

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: Stafford County Public Schools
Mailing Address: 31 Stafford Avenue
Division Contact: Nancy Guth
Telephone (include extension if applicable): (540) 658-6675 Fax: (540) 658-6061
E-mail: nguth@staffordschools.net

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: Kate Waller Barrett Elementary
Mailing Address: 150 Duffy Drive, Stafford, Virginia 22556
School Contact: Kim Austin
Telephone (include extension if applicable): (540) 658-6464 Fax: (540) 658-6465
E-mail: kaustin@staffordschools.net

School Name: Falmouth Elementary
Mailing Address: 1000 Forbes Street, Falmouth, VA 22405
School Contact: Gayle Thyrring
Telephone (include extension if applicable): (540) 373-7458 Fax: (540) 371-1757
E-mail: gthrrying@staffordschools.net

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

Assurances for the 1003(g)

School Improvement Grant Funding

Stafford County Public Schools agrees to send two academic lead team members in place of the principals to the 1003(g) summer institute. These members will take the place of the principals in the formative assessment training for both schools.

Stafford County Public Schools agrees to send two coaches from each school to the 1003(g) summer institute as required for grant funding.

Stafford County Public Schools agrees to send one district representative to the 1003(g) summer institute as required for grant funding. This same individual will attend all four required sessions at William and Mary throughout the year and will agree to work with the division coach assigned from William and Mary through the Virginia Department of Education.

Principals and the district representative will attend all web conferences as required throughout the year.

Principals will agree to implement all aspects of the formative assessment training at their school with fidelity and will attend all additional training as required. These principals will be supported in this effort by the director of Title I services and the district representative.

All other requirements of the grant will be implemented with fidelity by the principals, coaches, district representative and other required members of the district team.

Kimberly J. Austin 5-19-10
Principal Date

Kayla J. Shyring 5-19-10
Principal Date

Nancy Gulth 5-19-10
Nancy Gulth, [Title] Director Date

Chris Quinn 5-21-10
Dr. Quinn, Assistant Superintendent of Instruction Date

STAFFORD COUNTY PUBLIC SCHOOLS

SCHOOL BOARD MEMBERS

PATRICIA HEALY
Chairman

NANETTE KIBBY
Vice-Chairman

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JOHN LEDOUX, Ed.D.
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DORREEN PHILLIPS
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Stafford, Virginia 22554-7246
Phone: 540-658-6000
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DAVID E. SAWYER, Ed.D.
Superintendent



April 29, 2010

Dr. Kathleen Smith, Director
Office of School Improvement
Virginia Department of Education
James Monroe Building, 101
N. 14th Street
Richmond, VA 23219

Dear Dr. Smith,

This letter is to inform your office that the principals from Kate Waller Barrett Elementary and Falmouth Elementary will be sending their School Improvement coaches, as well as each school's Academic Team Leader, to Williamsburg in July. The principals will be unable to attend due to a scheduling conflict.

Our Title I Schools in Improvement have enjoyed the training provided through your office this year. The state and regional trainings have given us many opportunities to learn from experts, as well as from our colleagues in other divisions, facing similar educational challenges.

Our school Rocky Run Elementary will graduate from Improvement status this year, and we appreciate the state support previously provided. Our schools Kate Waller Barrett Elementary and Falmouth Elementary will be in year two of Improvement. The principals at these schools are deeply committed to the school improvement process. They have participated in the Learning School Alliance sponsored by the National Staff Development Council, and are scheduled to present their work at the NSDC conference the week of July 19-22. These arrangements and agreements were made December 2009, before they were informed regarding the summer institute from the Office of School Improvement. We look forward to the continuing support from the Office of School Improvement, and appreciate your understanding.

Sincerely,

A handwritten signature in black ink, appearing to read "David Sawyer".

David Sawyer, Ed.D.
Superintendent

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: AAJ
Superintendent's Name: Andre A. Noularet
Date: 06/09/10

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)	School wide Program School (Check)	School Membership	Percent Identified as Disadvantaged	Percent Students with Disabilities	Percent Limited English Proficient
Kate Waller Barrett Elementary	K-5	√		702	45.2	10%	7%
Falmouth Elementary	K-5	√		567	37.6	10%	5%

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.

Kate Waller Barrett Elementary

2007-2008		Total	Grade 3	Grade 4	Grade 5	
Reading/Language Arts	All Students	80%	83%	74%	83%	
	Blacks	77%	77%	76%	78%	
	Whites	86%	91%	76%	89%	
	Disadvantaged	72%	77%	65%	76%	
	Hispanic	72%	83%	63%	69%	
	Disabilities	55%	73%	38%	62%	
	LEP	67%	75%	57%	70%	
Mathematics	All Students	82%	90%	73%	81%	
	Blacks	79%	85%	79%	73%	
	Whites	86%	93%	77%	87%	
	Disadvantaged	69%	82%	58%	67%	
	Hispanic	75%	95%	53%	76%	
	Disabilities	49%	73%	41%	38%	
	LEP	71%	92%	57%	64%	
		Total		Grade 3	Grade 4	Grade 5
		All Students	87%	85%	87%	88%
		Blacks	83%	79%	89%	80%
		Whites	89%	92%	85%	90%
		Disadvantaged	79%	78%	80%	80%
		Hispanic	90%	92%	92%	100%
		Disabilities	79%	85%	73%	78%
		LEP	89%	77%	90%	100%
		All Students	86%	87%	83%	88%
		Blacks	79%	80%	78%	78%
		Whites	88%	87%	83%	95%
		Disadvantaged	83%	87%	80%	82%
		Hispanic	98%	100%	100%	93%
		Disabilities	74%	69%	73%	78%
		LEP	97%	100%	NA	100%

e. Analyzed student achievement data with identified areas that need improvement;

Identified areas that need improvement in Mathematics/Reading based on our data:

- We will continue to work with subgroups with an emphasis on disadvantaged, black, and disabilities.

- We made definite progress on the SOLs for 2009-2010, but we feel as though we need to continue to monitor and work with an emphasis on these subgroups to ensure our success with AYP for the next school year
- We want to target the students in 3rd grade by working closely with the teachers in both content areas. Our rising third graders all had first year teachers in second grade; therefore, the students may lack some of the basic skills. When analyzing the data from PALS, 17% of the second grade students were identified as students who need remediation. On the second grade math predictor, 31% of the students did not meet the benchmark. With this data in mind, concentration from the coaches and specialists will be given to the students and teachers in third grade to fill the gaps and to improve instructional strategies.
- Coaches and specialists will work closely with second grade teachers to help them improve their instructional strategies, differentiation techniques, classroom management, and content knowledge. The reason we have chosen second grade is because all of the teachers at this grade level will be in their second year of teaching.
- All teachers who are new to our school or grade level will be mentored by the specialists and coaches.

f. 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

Attendance Rate	94.2%
Enrollment	702
Number of Males	379
Number of Females	323
Percent of Asians	1%
Percent of Blacks	34%
Percent of Hispanics	17%
Percent of Whites	42%
Percent of Native Hawaiian	0.29%
Percent of students with disabilities	10%
Percent of LEP students	7%
Number of migrant students	0
Number of homeless students	5
Percent of economically disadvantaged	45.2%

a. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics.

Kate Waller Barrett's goals for the state's assessments for the school year 2010 -2011 are to make the AYP benchmarks for reading and mathematics, which are 89% and 87%, respectively.

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 at the 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.

Kate Waller Barrett Elementary

Response: LEA will continue to support the School Improvement plan in place this year. School support consists of: supporting the targeted schools with the academic coach, scheduling for regular weekly grade level meetings, and data analysis presentations. A plan is in place for each week to have a different focus; i.e. reading, math, and data analysis.

The LEA has the capacity to continue to support this model, with two full time reading specialists and one full time mathematics specialist at each school. These specialists are funded partially with Title IA and partially with local funds. The specialists lead grade level instructional meetings, and parent informational meetings, as well as provide in class coaching of teachers. The LEA has in place monthly meetings to provide in-service to each specialist, networking and research based best practice review.

The school community is invited to parent meetings before school begins, and for regularly scheduled informational parent nights. These nights will include literacy, mathematics, SOL, etc.

Falmouth Elementary

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;

Grade 3

School Year	3 rd Grade Reading	3 rd Grade Math	3 rd Grade Science	3 rd Grade History
2006-2007	48/69/ 70 %	57/70/ 81 %	54/69/ 78 %	56/69/ 81 %
2007-2008	60/80/ 75 %	54/80/ 68 %	65/80/ 81 %	68/80 / 85%
2008-2009	59/77/ 77 %	69/76/ 91 %	69/77/ 90 %	74/ 77/ 96 %

Grade 4

School Year	4 th Grade Reading	4 th Grade Math	4 th Grade if applicable
2006-2007	61/79 77 %	53/79 67%	57/79/ 72 %
2007-2008	55/64 86 %	53/64 83 %	53/64 83 %
2008-2009	70/83 84 %	66/84 79 %	73/86 85 %

Grade 5

School Year	5 th Grade English/Reading	5 th Grade English/Writing	5 th Grade Math	5 th Grade History	5 th Grade Science
2006-2007	65/81/ 80 %	61/81/ 75 %	65/81/ 80 %	34/81/ 42 %	67/81/ 83 %
2007-2008	67/76 88 %	56/76 74 %	57/76 75 %	48/76 63 %	65/76 86 %
2008-2009	61/70 87 %	62/72 86 %	62/70 89%	43/73 59 %	53/73 73 %

Falmouth Elementary School
Percentage of Students Passing SOLs

Subgroups	2006-2007	2007-2008	2008-2009
English Performance			
All Students	78%	87%	86%
Black	71%	80%	83%
Hispanic	88%	83%	73%
White	79%	92%	90%
Students with Disabilities	48%	68%	71%
Economically Disadvantaged	68%	73%	79%
Limited English Proficient	83%	<	71%
Mathematics Performance			
All Students	78%	80%	90%
Black	71%	71%	82%
Hispanic	83%	81%	84%
White	79%	85%	93%
Students with Disabilities	45%	56%	87%
Economically Disadvantaged	65%	69%	84%
Limited English Proficient	92%	<	92%

**red highlights are identified areas that need improvement

* pink highlight are not identified subgroup because of small population but we are aware they need improvement

Grade 3 SOL Data

Subgroups	2006-2007	2007-2008	2008-2009
English Performance			
All Students	71%	82%	79%
Black	67%	79%	71%
Hispanic	<	70%	67%
White	73%	87%	85%
Students with Disabilities	<	<	<
Economically Disadvantaged	42%	65%	69%
Limited English Proficient	<	<	<
Mathematics Performance			
All Students	84%	74%	92%
Black	81%	73%	83%
Hispanic	<	<	92%
White	83%	79%	95%
Students with Disabilities	<	<	<
Economically Disadvantaged	60%	62%	88%
Limited English Proficient	<	<	<

**red highlights are identified areas that need improvement

* pink highlight are not identified subgroup because of small population but we are aware they need improvement

Grade 4 SOL Data

Subgroups	2006-2007	2007-2008	2008-2009
English Performance			
All Students	81%	88%	88%
Black	65%	83%	91%
Hispanic	<	<	<
White	86%	91%	90%
Students with Disabilities	55%	<	<
Economically Disadvantaged	75%	80%	83%
Limited English Proficient	<	<	<
Mathematics Performance			
All Students	68%	88%	84%
Black	50%	77%	77%
Hispanic	<	<	<
White	76%	94%	90%
Students with Disabilities	36%	<	<
Economically Disadvantaged	58%	79%	70%
Limited English Proficient	<	<	<

**red highlights are identified areas that need improvement

* pink highlight are not identified subgroup because of small population but we are aware they need improvement

Grade 5

Subgroups	2006-2007	2007-2008	2008-2009
English Performance			
All Students	71%	82%	79%
Black	67%	79%	71%
Hispanic	<	70%	67%
White	73%	87%	85%
Students with Disabilities	<	<	<
Economically Disadvantaged	42%	65%	69%
Limited English Proficient	<	<	<
Mathematics Performance			
All Students	84%	74%	92%
Black	81%	73%	83%
Hispanic	<	<	92%
White	83%	79%	95%
Students with Disabilities	<	<	<
Economically Disadvantaged	60%	62%	88%
Limited English Proficient	<	<	<

**red highlights are identified areas that need improvement

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

Subgroup	NCLB Area	Number Passing	Total Number of Students	Percent Passing
All Students	English Performance	197	239	82.4%
	Math Performance	207	240	86.3%
	Other Academic Indicator	124	152	81.6%
Black	English Performance	54	69	78.3%
	Math Performance	54	70	77.1%
	Other Academic Indicator	29	46	63%
Hispanic	English Performance	19	26	73%
	Math Performance	21	26	80.8%
	Other Academic Indicator	15	17	88.2%
White	English Performance	110	126	87.3%
	Math Performance	115	126	91.3%
	Other Academic Indicator	69	76	90.8%
Disabilities	English Performance	10	18	55.6%
	Math Performance	13	18	72.2%
	Other Academic Indicator	6	12	50%
Disadvantaged	English Performance	56	71	79%
	Math Performance	60	73	82%
	Other Academic Indicator	37	45	82%
Limited Eng. Proficient	English Performance	10	14	71%
	Math Performance	12	15	80%
	Other Indicator	8	10	80%

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

Spring 2009 SOL Performance by Test and Selected Subgroups

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

Group	3rd Grade Reading	3rd Grade Math	3rd Grade (OAI)	4th Grade Reading	4th Grade Math	4th Grade (OAI)	5th Grade Eng/Reading	5th Grade Eng/Writing	5th Grade (OAI)
General Education	73 Tested 56 Passing 76.7% Passing	73 Tested 67 Passing 91.8 % Passing	73 Tested 66 Passing 90.4 % Passing	81 Tested 70 Passing 86.4% Passing	82 Tested 65 Passing 79.3% Passing	NA	67 Tested 61 Passing 91% Passing	69 Tested 60 Passing 87% Passing	67 Tested 52 Passing 77.6% Passing
Special Education	4 Tested 3 Passing 75% Passing	4 Tested 3 Passing 75 % Passing	4 Tested 3 Passing 75 % Passing	6 Tested 3 Passing 50% Passing	6 Tested 5 Passing 83.3% Passing	NA	8 Tested 4 Passing 50% Passing	3 Tested 2 Passing 66.7% Passing	8 Tested 3 Passing 37.5% Passing
Students Who Failed Test Last Year	77 Tested 59 Passing 76.6% Passing	77 Tested 70 Passing 90.9 % Passing	77 Tested 69 Passing 89 % Passing	87 Tested 73 Passing 83.9% Passing	88 Tested 70 Passing 79.5% Passing	NA	75 Tested 65 Passing 86.7% Passing	72 Tested 62 Passing 86.1% Passing	75 Tested 55 Passing 73.3% Passing

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

B. Analyzed student achievement data with identified areas that need improvement:

**Falmouth Elementary School
Percentage of Students Passing SOLs**

Subgroups	2006-2007	2007-2008	2008-2009
English Performance			
All Students	78%	87%	86%
Black	71%	80%	83%
Hispanic	88%	83%	73%
White	79%	92%	90%
Students with Disabilities	48%	68%	71%
Economically Disadvantaged	68%	73%	79%
Limited English Proficient	83%	<	71%
Mathematics Performance			
All Students	78%	80%	90%
Black	71%	71%	82%
Hispanic	83%	81%	84%
White	79%	85%	93%
Students with Disabilities	45%	56%	87%
Economically Disadvantaged	65%	69%	84%
Limited English Proficient	92%	<	92%

**red highlights are identified areas that need improvement

* pink highlight are not identified subgroup because of small population but we are aware they 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 economically disadvantaged status; and

Total Population	Gender	Race or Ethnicity	Disability Status	LEP	Migrant Status	Homeless	Economically Disadvantaged
567	Female 45.6% Male 54.4 %	0.35% American Indian/ Alaskan 3.36% Asian 25.84% Black 9.56 % Hispanic 54.16% White 0.18% Native Hawaiian 6.55 % Other	10%	5%	0%	2%	37.6%

D. Annual goals for student achievement on the state's assessments in both reading and mathematics.

Falmouth Elementary will meet or exceed by June 30, 2011, the third through fifth grade AYP benchmark of 89% for reading and 87% for mathematics both whole school and in all identified subgroups during the 2010-2011 school year as measured by the Virginia Standards of Learning Assessments.

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:

- The LEA has a plan in place to implement the model beginning of the 2010-2011 school year.

Falmouth Elementary will provide ongoing job embedded professional development using a coaching model. The coaching model will develop teacher content knowledge and instructional strategies needed to improve student achievement in mathematics and reading. Teachers who are highly qualified in mathematics and reading content knowledge and pedagogical skills are more effective teachers. Coaches will help teachers continue their education to develop a deeper understanding of content applications and effective strategies. Coaches will help ensure the curriculum is implemented, multiple instructional strategies are used, students are actively engaged and assessments are used to drive instruction. Coaches will promote the use of differentiated instruction, collaborative learning, vocabulary /graphic organizer models, distributive practice, journal reflection and guided reading. Co-planning, co-teaching and modeling will be utilized throughout the school.

The master schedule will continue to allow for increased collaborative planning time for each grade level. Professional Learning Community release time will be allocated for vertical and horizontal planning.

To review student progress, teacher data books will be created to collect and organize individual and class assessments. Grade levels will quarterly monitor student growth. Early warning systems will be established to identify students who are failing to achieve high standards in reading and mathematics (Moving with Math benchmark assessments®, Stafford County Early Childhood Assessment in Number K-2, PALS®, Aimsweb®, Reading Assessment Inventory®).

Support will be given to students with disabilities and limited English proficient students to master academic content in reading and mathematics. Additional time will be allocated for interventions through after-school tutoring and an extended 45-minute daily block during the school day for enrichment and reteaching of mathematics and reading. Interventions used will include Leveled Literacy Interventions®, Math Buddies®, SOAR to Success®, and Phonological Awareness Literacy Screening®.

- The LEA has plans to regularly engage the school community to inform them of progress toward implementing the model.

Parent Institutes will be created to educate the school community about mathematics and reading. Homelinks, teacher WebPages and monthly school newsletters will keep parents informed. The school will partner with the Parent Teacher Organization to promote student achievement.

- The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of the model.

Falmouth provides time in the workday through bi-monthly instructional staff meetings, weekly extended planning with each grade level, monthly data team meetings, and monthly school leadership meetings all designed to monitor implementation of the model. Teachers are encouraged to participate in the Skillful Teacher® Cohort; Falmouth has funded ten positions along with needed resources. Coaches will attend conferences such as the regional National Council of Math Supervisors in Baltimore. Coaches will attend and participate in the Center for Curriculum Improvement of Instruction.

Teacher book study resources will be suggested for purchase such as *Teaching Reading in Mathematics*, *What We Know about Teaching and Learning Mathematics*, and *What We Know about Teaching and Learning Reading*.

- The LEA can demonstrate adequate capacity to implement the model.

Falmouth will utilize walk-throughs to ensure quality instruction and implementation of the model. Peer observations both horizontally and vertically will be designed for professional learning. Curriculum mapping and pacing guides will be utilized to guarantee the SOLs are being taught.

Falmouth is fully funded with Title IA Reading Specialist, and Title II Math Specialist, as well as a locally funded Reading Specialist.

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

FULLY AND EFFECTIVELY

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

Response: **Note: Documents included as attachments must be scanned and attached to this application.**
No modifications necessary.

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;
 - Indistar will be used regularly for data review and for School Improvement reports as required by Central Office.
- Division plan and budget for sustaining the reform effort.
 - The division will make every effort to sustain the reform supports as implemented. The personnel will be secured if at all possible and the assessments and data review will continue with the division support.

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: Successful coaches will be re-employed to the coming year, as these coaches have attended all required trainings and have successfully led each school in making rapid improvements, in use of data and best practices. The subject area coaches and academic leaders attend all SIP meetings, as well as, data analysis grade level meetings each month. The coaches work directly in classrooms based on data analysis meetings.

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

<p>School 1: <u>Falmouth Elementary</u></p> <p><input type="checkbox"/> Reading/English/Language Arts</p> <p><input checked="" type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Instructional/Administrative/School Leadership</p> <p><input type="checkbox"/> Experience as Virginia Department of Education Coach</p> <p><input type="checkbox"/> University Level School Leadership Experience</p> <p><input type="checkbox"/> Independent Education Contractor/Consultant</p> <p><input type="checkbox"/> Other (Describe)</p>	<p>School 2: <u>Kate Waller Barrett Elementary</u></p> <p><input checked="" type="checkbox"/> Reading/English/Language Arts</p> <p><input checked="" type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Instructional/Administrative/School Leadership</p> <p><input type="checkbox"/> Experience as Virginia Department of Education Coach</p> <p><input type="checkbox"/> University Level School Leadership Experience</p> <p><input type="checkbox"/> Independent Education Contractor/Consultant</p> <p><input type="checkbox"/> Other (Describe)</p>	<p>School 3: _____</p> <p><input type="checkbox"/> Reading/English/Language Arts</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Instructional/Administrative/School Leadership</p> <p><input type="checkbox"/> Experience as Virginia Department of Education Coach</p> <p><input type="checkbox"/> University Level School Leadership Experience</p> <p><input type="checkbox"/> Independent Education Contractor/Consultant</p> <p><input type="checkbox"/> Other (Describe)</p>
<p>School 4: _____</p> <p><input type="checkbox"/> Reading/English/Language Arts</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Instructional/Administrative/School Leadership</p> <p><input type="checkbox"/> Experience as Virginia Department of Education Coach</p> <p><input type="checkbox"/> University Level School Leadership Experience</p> <p><input type="checkbox"/> Independent Education Contractor/Consultant</p> <p><input type="checkbox"/> Other (Describe)</p>	<p>School 5: _____</p> <p><input type="checkbox"/> Reading/English/Language Arts</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Instructional/Administrative/School Leadership</p> <p><input type="checkbox"/> Experience as Virginia Department of Education Coach</p> <p><input type="checkbox"/> University Level School Leadership Experience</p> <p><input type="checkbox"/> Independent Education Contractor/Consultant</p> <p><input type="checkbox"/> Other (Describe)</p>	<p>School 6: _____</p> <p><input type="checkbox"/> Reading/English/Language Arts</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Instructional/Administrative/School Leadership</p> <p><input type="checkbox"/> Experience as Virginia Department of Education Coach</p> <p><input type="checkbox"/> University Level School Leadership Experience</p> <p><input type="checkbox"/> Independent Education Contractor/Consultant</p> <p><input type="checkbox"/> Other (Describe)</p>

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: Stafford County Public Schools

Virginia Department of Education Grant Expenditure Requirements

Note 1

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

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

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

Expenditure Codes	School Year 2010-2011		Total Across Object Codes (Do not include "other" funds.)
	ESEA 1003(a) Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	
1000 - Personnel	275,050		275,050
2000 - Employee Benefits	43,000		43,000
3000 - Purchased Services	3,900		3,900
4000 - Internal Services			
5000 - Other Charges	27,266		27,266
6000 - Materials and Supplies	2,000		2,000

8000 – Equipment/Capital Outlay			
Total	351,216		351,216

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: Stafford County Public Schools

1. Personal Services (1000)

The majority of the 1003a Transformation funds will be spent on personnel to lead the reform effort at each of the two schools. These funds will cover two academic coaches, three subject area coaches, and three teaching assistants for small group interventions.

2. Employee Benefits (2000)

Employee benefits will be paid as per contract requirements. The hourly academic coaches and subject area coaches will be paid FICA, and the part time subject coaches and instructional assistants will be paid full benefits.

3. Purchased Services (3000)

Teach first formative assessment programs.

4. Internal Services (4000)

5. Other Charges (5000)

Conference and travel expenses for state and regional required conferences to include Central Office support staff.

6. Materials and Supplies (6000)

Books for Professional Learning Communities

7. Equipment/Capital Outlay (8000)

School Budget Summary

School Name: Kate Waller Barrett Elementary

Virginia Department of Education Grant Expenditure Requirements

√ ___ Yes ___ No: Is this school a participant in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute?

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

Expenditure Codes	School Year 2010-2011		
	ESEA 1003(a) Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	Total Across Object Codes (Do not include "other" funds.)
1000 - Personnel	146,050		146,050
2000 - Employee Benefits	20,000		20,000
3000 - Purchased Services	1,950		1,950
4000 - Internal Services			
5000 - Other Charges	7,608		7,608
6000 - Materials and Supplies			
8000 - Equipment/Ca pital Outlay			
Total	175,608		175,608

Budget Narrative

School Name: Kate Waller Barrett Elementary

1. Personal Services (1000)

The majority of the 1003a Transformation funds will be spent on personnel to lead the reform effort at Kate Waller Barrett Elementary. These funds will cover one academic coach and two subject area coaches, and one teaching assistant for small group interventions.

2. Employee Benefits (2000)

Employee benefits will be paid as per contract requirements. The hourly academic coach and subject area coaches will be paid FICA, and the part time subject area coaches and instructional assistant will be paid full benefits.

3. Purchased Services (3000)

Teach first formative assessment program

4. Internal Services (4000)

5. Other Charges (5000)

Conference and travel expenses for state and regional required conferences.

6. Materials and Supplies (6000)

7. Equipment/Capital Outlay (8000)

School Budget Summary

School Name: Falmouth Elementary

Virginia Department of Education Grant Expenditure Requirements

Yes **No:** Is this school a participant in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute?

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

	School Year 2010-2011		
Expenditure Codes	ESEA 1003(a) Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	Total Across Object Codes (Do not include "other" funds.)
1000 - Personnel	129,000		129,000
2000 - Employee Benefits	23,000		23,000
3000 - Purchased Services	1,950		1,950
4000 - Internal Services			
5000 - Other Charges	19,658		19,658
6000 - Materials and Supplies	2,000		2,000
8000 - Equipment/Capital Outlay			
Total	175,608		175,608

Budget Narrative

School Name: Falmouth Elementary

1. Personal Services (1000)

The majority of the 1003a Transformation funds will be spent on personnel to lead the reform effort at Falmouth Elementary School. These funds will cover one academic coach, one subject area coach, and two teaching assistants for small group interventions.

2. Employee Benefits (2000)

Employee benefits will be paid as per contract requirements. The hourly academic coach and subject area coach will be paid FICA, and the part time subject area coach and instructional assistants will be paid full benefits.

3. Purchased Services (3000)

Teach first formative assessment program

4. Internal Services (4000)

5. Other Charges (5000)

Conference and travel expenses for state and regional required conferences.
Falmouth will be attending a national Mathematics conference as well as state meetings.

6. Materials and Supplies (6000)

Books for Professional Learning Communities.

7. Equipment/Capital Outlay (8000)

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.

<p style="text-align: center;">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.</p> <p style="text-align: center;">Strand I: http://www.cpe.vt.edu/reg/nci-s1</p> <p style="text-align: center;">For divisions marked with an asterisk (*): Division contact registers for Strand II.</p>		
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) <u>Divisions with Tier III Schools</u> <u>(Exception: Accomack, Brunswick, Campbell, Charles City, Greene, Lynchburg, Middlesex, Symth, and Staunton)</u>		
Use of a Division-Level Coach Model	Yes	No
Continued School Improvement Planning via Indistar™: Division-Level (Center on Innovation and Improvement – CII)	Yes	Yes
Summer Institute Training (July 19-22, 2010), Williamsburg's Marriott) - Division Leadership Support (Training Provided by The College of William and Mary)	Yes	No
Four One-Day Division Leadership Workshops (October, December, February, and April)	Yes	No
Site Visits to Schools with the Division Leadership Support Directors	Yes	No
Attendance at Webinars and Video Conferencing via The College of William and Mary	Yes	No
<u>Special Requirements for Schools Assigned to Strand III of the Summer Institute</u> Schools assigned to Stand III of the July Institute will be required to purchase the support platform for the implementation of TeachFirst's Formative Assessment Series™. (The cost is \$1,950 per school. For information regarding contracting with TeachFirst, please contact John Mullins at (206) 453-2445.)	Yes	Yes, if assigned to Strand III

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Compass Learning
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