, we

fell slightly below our target of 95% for attendance. The school understands the importance of attendance and we will work hard to help parents understand the impact attendance has on academic performance.

Conclusion:
This year, Marion Primary School focused on the implementation of Response to Intervention (RTI). Under the umbrella of RTI, the staff focused on Core Instruction, Effective School-wide Discipline, School-wide Title, Curriculum Mapping, Inclusion, and the CSI Team (Collaborating Successful Interventions). As a staff, we are proud of the progress we have made in our curriculum, reading interventions, and collaboration. However, since we did not make AYP, we will continue to analyze data to look for areas of improvement. This reflection is the first step in the development of Marion Primary School's 2009-2010 School Improvement Plan.

Marion Primary Improvement Goals:

Goal 1: All students will have a pass rate of 85% on the reading SOL test in the spring of 2010.

Current Status:

AYP Proficiency by Subgroups
English

Subgroup	2006-07	2007-08	2008-09	Goal 2009-2010
All	81%	78%	78.77%	85%
Black Students*	67%*	57%*	64.7%*	85%
Hispanic Students*	75%*	100%*	100%*	100%
White Students	82%	78%	79.29%	85%
Students with Disabilities	63%	66%	73.03%	85%
Disadvantaged Students	74%	69%	67.08%	85%
Limited English Students*	100%*	100%*	100%*	100%

*Too small for school AYP calculation

PALS Pass Rates

	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
Kindergarten	87%	81%	81%	85%	87%	87%	84%	94%

1st Grade	90%	88%	85%	91%	84%	93%	92%	96%
2nd Grade	98%	100%	76%	97%	88%	97%	85%	95%

Strategies:

- Teachers will implement differentiated instruction to meet the needs of all children in reading. Teachers will plan and provide needs based instruction in small group sessions.
- The reading specialist will support classroom instruction in implementing research-based reading practices through modeling lessons and establishing consistency by using the core program and encouraging collaboration among teachers.
- Administrators along with teachers and the reading specialist will closely monitor student progress each six weeks and will analyze test data and progress reports.
- Administration and teachers will analyze the SOL question-by-question analysis to determine areas in need of improvement.
- Pacing Guides have been developed and are being implemented in the area of reading.
- Administration and teachers will continue to implement a School-Wide Title I model in the area of reading by pushing into the regular reading block as well as pulling out small groups of intensive students in the afternoons.
- Teachers will implement the "Making Meaning" curriculum to enhance comprehension.
- Teachers will implement the "Words Their Way" curriculum to enhance word study and phonics instruction.
- Strategic and Intensive students will receive prescriptive interventions during the school day. "Soar To Success" and/or "Intervention Station" programs will be used to target deficit areas. Student data will be analyzed to determine students who need strategic interventions and the effectiveness of the interventions.
- At risk students will be encouraged to attend the before and after school program to receive additional reading instruction. Reading tutoring is available for identified students during the after school program.
- The school will continue to purchase leveled readers with a focus on non-fiction sets to encourage reading across the curriculum.
- Teachers will study, examine, and use the state resources including Essential Knowledge, Enhanced Scope and Sequence, and released test items in reading to improve instruction.
- Two parent nights will be planned to focus on Literacy Development for parents. Each evening will provide strategies and materials for parents to use with their children to enhance reading at home.
- Lesson plans will be checked on a weekly basis.
- Marion Primary School will work closely with Marion Intermediate School to improve communication and the transition from second to third grade
- The school will conduct benchmark testing three times a year using AimsWeb. The target score for each student will be to exceed the 45th national percentile. The testing will help us identify students who need additional instruction and remediation in reading. The students will be progress monitored to see if they are responding to the intervention.

- The school will participate in ongoing professional development in the area of reading.
- Teachers have a 120 minute language arts block that includes a 90 minute uninterrupted reading session.

Goal 2: All students will have a pass rate of 83% on the math SOL test in the spring of 2010.

Current Status:

AYP Proficiency by Subgroups
Math

Subgroup	2006-07	2007-08	2008-09	Goal 2009-2010
All	81%	83%	83.41%	83%
Black Students*	78%*	50%*	68.75%*	83%
Hispanic Students*	50%*	100%*	100%*	100%
White Students	83%	83%	83.79%	83%
Students with Disabilities	70%	70%	76.40%	83%
Disadvantaged Students	78%	75%	76.27%	83%
Limited English Students*	100%*	100%*	100%*	100%

*Too small for school AYP calculation

Strategies:

- Teachers will implement differentiated instruction in math to meet the needs of all children.
- Teachers will use manipulatives and hands on learning in teaching mathematical concepts.
- Teachers will follow the curriculum maps developed by the county.
- Administration and teachers will analyze the SOL question-by-question report to determine weaknesses in the area of math.
- Administration and teachers will continue to implement a School-Wide Title I model by pushing into the regular math block as well as pulling out small groups of intensive students in the afternoons.
- Teachers will be expected to offer small group instruction in mathematics.
- Lesson plans will be checked on a weekly basis.
- A math/science night will be planned to encourage parental involvement.
- A daily review program called "Mountain Math" has been purchased and will be implemented for all K-2 classrooms.
- Strategic and Intensive students will receive prescriptive math interventions during the school day. Touch Math will be used as an alternate program for struggling students.
- At risk students will be encouraged to attend the before and after school program to receive additional math instruction.
- Teachers will study, examine, and use the state resources including Essential Knowledge, Enhanced Scope and Sequence,

and released test items in math to improve instruction.

- The school will conduct benchmark testing three times a year using AimsWeb. The target score for each student will be to exceed the 45th national percentile. The testing will help us identify students who need additional instruction and remediation in math. The students will be progress monitored to see if they are responding to the intervention.
- Teachers have a scheduled 60 minute math block on a daily basis.
- Marion Primary School will work closely with Marion Intermediate School to improve communication and the transition from second to third grade.

Goal 3: By the end of the 2010 school year, the attendance rate will be 95% in all subgroups as measured by the daily attendance reports.

Current Status:

Attendance Rates

Sub-Groups	2007-08	2008-09	Goal 2009-2010
All students	94%	94.04	95%
Black Students*	94%*	93.54%*	95%
Hispanic Students*	92%*	92.96%*	95%
White Students	94%	94.03%	95%
Students with Disabilities	93%	92.88%	95%
Students Identified as Disadvantaged	93%	99.24%	95%
Limited English Proficient Students*	93%*	95%*	95%

*Too small for school AYP calculation

Strategies:

- The attendance secretary will attempt to make a phone contact for each absence with the parents or guardians.
- Classes with perfect attendance will be announced on a daily basis.
- Perfect Attendance incentives will be explored by the Leadership Team.
- Administration will meet on a weekly basis to study attendance records and identify students violating the attendance policy.
- Procedures will be followed as detailed by the Smyth County Attendance Policy.
- The Leadership Team will explore avenues to communicate the expectations and the importance of attendance with the parents.

- An attendance flag will be given to each grade level classroom with the highest attendance on a weekly basis.

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:

Smyth County Schools

Operational Plan of the State Transformation Model (OPSTM)

Marion Primary School/Marion Intermediate School

Purpose

The purpose of the Marion Primary School (MPS)/Marion Intermediate School (MIS) OPSTM is to provide the framework for sustained school improvement of student performance as mandated by the Virginia Standards of Learning (SOL) tests to meet or surpass the established benchmarks for making Adequate Yearly Progress (AYP) as established as part of the No Child Left Behind legislation.

Goal One

Smyth County Schools will develop and increase teacher and school leader effectiveness.

STRATEGIES

- Division level and school level analysis of data obtained from the annual administration of the Virginia Department of Education (VDOE) SOL tests, division benchmark tests, and other varied curriculum based measurements to monitor teacher effectiveness.

- To incorporate high-quality, job-embedded professional development based on the identified needs of the school instructional staff which will include, but not be limited to, differentiated instructional techniques.

- A schedule will be developed and implemented to provide for collaborative discussions to monitor teacher and school leader instructional effectiveness.

Goal Two

Smyth County Schools will use comprehensive instructional reform strategies.

STRATEGIES

- Student performance data will be analyzed to evaluate the effectiveness of the division curriculum maps, division literacy plan and division numeracy plan to ensure horizontal and vertical alignment of the taught curriculum to the tested curriculum.
- Student performance data will include analysis of benchmark testing as a means to monitor student growth and to guide instructional strategies to address skill deficits.
- School administrators will conduct classroom observations to monitor the instructional fidelity of the division curriculum maps, analyze the impact of instruction on student performance, and recommend revisions as appropriate and necessary.
- Smyth County Schools will provide support and professional development to teachers and school administrators in order to implement effective instructional strategies to ensure the desired learner outcomes of all AYP subgroups.
- Smyth County Schools will provide the necessary support to teachers and school administrators to integrate technology-based interventions as part of the instructional program.
- Smyth County Schools will develop early-warning systems to identify students who may be at risk of failing to achieve high standards or graduate.
- Smyth County Schools will provide the support for schools to develop transition programs for students moving vertically through the elementary curriculum to the high school curriculum.

Goal Three

Smyth County Schools will increase learning time and promote community oriented schools.

STRATEGIES

- Smyth County Schools will provide the necessary support for extended day and extended year instructional programs.
- Smyth County Schools will require school improvement leadership teams to develop and implement mechanisms for family and community engagement.
- Smyth County Schools will encourage the administration and school leadership teams of each school to evaluate and restructure their instructional school day, up to and including extending the instructional school day, as a methodology to provide additional time to incorporate school improvement strategies.
- Smyth County Schools will provide the support and encouragement to improve school climate and discipline by incorporating the positive behavioral support of Effective Schoolwide Discipline (ESD).

Goal Four

Smyth County Schools will provide operational flexibility and sustained support.

STRATEGIES

- Schools that are in need of improvement will receive intensive technical assistance and related support from the school division, the VDOE, and school improvement coach.
- To support the school with a school improvement coach who is monitored by the division office of Smyth County Schools.

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:
Smyth County elementary principals meet regularly to discuss various curriculum topics to review our instructional goals and practices as evidenced by the attached meeting agendas.

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.

The administrations of Marion Primary School and Marion Intermediate School have attended all of the required meetings that have been scheduled throughout the school year by the Virginia Department of Education's Office of School Improvement. These meetings were attended at the division office with a division office representative in attendance to foster a collaborative team approach to the school improvement initiative.

School Improvement Committee meetings have been conducted and will continue at each school with the attendance of school instructional personnel, community members, and division office stakeholders. At these meetings, collaborative discussions included the selection of the various tasks and strategies to meet the identified objectives. These meetings included subcommittee grade level reports about school improvement initiatives and updating the components within the Indistar™ tool.

The division plans to sustain the school improvement initiative by providing the fiscal support for continued needs based professional development, administrative instructional meetings to evaluate and discuss our instructional effectiveness, benchmark testing, and curriculum based measurements as a tool to determine the instructional effectiveness of improvement 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: The central office and school administration have collaborated to develop a job description to be posted on the division web site so that interested persons may apply for the position of School Improvement Coach. Upon the receipt of interested applicants, interviews will be conducted by a team of school and division office representatives to make this selection. The job description is as follows:

Title: School Improvement Coach

Location: Marion Intermediate School and Marion Primary School

Primary Responsibility:
The school improvement coach serves as a member of each school's School Improvement Team. The coach provides support and assistance in developing, coordinating, implementing, and monitoring the school improvement plan.

Reports To: Principals of schools served

Qualifications:

Valid Virginia Teaching Certification in Elementary Education (PreK-6), Master's degree preferred

Minimum of 5 years teaching experience in K-5

Experience with curriculum and professional development preferred

Experience in instructional coaching or with delivering quality professional development

Training in a variety of current assessment tools

Ability to collect, analyze and synthesize data

Strong interpersonal skills

Ability to establish and maintain effective working relationships with all school board employees, professional and administrative staff, and the general public

Efficient and effective use of technology

Performance Responsibilities

Monitor the school improvement plan using the Center on Innovation and Improvement Web site, Indistar.

Serve as a member of the school's School Improvement Team.

Provide direct instructional technical assistance to other instructional staff members in the building.

Model mathematics and/or reading strategies in classrooms as appropriate

Observe elementary math and reading classroom instruction to provide feedback to assist teachers, administrators, and the school in improving the instructional program

Assist schools in developing appropriate interventions for students

Analyze assessment data as it relates to the school, to individual student achievement, and to the improvement of instruction.

Coordinate and/or provide professional development for school staff

Assist all teachers in designing and implementing the math and/or reading curriculum maps and integrating all components of the Virginia Curriculum Frameworks for math and/or reading.

Any other responsibilities as assigned by the supervisory staff.

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

School 1:_____	School 2:_____	School 3:_____
___Reading/English/Language Arts ___Mathematics ___Instructional/Administrative/School Leadership ___Experience as Virginia Department of Education Coach ___University Level School Leadership Experience ___Independent Education Contractor/Consultant	___Reading/English/Language Arts ___Mathematics ___Instructional/Administrative/School Leadership ___Experience as Virginia Department of Education Coach ___University Level School Leadership Experience ___Independent Education Contractor/Consultant	___Reading/English/Language Arts ___Mathematics ___Instructional/Administrative/School Leadership ___Experience as Virginia Department of Education Coach ___University Level School Leadership Experience ___Independent Education Contractor/Consultant

School 4:_____	School 5:_____	School 6:_____
___Reading/English/Language Arts ___Mathematics ___Instructional/Administrative/School Leadership ___Experience as Virginia Department of Education Coach ___University Level School Leadership Experience ___Independent Education Contractor/Consultant	___Reading/English/Language Arts ___Mathematics ___Instructional/Administrative/School Leadership ___Experience as Virginia Department of Education Coach ___University Level School Leadership Experience ___Independent Education Contractor/Consultant	___Reading/English/Language Arts ___Mathematics ___Instructional/Administrative/School Leadership ___Experience as Virginia Department of Education Coach ___University Level School Leadership Experience ___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: Smyth County Schools

Virginia Department of Education Grant Expenditure Requirements

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

____Yes __✔__No: Does the division have schools participating in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute?

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

	School Year 2010-2011		
Expenditure Codes	**ESEA 1003(a)Funds [Funds must be encumbered by September 30, 2011.]**	**Other Funds**	**Total Across Object Codes (Do not include "other" funds.)**
1000 - Personnel	$116,580.00		$116,580.00
2000 - Employee Benefits	$33,349.44		$33,349.44
3000 - Purchased Services	$53,000.00	$44,000.00	$53,000.00
4000 - Internal Services			
5000 - Other Charges			
6000 - Materials and Supplies	$46,917.56	$46,620.00	$46,917.56
8000 – Equipment/Capital Outlay	$101,369.00		$101,369.00
Total	**$351,216.00**	**$90,620.00**	**$351,216.00**

School Budget Summary
School Name: Marion Primary 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	$51,250.00		$51,250.00
2000 - Employee Benefits	$16,136.16		$16,136.16
3000 - Purchased Services	$23,000.00	$22,000.00	$23,000.00
4000 - Internal Services			
5000 - Other Charges			
6000 - Materials and Supplies	$22,722.84	$23,865.00	$22,722.84
8000 – Equipment/Capital Outlay	$62,499.00		$62,499.00
Total	***$175,608.00***	***$45,865.00***	***$175,608.00***

School Budget Summary
School Name: Marion Intermediate 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	$65,330.00		$65,330.00
2000 - Employee Benefits	$17,213.28		$17,213.28
3000 - Purchased Services	$30,000.00	$22,000.00	$30,000.00
4000 - Internal Services			
5000 - Other Charges			
6000 - Materials and Supplies	$24,194.72	$22,755.00	$24,194.72
8000 – Equipment/Capital Outlay	$38,870.00		$38,870.00
Total	***$175,608.00***	***$44,755.00***	***$175,608.00***

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

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

Division Name: Smyth County Schools

1. Personal Services (1000)

Marion Primary School and Marion Intermediate School will share the cost of employment of an Instructional Consultation Coach and School Improvement Coach. The projected cost for these goals are as follows:
Salary for Instructional Consultation Team Coach: $25,625.00
Salary for School Improvement Coach: $25,625.00

In addition, Marion Intermediate School will offer an extended school day program and will provide for the cost of compensation to 4 teachers at the rate of $20.00 per hour, 3 hours per week for 32 weeks: $7680.00, compensation to 3 bus drivers for student transportation from the extended day intervention program at the rate of $10.00 per hour, 4 hours per week, for 32 weeks: $3,840.00, and compensation for a staff member to supervise the transportation period during the extended day intervention program at the rate of $20.00 per hour, 4 hours per week, for 32 weeks: $2,560.00

Total: $116,580.00

2. Employee Benefits (2000)

Marion Primary School and Marion Intermediate School will share the cost of the required employer costs of fringe benefits for the personnel listed above as follows:
Health Insurance Employer Contribution for Instructional Consultation Team Coach: $2,100.00
Health Insurance Employer Contribution for School Improvement Coach: $2,100.00
Retiree Health Insurance Credit for Instructional Consultation Team Coach: $266.50
Retiree Health Insurance Credit for School Improvement Coach: $266.50
Employer Virginia Retirement System contribution for Instructional Consultation Team Coach: $3,538.82
Employer Virginia Retirement System contribution for School Improvement Coach: $3,538.82
Employer FICA contribution for Instructional Consultation Team Coach: $1,960.32
Employer FICA contribution for School Improvement Coach: $1,960.32
Group Life Insurance for Instructional Consultation Team Coach: $202.44
Group Life Insurance for School Improvement Coach: $202.44
In addition, Marion Intermediate will provide for the cost of the employer FICA contribution for extended day instructional intervention teachers at Marion Intermediate School: $587.52, the employer FICA contribution for extended day instructional for bus drivers at Marion Intermediate School: $293.76, and the employer FICA contribution for extended day transportation period supervisor at Marion Intermediate School: $195.84

Total: $33,349.44

3. Purchased Services (3000)

Professional development activities will be utilized throughout the school year for all teachers, administrators, and paraprofessionals of Marion Primary School and Marion Intermediate School. These activities will be assisted by local professional development funding, Title II, Part A funds and 1003a funds. These activities will be sustained, high quality, and research based professional development. A focus will be placed on content knowledge, instructional strategies, data disaggregation, educational technology, and other activities aligned to personal professional growth of all teachers and administrators and school improvement. iStations will continue to be a part of Marion Primary School's and Marion Intermediate School's intervention practices. The projected costs of these projects are as follows:
iStations: $16,000.00
Professional Development: $37,000.00 from 1003a funding, $4,000.00 for local funding, $20,000.000 from Title I ARRA funding, and approximately $20,000.00 from Title II, Part A Funding.

Total: $97,000.00

4. Internal Services (4000)

5. Other Charges (5000)

6. Materials and Supplies (6000)

Materials and Instructional supplies for Marion Primary School and Marion Intermediate School will include the purchase of leveled readers, intervention aides,/materials, and student consumable materials: Funding allocated for these products will be approximately $46,917.56 from 1003 a funding, and $46,620.00 from the school division for instruction.

Total: $93,537.56

7. Equipment/Capital Outlay (8000)

In order to provide the timely delivery of benchmark testing and in the classroom small group instruction utilizing iStations as an instructional tool, there is the need for addition computers in classrooms to serve for this purpose at Marion Primary School. The projected cost of the computers and needed peripherals are as follows:
42 Dell OptiPlex 780 Small Form Factor Computers: $46,914.00
42 Ethernet cables: $210.00
21 Dell PowerConnect 2808 8-port Gigabit switches: $3,360.00
1 Cisco 3750 24-port backbone switch w/ standard software image: $3,500.00
21 Surge suppressors: $315.00
42 Computer Tables: $6,700.00
Shared cost of a laptop computer for the School Improvement Coach: $750.00
Shared cost for the Instructional Consultation Team Coach: $750.00

In addition, at Marion Intermediate School there is the need for a mobile computer lab to better serve the students and staff for the administration of benchmark tests and the continued use of iStations as an instructional intervention tool. The projected cost of the mobile lab is as follows:
30 unit mobile computer lab and peripherals that includes 30 Dell Latitude 13 laptop computers: $29,190.00
1 Datamation Latitude 13 laptop cart with a 30 unit capacity: $2,500.00
30 Ethernet cables: $150.00
10 Dell PowerConnect 2808 8-port Gigabit switch: $1,600.00
1 Cisco 3750 24-port backbone switch w/ standard software image: $3,500.00
18 Surge suppressors: $180.00
1 Linksys or Cisco 802.11n wireless access point: $250.00
Shared cost of a laptop computer for the School Improvement Coach: $750.00
Shared cost for the Instructional Consultation Team Coach: $750.00

Total: $101,369.00

School Name: <u>Marion Primary School</u>

1. Personal Services (1000)

Marion Primary School will employ an Instructional Consultation Coach and School Improvement Coach to provide for a collaborative effort toward making gains in student learning. The projected cost for these goals are as follows: Salary for Instructional Consultation Team Coach: $25,625.00 Salary for School Improvement Coach: $25,625.00 **Total: $51,250.00**

2. Employee Benefits (2000)

Marion Primary School will provide for the cost of the required employer costs of fringe benefits for the personnel listed above as follows: Health Insurance Employer Contribution for Instructional Consultation Team Coach: $2,100.00 Health Insurance Employer Contribution for School Improvement Coach: $2,100.00 Retiree Health Insurance Credit for Instructional Consultation Team Coach: $266.50 Retiree Health Insurance Credit for School Improvement Coach: $266.50 Employer Virginia Retirement System contribution for Instructional Consultation Team Coach: $3,538.82 Employer Virginia Retirement System contribution for School Improvement Coach: $3,538.82 Employer FICA contribution for Instructional Consultation Team Coach: $1,960.32 Employer FICA contribution for School Improvement Coach: $1,960.32 Group Life Insurance for Instructional Consultation Team Coach: $202.44 Group Life Insurance for School Improvement Coach: $202.44 **Total: $16,136.16**

3. Purchased Services (3000)

Professional development activities will be utilized throughout the school year for all teachers, administrators, and paraprofessionals of Marion Primary School which will be assisted by the Title II, Part A funds and 1003a funds. These activities will be sustained, high quality, and research based professional development. A focus will be placed on content knowledge, instructional strategies, data disaggregation, educational technology, and other activities aligned to personal professional growth of all teachers and administrators and school improvement. iStations will continue to be a part of Marion Primary School's intervention practices. The projected costs of these projects are as follows: iStation Unlimited Campus License (including On Site Training): $8,000.00 Professional Development that includes onsite and attendance to instructional workshops: $15,000.00 Local Funding: $2,000.00, Title I ARRA funding: $10,000.000, and approximately $10,000.00 from Title II, Part A Funding. **Total: $45,000.00**

4. Internal Services (4000)

5. Other Charges (5000)

6. Materials and Supplies (6000)

Materials and Instructional supplies include the purchase of leveled readers, intervention aides,/materials, and student consumable materials: Funding allocated for these products will be approximately $22,722.84
Local allocation for instructional supplies: 23,865.00

Total: $46,587.84

7. Equipment/Capital Outlay (8000)

In order to provide the timely delivery of benchmark testing and in the classroom small group instruction utilizing iStations as an instructional tool, there is the need for addition computers in classrooms to serve for this purpose. The projected cost of the computers and needed peripherals are as follows:
42 Dell OptiPlex 780 Small Form Factor Computers: $46,914.00
42 Ethernet cables: $210.00
21 Dell PowerConnect 2808 8-port Gigabit switches: $3,360.00
1 Cisco 3750 24-port backbone switch w/ standard software image: $3,500.00
21 Surge suppressors: $315.00
42 Computer Tables: $6,700.00
Shared cost of a laptop computer for the School Improvement Coach: $750.00
Shared cost for the Instructional Consultation Team Coach: $750.00

Total: $62,499.00

School Name: <u>Marion Intermediate School</u>

8. Personal Services (1000)

Marion Intermediate School will employ an Instructional Consultation Coach and School Improvement Coach to provide for a collaborative effort toward making gains in student learning. As an additional methodology to provide instructional intervention, an extended school day program will be offered to student to attend after school twice weekly. The projected cost for these goals are as follows: Salary for Instructional Consultation Team Coach: $25,625.00 Salary for School Improvement Coach: $25,625.00 Compensation to 4 teachers for extended school day instructional intervention at the rate of $20.00 per hour, 3 hours per week for 32 weeks: $7680.00 Compensation to 3 bus drivers for student transportation from the extended day intervention program at the rate of $10.00 per hour, 4 hours per week, for 32 weeks: $3,840.00 Compensation for a staff member to supervise the transportation period during the extended day intervention program at the rate of $20.00 per hour, 4 hours per week, for 32 weeks: $2,560.00 **Total: $65,330.00**

9. Employee Benefits (2000)

Marion Intermediate School will provide for the cost of the required employer costs of fringe benefits for the personnel listed above as follows:
Health Insurance Employer Contribution for Instructional Consultation Team Coach: $2,100.00
Health Insurance Employer Contribution for School Improvement Coach: $2,100.00
Retiree Health Insurance Credit for Instructional Consultation Team Coach: $266.50
Retiree Health Insurance Credit for School Improvement Coach: $266.50
Employer Virginia Retirement System contribution for Instructional Consultation Team Coach: $3,538.82
Employer Virginia Retirement System contribution for School Improvement Coach: $3,538.82
Group Life Insurance for Instructional Consultation Team Coach: $202.44
Group Life Insurance for School Improvement Coach: $202.44
Employer FICA contribution for Instructional Consultation Team Coach: $1,960.32
Employer FICA contribution for School Improvement Coach: $1,960.32
Employer FICA contribution for extended day instructional intervention teachers at Marion Intermediate School: $587.52
Employer FICA contribution for extended day instructional for bus drivers at Marion Intermediate School: $293.76
Employer FICA contribution for extended day transportation period supervisor at Marion Intermediate School: $195.84

Total: $17,213.28

10. Purchased Services (3000)

Professional development activities will be utilized throughout the school year for all teachers, administrators, and paraprofessionals of Marion Intermediate School which will be assisted by the Title II, Part A funds and 1003a funds. These activities will be sustained, high quality, and research based professional development. A focus will be placed on content knowledge, instructional strategies, data disaggregation, educational technology, and other activities aligned to personal professional growth of all teachers and administrators and school improvement. iStations will continue to be a part of Marion Intermediate School's intervention practices. The projected costs of these projects are as follows:
iStation Unlimited Campus License (including On Site Training): $8,000.00
Professional Development that includes onsite and attendance to instructional workshops: $22,000.00
Local Funding: $2,000.00, Title I ARRA funding: $10,000.000, and approximately $10,000.00 from Title II, Part A Funding.

Total: $52,000.00

11. Internal Services (4000)

12. Other Charges (5000)

13. Materials and Supplies (6000)

Materials and Instructional supplies include the purchase of leveled readers, intervention aides,/materials, and student consumable materials: Funding allocated for these products will be approximately $24,194.72.
Local allocation for instructional supplies: $22,755.00.

Total: $46,949.72

14. Equipment/Capital Outlay (8000)

In order to provide the timely delivery of benchmark testing and in the classroom small group instruction utilizing iStations as a instructional tool, there is the need for an additional mobile computer lab at Marion Intermediate School. The projected cost of the mobile lab is as follows:
30 unit mobile computer lab and peripherals that includes 30 Dell Latitude 13 laptop computers: $29,190.00
1 Datamation Latitude 13 laptop cart with a 30 unit capacity: $2,500.00
30 Ethernet cables: $150.00
10 Dell PowerConnect 2808 8-port Gigabit switch: $1,600.00
1 Cisco 3750 24-port backbone switch w/ standard software image: $3,500.00
18 Surge suppressors: $180.00
1 Linksys or Cisco 802.11n wireless access point: $250.00
Shared cost of a laptop computer for the School Improvement Coach: $750.00
Shared cost for the Instructional Consultation Team Coach: $750.00

Total: $38,870.00

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	Occohannock 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.**

Appendix B-a

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)		
School Level		
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 *ISTATION* (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
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] *(New to the institute schools will be assigned to the Teacher Leader Training.)*	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, Green, Lynchburg, 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
Special Requirements for Schools Assigned to Strand III of the Summer Institute 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

Attachment C-a

ACHIEVE3000
www.Achieve3000.com
Sonya Coleman
Regional Director
301-352-3459

Cambridge Education
Mott MacDonald dba Cambridge Education
Trevor B. Yates, Executive Vice President
717-701-0123

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
http://www.educationalimpact.com
George Elias
215-534-0899

Evans Newton, Inc.
http://www.evansnewton.com
Cecily Williams-Blijd
240-695-2479

ISTATION
http://www.istation.com
Bob Blevins
866-883-7323

Johns Hopkins University
Kathy Nelson (contact for middle schools only)
410-516-8800

Pearson Digital Learning
www.pearsonschool.com
Matt Robeson
804-836-3906

Pearson Education
http://www.pearsoned.com/
Fred Bost, Regional VP
Phone: 877-873-1550, x1617
Pearson Tapestry
www.pearsontapestry.com
Steve Watson
843-538-3834

READ NATURALLY INC
http://www.readnatually.com
Ben Weisner
Director, Sales and Marketing
800-788-4085, ext. 8722 (desk)
612-710-5697 (cell)

Research For Better Teaching
http://www.rbteach.com
Cynthia Pennoyer
978-263-9449

TeachFirst
http://www.teachfirst.com
John Mullin
206.453.2445

Teachscape
http://www.teachscope.com
Veronica Tate
757-289-6192

The Flippen Group
http://www.flippengroup.com
Brian Whitehead
865-577-6008

Voyager Learning
http://www.voyagerlearning.com/about/index.jsp
Ron Klausner
888-399-1995