

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: Suffolk Public Schools
Mailing Address: P.O. Box 1549 Suffolk, VA 23439
Division Contact: Bettie Swain
Telephone (include extension if applicable): 757-925-6759 Fax: 757-925-6751
E-mail: betswain@spsk12.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: Mack Benn, Jr. Elementary School
Mailing Address: 1253 Nansemond Parkway Suffolk, VA 23434
School Contact: Melodie Griffin
Telephone (include extension if applicable): 757-934-6224 Fax: 757-925-5644
E-mail: melgriffin@spsk12.net

School Name: Mt. Zion Elementary School
Mailing Address: 3264 Prudent Blvd.
School Contact: Frances Barnes
Telephone (include extension if applicable): 757-923-5244 Fax: 757-925-5582

E-mail: frabarnes@spsk12.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).

***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: Milton R. Liverman, Ed. D.

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
Mack Benn, Jr. Elem.	PreK-5	X		745	70%	16%	-1%
Mount Zion Elementary	PreK-5	X		267	49.4%	9.7%	0.37%

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;

Mack Benn, Jr.- Adequate Yearly Progress

School Year	AYP Status
2007-2008	<input type="checkbox"/> Made AYP <input checked="" type="checkbox"/> Did Not Make AYP ____ This school is in what year of improvement?

2008-2009	<input type="checkbox"/> Made <i>AYP</i>	<input checked="" type="checkbox"/> Did Not Make <i>AYP</i>
	<u> 1 </u> This school is in what year of improvement?	

Mount Zion.- Adequate Yearly Progress

School Year	AYP Status	
2007-2008	<input type="checkbox"/> Made <i>AYP</i>	<input checked="" type="checkbox"/> Did Not Make <i>AYP</i>
	<u> </u> This school is in what year of improvement?	
2008-2009	<input type="checkbox"/> Made <i>AYP</i>	<input checked="" type="checkbox"/> Did Not Make <i>AYP</i>
	<u> 1 </u> This school is in what year of improvement?	

2007-10 Adequate Yearly Progress Report

<i>AYP Years</i>	<i>District</i>	<i>Elephant's Fork</i>	<i>Mack Benn</i>	<i>Hillpoint</i>	<i>Mt. Zion</i>
2007-08	Math	Math	-	Provisionally Accredited-new School	Reading
2008-09	Math	Math	Math	Conditionally Accredited	Reading
2009-10	Math	Math	Math	Math	Reading

Although the district is sensitive to the differences among schools and aware that each has a plan for recovery, data shows that students' math performance continues to challenge the district and the schools that have been identified for improvement [Elephant's Fork, Mack Benn and Mt. Zion] and Hillpoint-Watch School. In 2006-07 and 2007-08, the district did not make *AYP* in mathematics. For the 2008-09 year, the district made Safe Harbor by reducing the failure rate by 10%.

Similarly, Overall data findings show that Suffolk Public Schools did not meet *Adequate Yearly Progress (AYP)* at the division level for the past three consecutive years in English and/or mathematics. Furthermore, twelve schools in the division did not make *AYP* in 2009-10. Three of the 12 schools are now in *School Improvement*- Elephant's Fork -Year 3; Mack Benn-Year 1; and Mt. Zion- Year 1; and one school is in "*Watch*"- Hillpoint. These schools failed to meet the *AYP* benchmark because of student performance in reading and/or mathematics.

Moreover, for these schools and the division, SOL data shows a significant gap in the performance levels between Students with Disability and the non-disabled students in reading and mathematics. Although the number of Students with Disabilities at these schools is less than 50, their performance continues to be reflected in the district's AYP status. Additionally, a significant gap is seen among the performance of Title I and non-Title I students. In grade 3, Title I students continue to face challenges with comprehension of printed materials and word analysis.

In an effort to meet its prioritized goals, Suffolk Public Schools will continue to coordinate services through local, State, and federal funding. For improved scores in reading, teachers will be afforded opportunities to enroll in college classes on *Teaching in the Content Area*, *Word Study*, *Reading Foundation* and *Children's Literature* (Supported by Title I-A,ARRA). Teachers in Title I schools who are not fully licensed/or endorsed in their current assignments will have an opportunity to participate in college level courses to gain the appropriate endorsement as math specialists (Supported by Title I-A). To close the achievement gap, schools will increase the implementation of proven strategies and differentiated instruction (Supported by Title II-A). Additionally, academic programs will be monitored for rigor, student engagement and quality through the division's Academic Reviews. Low achieving students will be offered extended learning time during summer school, which will be supported by local funds. These measures will certainly impact overall student performance in reading, For Year 1 and 3 and *Watch* schools, reading intervention must be deliberate and sustainable.

The Mt. Zion staff will “jump-start” the year off by offering a series of staff development sessions on the effects of teaching and poverty. Through book studies and *Train-the-Trainer* teams, staff will also participate in training sessions that focus on reading comprehension, guided reading, literacy centers, response to intervention, and *Interactive Notetaking*. Online *Accelerated Reading* training will continue to be offered to staff as a refresher course. To improve subgroup performance, the school will offer homework help and in-school and after school remediation groups. *Study Island* will be used to supplement the remediation efforts. Thirdly, *Simply Achieve* consultant will provide data analysis and mentoring to staff during the quarterly Instructional Planning time. Follow-up classroom observation and mentoring will address instructional strategies for the low performing students who did not master local benchmark tests. To strengthen their home-school connection students will receive home subscription packets. High interest library books will be purchased to support guided reading and the *Renaissance Place AR* program.

Moreover, as pressure mounts to prepare elementary students for high-stakes tests and algebra in middle schools, the focus on instilling math's most basic skills is intensifying. “Many elementary schools are turning to math specialists or coaches to add expertise to a teaching workforce dominated by generalists who, studies show, are vastly under-prepared in math. Elementary teachers often relish their reading lessons but lack the same confidence when it comes to math, experts say. Specialists attempt to fill the knowledge or enthusiasm gap by working with classroom teachers to improve skills.” To this end, it is paramount to have staff that is well-versed and knowledgeable in mathematics and best practices. For this reason, it is recommended that the division employ a full time Math District-Level Instructor to serve the Year 1 and 3 and *Watch* schools. This recommendation is based on these schools' SOL performance and their achievement gap in mathematics.

By employing a math specialists, along with other teachers in these schools, students will be expected to achieve an “about- face” in one to three years. Staff will focus on “quick wins” for highly visible and immediate success in the areas that the schools did not make AYP-

Mathematics [Elephant's Fork-Year 3; Mack Benn-year 1; Mt. Zion-Year1; and Hillpoint (*Watch* School)]. 1003(g) funding will help the school district and Year 1 and 3 and *Watch* schools build up key resources with appropriate staffing, money, and program model [*State Transformation*]. Each of these high poverty schools will focus on developing a school improvement plan that will serve as a road map for teachers' needs in instruction, assessment data, grouping patterns, and student engagement. The rationale and supporting data for this recommendation comes from the district's and schools' performance in math, which has been below the *AYP* benchmarks for the last three years.

In particular, for Mack Benn, Jr., the passing rate for students in math (77%) is below the *AYP* (79) benchmark. Because the school did not make *AYP* in mathematics, a comprehensive strategic improvement plan needs to be devised to show not only "quick wins" in achievement by the students, but also retention and sustainability of knowledge.

At Mt. Zion, 81% of all students passed the Reading *SOL* tests in 3rd and 4th grade, with significant gaps in subgroup performance. The 2009 *SOL* math results indicate that students scored between 84-90% in grades 3-5 among all subgroups, which is an increase in all categories. We attribute this increase to a combination of factors and remain focused on narrowing the gap among the Black and Economically Disadvantaged subgroups as evidenced by *STAR Math* test scores. In summary, the achievement gap between the subgroups of students at Mt. Zion suggests further intervention and remediation for these groups of students. The 1003(a) School Improvement grant will provide fiscal resources to offer extra instructional opportunities and remediation for those in need.

Mack Benn, Jr. - 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	262	323	81.11%
	Math Performance	253	326	77.60%
	Other Academic Indicator			
Black	English Performance	200	250	80%
	Math Performance	191	254	75.19%
	Other Academic Indicator			
Hispanic	English Performance	6	7	85.71%
	Math Performance	7	7	100%
	Other Academic Indicator			
White	English Performance	54	62	87.09%
	Math Performance	53	61	86.88%
	Other Academic Indicator			
Disabilities	English Performance	26	41	63.41%
	Math Performance	28	41	68.29%
	Other Academic Indicator			
Disadvantaged	English Performance	155	208	74.51%
	Math Performance	151	211	71.56%
	Other Academic Indicator			
Limited Eng. Proficient	English Performance	1	1	100%
	Math Performance	1	1	100%
	Other Academic Indicator			

b. Mack Benn, Jr.- Analysis of Student Achievement Data With Identified Areas That Need Improvement;

Two year data for reading/language arts and mathematics were analyzed by the school's administration and Leadership Team. For grades 3-5 at Mack Benn, data shows an increasingly significant achievement gaps in reading and mathematics among the subgroups: Blacks, White, Non-Economically Disadvantaged and Economically Disadvantaged.

In reading, the gap for Disable and Non- Disable students increased in 2009 from the previous year by 15 points at grade 3 and is evident through grade 5 by as much as 12-15 percentage points. The reading achievement gap is more pronounced among the Non-Economically and Economically Disadvantaged students at all grade levels, ranging from 22-32 percentage points. Similarly, the same performance gap is noted between Black and White students with reading gaps ranging from 4-24 percentage points for grade 3-5 grades. Grade 4 Black/White students showed the largest achievement gap in their 2009 test performance as measured by 24 percentage points. From 2008 to 2009, Black students at Mack Benn performed better as measured by 87% pass rate; these students also showed academic growth in reading by 2 percentage points [**See Loss/Gain Achievement Charts**].

In review of the math performance, all grade 4 students need additional math support and instruction as evidenced by a 75% pass rate for the 2008-09 school year. A two year analysis of math scores reveals that grade 4 students performed better among Black and Non-Disabled students with an increase of 4 and 9 percentage points respectively. Data suggests that all grade 4 students need additional math support and instruction as evidenced by a 75% pass rate for the 2008-09 school year. Grade 5 students showed less growth and a slight loss in achievement as evidenced by a range of 1-3 percentage points among the subgroups: All, White, Black, Economically Disadvantaged and Non-Disabled [**See Loss/Gain Achievement Charts**].

Grade 3- Mack Benn, Jr. 2007-09 Loss/Gain Achievement

3rd Grade	2007	2008	2007-08	2008	2009	2008-09
ENGLISH	% Passed	% Passed	Gain/Loss	% Passed	% Passed	Gain/Loss
All	72	76	4	76	77	1
Black	72	72	0	72	76	4
White	81	92	11	92	82	-10
Ach Gap	9	20		20	6	
Non-Econ Disadv	77	92	15	92	98	6
Econ Disadv	70	69	-1	69	66	-3
Ach Gap	7	23		23	32	
Non Disabled	75	77	2	77	80	3
Disabled	46	73	27	73	61	-12
Ach Gap	29	4		4	19	
MATH	% Passed	% Passed	Gain/Loss	% Passed	% Passed	Gain/Loss
All	74	73	-1	73	77	4
Black	73	65	-8	65	73	8
White	90	96	6	96	86	-10
Ach Gap	17	31		31	13	
Non-Econ Disadv	89	86	-3	86	88	2
Econ Disadv	67	66	-1	66	69	3
Ach Gap	22	20		20	19	
Non Disabled	80	78	-2	78	77	-1
Disabled	23	40	17	40	67	27
Ach Gap	57	38		38	10	

Grade 4-Mack Benn, Jr. 2007-09 Loss/Gain Achievement

4 th	2007 %	2008 %	2007-08	2008 %	2009 %	2008-09
ENGLISH	Passed	Passed	Gain/Loss	Passed	Passed	Gain/Loss
All	89	79	-10	79	78	-1
Black	90	78	-12	78	72	-6
White	84	92	4	92	96	4
Ach Gap	6	14		14	24	
Non-Econ Disadv	91	92	1	92	88	-4
Econ Disadv	91	92	1	92	73	-19
Ach Gap	0	0		0	15	
Non Disabled	99	82	-17	82	88	6
Disabled	57	58	1	58	73	15
Ach Gap	42	24		24	15	
MATH	%	%	Gain/Loss	%	%	Gain/Loss
	Passed	Passed		Passed	Passed	
All	62	75	13	75	75	0
Black	63	73	10	73	72	-1
White	86	92	6	92	96	4
Ach Gap	23	19		19	24	
Non-Econ Disadv	90	86	-4	86	88	2
Econ Disadv	52	68	16	68	73	5
Ach Gap	38	18		18	15	
Non Disabled	75	81	6	81	90	9
Disabled	17	33	16	33	67	34
Ach Gap	58	48		48	23	

Grade 5- Mack Benn, Jr. 2007-09 Loss/Gain Achievement

5 th	2007 % Passed	2008 % Passed	2007-08 Gain/Loss	2008 % Passed	2009 % Passed	2008-09 Gain/Loss
ENGLISH						
All	81	86	5	86	85	-1
Black	79	85	6	85	87	2
White	91	88	-3	88	83	-5
Ach Gap	12	3		3	4	
Non-Econ Disadv	94	92	-2	92	92	0
Econ Disadv	75	80	5	80	80	0
Ach Gap	19	12		12	12	
Non Disabled	87	96	9	96	92	-4
Disabled	47	47	0	47	80	33
Ach Gap	40	49		49	12	
MATH	%	%	Gain/Loss	%	%	Gain/Loss
All	82	80	-2	80	79	-1
Black	85	80	-5	80	79	-1
White	82	80	-2	80	83	3
Ach Gap	3	0		0	4	
Non-Econ Disadv	91	87	-4	87	85	-2
Econ Disadv	81	73	-8	73	75	2
Ach Gap	10	14		14	10	
Non Disabled	88	92	4	92	89	-3
Disabled	47	37	-10	37	78	41
Ach Gap	0	0		0	11	

Mack Benn, Jr.- Analyzed Reading Student Achievement Data With Identified Areas That Need Improvement;

For the 2009-10 academic year, Mack Benn, Jr. recognized that additional focus needed to be placed on reading instruction for the

students. *SOL* data *Analysis* is seen as 3-4 grades. Grade also benefit from to increase skills. We find *Comprehension of* also below *SOL* grades 3-4.

Test	Category	# of Questions	Total # Students	# Passed	% Passed
Reading-Gr. 3	Comprehend printed material	27	126	96	76%
	Use word analysis strategies	8	126	82	65%
Reading-Gr.4	Comprehend printed material	27	104	77	74%
	Use word analysis strategies	8	104	76	73%
Reading-Gr.5	Comprehend printed material	30	99	88	89%
	Use word analysis strategies	10	99	78	79%

shows that *Word* a weakness among 4 students would targeted instruction comprehension that *Printed Materials* is proficiency in

Grade Level	Students Tested	No. and Percent Passing	No. and Percent Identified
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Furthermore, *PALS* data suggest that *Word Knowledge* is a weakness among students in K-3 grades as evidenced by number and percent, on average, of students passing the Spring 2010 test- 85.75%. Data indicates that a similar percentage of students were screened during the 2010 Spring *PALS* administration when compared to the 2009 Fall test (See **First/Fourth Quarter PALS Results**).

Mack Benn, Jr. - First/Fourth Quarter PALS Results

K	142	130/92%	12/8%
1	116	107/92%	9/8%
2	111	89/80%	22/20%
3	95	87/92%	8/8%

First

Grade Level	Students Tested	No. and Percent Passing	No. and Percent Identified
K	137	125/91%	12/9%
1	117	93/79%	24/21%
2	103	82/80%	21/20%
3	104	97/93%	7/7%

Quarter

Mack Benn, Jr.- Fourth Quarter PALS Results
Fourth Quarter

Analyzed Mathematics Student Achievement Data With Identified Areas That Need Improvement;

For the district, assessment data shows that students performed poorly in *Geometry* and *Measurements and Computation* and *Estimation* during the last three years. Grade 5 students have consistently scored above the AYP benchmarks in all categories over the past 3 years.

Three Year Trend of Challenging Math Strands for Suffolk Public Schools District Strands

Grade	Strand	Strand
3	Patterns, Functions and Algebra	Probability and Statistics
4	Measurement and	Patterns, Functions and Algebra

	Geometry	
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We find similar strands of weaknesses for students at Mack Benn that were also noted for the division. Their data shows that students experience difficulty in grades 3-4 on the following strands: *Measurement and Geometry; Pattern, Functions and Algebra; and Probability and Statistics*; and the pass rates were below *SOL* proficiency. Additionally, students struggled in grade 4 and 5 with strands that were problems for students at other schools in improvement: *Number and Number Sense and Computation and Estimation*

Mack Benn, Jr. - 2009 SOL Results by Math Strands

Test	Category	# of Questions	Total # Students	# Passed	% Passed
Math Gr 3	Comp and Est	11	127	98	77%
	Meas and Geom	12	127	78	62%
	Number and Num Sense	13	127	100	78%
	Pat, Func, and Alg	7	127	72	57%
	Prob and Stats	7	127	83	65%
Math Gr 4	Comp and Est	12	104	79	76%
	Meas and Geom	12	104	74	71%
	Number and Num Sense	8	104	73	70%
	Pat, Func, and Alg	10	104	71	68%
	Prob and Stats	8	104	78	75%
Math Gr 5	Comp and Est	12	100	70	70%
	Meas and Geom	12	100	86	86%
	Number and Num Sense	8	100	82	82%
	Pat, Func, and Alg	10	100	75	75%
	Prob and Stats	8	100	83	83%

An analysis of reading and math assessment data confirm that further reading intervention beyond previous efforts are needed to move the school out of improvement. *STAR Reading* data shows that fourth (-1.09) and fifth (-0.82) graders were nearly one grade level below their

grade placement in 2007-08, on average. In 2008-09, we find that fourth (-1.29) and fifth (-1.60) graders were functioning still further below their grade placement on the *STAR Reading* test[**See Below- 2007-09 STAR Reading Data**] .

During the two year period, on average, students performed better on the *STAR Math* Test than the *STAR Reading* test. Overall, grade placement was less than 3-4 below grade levels [**See Below 2007-09 STAR Math Data**]. Third graders showed the least distance from grade placement for *STAR Math* in 2007-08 (0.20) and 2008-09 (- 0.0). For the same year spans, 4th grade *STAR Math* scores showed that students were performing about 0.16 months below grade placement (Grade 4- 2008-09= -0.21 and 2007-08 0.08). *Star Math* placement for grade 5 during the two year period showed that students performed, on average, about .28 month below grade placement.

2007-09 STAR Math and STAR Reading Data

The column named “Average” simply represents the average distance from grade placement of the *STAR Reading* score on the date the test was administered for that group of students. So, in the table below, third graders in 08-09 were nearly sixth months below their grade placement in *STAR Reading*, on average. Fifth graders were -1.12 grade levels below their grade placement, on average. The score from the final administration of the *STAR Reading* test was used to calculate the average distance from grade placement for all the tables through that file. The Grand Total in this table simply presents the average distance from grade placement for the three grade levels combined.

Mack Benn Elementary School 2007-2008 STAR Math

All Students	Grade	Average
	3	0.20
	4	0.08
	5	0.68
	Grand Total	0.31

Mack Benn Elementary School 2008-2009 STAR Math

All Students	Grade	Average
	3	-0.00
	4	-0.21
	5	0.16
	Grand Total	-0.02

Mack Benn Elementary School 2007-2008 STAR Reading

All Students	Grade	Average
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	3	-0.60
	4	-1.09
	5	-0.82
	Grand Total	-0.83

Mack Benn Elementary School 2008-2009 STAR Reading

All Students	Grade	Average
	3	-0.54
	4	-1.29
	5	-1.60
	Grand Total	-1.12

- c. **Mack Benn, Jr. - 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	93% +/-			
Total # of students	745			
Gender	Male	Female		
	371	374		
Race	Amer. In/Al. Nat.	Asian	African American	White
	5	10	560	170
Disability Status	118			
Limited Eng. Prof.	7			
Migrant Status	0			
Homeless Status	75			
Econ. Disadv.	521			

Mt. Zion - Analysis of Student Achievement Data With Identified Areas That Need Improvement

When analyzing Mt. Zion Elementary School's data during the last two years, we find significant reading achievement gaps between Black and White students and the Economically Disadvantaged and Non- Economically Disadvantaged in grades 3-4 by more than 20 points. In 2008, the gap in 5th grade was significant, over 25 points; but in 2009 students narrowed the reading gap by 5-6 percentage points. Intense remediation is still needed in all areas, particularly among the rising 5th graders for the 2010-11 school year, whose current data has shown tremendous growth.

Although Mt. Zion made *AYP* in math, we find that this area, too, needs close monitoring by teachers and the Leadership Team. While 3-5 grades have shown more improvement in math, the data suggests that deliberate remediation is needed for the rising 5th grade class at the school. The achievement gap between the Black and White subgroups in 3rd grade increased by 8 percentage points from 2008 to 2009, but decreased in 4th and 5th grades. For grade 3, during the two years, the gap between the Economically Disadvantaged and Non- Economically Disadvantaged narrowed, but increased slightly in 4-5 grades [See chart below for grades 3-5 - Mt. Zion Achievement Data In Reading/Language Arts and Mathematics for 2007-09].

Similar patterns of achievement are seen among the subgroups with the *PALS* data at Mt. Zion. From those screened, the majority of students identified for intervention continue to come from the Black and Economically Disadvantaged subgroups. Each grade level shows that fewer students were identified in 2009. Overall analysis suggests that *PALS* scores have improved; however, to reach grade level, a select group of students continue to need intense and deliberate remediation in word knowledge and fluency.

At Mt. Zion, *STAR Reading* data shows that the Black and Economically Disadvantaged subgroups have shown growth this year. In 3-4 grades, the gap remains evident in the students' *STAR Reading* test performance. We find that grade 5 students reduced the gap by 2 months among the Black subgroup when compared to the White group of students.

STAR Math test results showed academic growth for all students. Yet, again, findings show that the Black and Economically Disadvantaged students scored at least 6 month below grade level for 3-4 grades.

In summary, staff will focus on narrowing the gap among the Black and Economically Disadvantaged subgroups as evidenced by *STAR Math* test scores. To this end, the 1003(a) School Improvement grant will provide fiscal resources to offer extra instructional opportunities and remediation for those in need.

- a. **Mt. Zion's Student Achievement Data (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]**

Mt. Zion -Grade 3

English	2007-2008 % Passed	2008-2009 % Passed
All	78	81
Black	68	67
White	88	95
Non- Econ Disadv.	80	91
Econ Disadv.	74	70
Non- Disabled	78	85
Disabled	75	33

Grade 3

Math	2007-2008 % Passed	2008-2009 % Passed
All	86	84
Black	82	76
White	88	90
Non- Econ Disadv.	83	83
Econ Disadv.	89	85
Non- Disabled	85	88
Disabled	100	33

Grade 4

English	2007-2008 % Passed	2008-2009 % Passed
All	76	81
Black	67	65
White	83	90
Non- Econ Disadv.	83	97
Econ Disadv.	69	55
Non- Disabled	78	84
Disabled	50	57

Grade 4

Math	2007-2008 % Passed	2008-2009 % Passed
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All	88	90
Black	80	85
White	96	93
Non- Econ Disadv.	96	97
Econ Disadv.	81	80
Non- Disabled	89	93
Disabled	75	71

Grade 5

English	2007-2008 % Passed	2008-2009 % Passed
All	80	94
Black	63	90
White	91	96
Non- Econ Disadv.	96	96
Econ Disadv.	58	91
Non- Disabled	80	95
Disabled	100	75

Grade 5

Math	2007-2008 % Passed	2008-2009 % Passed
All	83	87
Black	68	74
White	95	96
Non- Econ Disadv.	89	96
Econ Disadv.	74	77
Non- Disabled	82	86
Disabled	100	100

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

1. English Performance - Economically Disadvantaged; Not Make *AYP* 2008-09
2. Significant gaps exist among Black, White and Disabled subgroups

	Grade 3	Grade 4	Grade 5
Reading Black/ White Gap	28pts.	25pts.	6ts.
Reading Disabled/ Non- Disabled	52pts.	27pts.	20pts.

	Grade 3	Grade 4	Grade 5
Math Black/ White Gap	14pts.	8pts.	22pts.
Math Disabled/ Non- Disabled	55pts.	22pts.	14pts.

- 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

Attendance Rate:

2009-2010 96.98 %

Total Number of Students:

2009-2010 267

Grade	Male	Female	Total
Early Start	18	15	33
Kindergarten	26	19	45
First Grade	21	12	33
Second Grade	16	13	29
Third Grade	15	20	35
Fourth Grade	24	20	44
Fifth	24	24	48
			267

Ethnic Code	Count by Ethnic Code	Percentage by Ethnic Group
American Indian/ Alaska Native	3	1 %
Asian	6	2%
Black or African American	127	48%
White	131	49%

Attendance by Categories:

Percent Students with Disabilities	Percent Limited English Proficient	Migrant	Homeless	Economically Disadvantaged
26 students 9.7%	1 student 0.37%	0	15 students 5.6%	132 students 49.4%

Mt Zion. – 2009 First Quarter PALS Results

First Quarter

Grade Level	Students Tested	No. and Percent Passing	No. and Percent Identified
K	51	41 / 80%	10 / 20%
1	29	28 / 97%	1 / 3%
2	29	27 / 93%	2 / 7%
3	34	29 / 85%	5 / 15%

2007-08 and Reading and

2008-09 STAR STAR Math

Test Data

Mt. Zion Elementary School 2007-2008 STAR Math

All Students	Grade	Average
	3	0.65
	4	1.58
	5	0.71
	Grand Total	0.98

2007-09 STAR Math and STAR Reading Data

The column named "Average" simply represents the average distance from grade placement of the *STAR Math* score on the date the test was administered for that group of students. So, in the table below, third graders in 08-09 were nearly 4 months below their grade placement in *STAR Math*, on average 0.70. Fifth graders were 2.00 grade levels above their grade placement, on average. The score from the final administration of the *STAR Math* test was used to calculate the average distance from grade placement for all the tables through that file. The Grand Total in this table simply presents the average distance from grade placement for the three grade levels combined.

Mt. Zion Elementary School 2008-2009 STAR Math

All Students	Grade	Average
	3	0.70
	4	2.11
	5	2.00
	Grand Total	1.65

Mt. Zion Elementary School 2007-2008 STAR Reading

All Students	Grade	Average
	3	-0.32
	4	-0.30
	5	0.02
	Grand Total	-0.21

Mt. Zion Elementary School 2008-2009 STAR Reading

All Students	Grade	Average
	3	-0.30
	4	0.02
	5	-0.26
	Grand Total	-0.17

d. Annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics.

Response:

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

School Board Goals Related to Increasing Student Achievement

- To assure that 100 percent of schools will meet or exceed the Virginia Standards of Accreditation benchmarks by showing yearly improvement in all areas, as measured by student performance on the *Standards of Learning (SOLs)* tests in mathematics, science, English, and history/social studies;
- With the 2009-2010 school year focus on increasing the percentage of students scoring on advanced proficient on *SOL* assessments and increasing the average scores above established benchmarks, quarterly review of progress shall be conducted in December 2009, April 2010 and July 2010.

Strategy	Results/ Evidence of Progress	Timeline (Beginning, Monitoring, & Completion Dates)
Utilize data to guide instruction that fosters improvement in teaching and learning	<ul style="list-style-type: none"> • School Leadership teams continue to use data to develop and refine School Improvement Plans. • Coordinators of Instruction facilitated three monitoring sessions which include the Academic Review Site visits. • Data notebooks, including data reflection comments are maintained by all core content area teachers. 	Spring 2009-Ongoing
Implement Differentiated Instruction Plan with the focus on mathematics and reading	<ul style="list-style-type: none"> • A Differentiated Instruction Plan has been developed and will begin in August 2009 • A <i>train the trainers</i> model will be implemented in August 2009 	Summer 2008-2012

Among the division's prioritized goals are maintaining school accreditation, increasing student achievement and the graduation rate,

reducing the percentage of drop-outs and building parent and community support. For the 2010-11 academic year, all schools (21) in Suffolk remain fully accredited.

Data shows that Suffolk Public Schools did not meet *Adequate Yearly Progress (AYP)* at the division level for the past three consecutive years in English and/or mathematics. Furthermore, twelve schools in the division did not make *AYP* in 2009-10. Three of the 12 schools are now in *School Improvement*- Elephant's Fork, Mack Benn, and Mt. Zion; and one is in "*Watch*"- Hillpoint. These schools failed to meet the *AYP* benchmark because of student performance in reading and/or mathematics. Moreover, for these schools and the division, *SOL* data shows a significant gap in the performance level between Students with Disability and the non-disabled students in reading and mathematics. Although the number of Students with Disabilities at these schools is less than 50, their performance continues to be reflected in the district's *AYP* status. Additionally, a significant gap is seen among the performance of Title I and non-Title I students. In grade 3, Title I students continue to face challenges with comprehension of printed materials and word analysis at grade 3.

In an effort to meet its prioritized goals, Suffolk Public Schools will continue to coordinate services through local, State, and federal funding. For improved scores in reading, teachers will be afforded opportunities to enroll in college classes on *Teaching in the Content Area, Word Study, Reading Foundation* and *Children's Literature*. Teachers in Title I schools who are not fully licensed/or endorsed in their current assignments will have an opportunity to participate in college level courses to gain the appropriate endorsement as math specialists. To close the achievement gap, schools will increase the implementation of proven strategies and differentiated instruction. Moreover, academic programs will be monitored for rigor, student engagement and quality through the division's Academic Reviews. In addition, low achieving students will be offered extended learning time during summer school, which is supported by local funds.

Response:

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

CII Goals for Mack Benn, Jr. Elementary Related to Increasing Student Achievement

Team Structures – ID10:

The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs.

Professional Development – IF10:

The principal will plan opportunities for teachers to share their strengths with other teachers.

Periodic Assessments - IID06:

Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data.

Periodic Assessments – IID10:

Instructional Teams will use student learning data to identify students in need of instructional support or enhancement.

Parent Communication/Homework - IIB06

All teachers will systematically report to parents the student's mastery of specific standards-based objectives.

For the 2009-10 school year, Mack Benn, Jr. remains in Year 1 of school improvement for failing to meet *AYP* benchmark goals in math that are set by the federal *No Child Left Behind* law. This determination was based on the 2008-09 *SOL* data, which shows that the school did not make *AYP* in mathematics for the following *NCLB* subgroups: All Students, Black and Economically Disadvantaged. As recently as three years ago, Mack Benn, Jr. met all the *No Child Left Behind* objectives required to make *Adequate Yearly Progress*. The following year, when the standards were raised, the school once again fell short.

In accordance with the *NCLB* sanctions, another year without meeting *AYP* and the school could be sanctioned for Supplemental Educational Services (SES) and Public School Choice. Because the school accepts federal Title I funding for low-income students, Mack Benn, Jr. faces sanctions each year that it doesn't meet targets. Currently 70% of its 744 students are eligible for free or reduced lunch, an indicator of poverty.

This year, the school used Title I-A, ARRA funds to maintain the Reading First Coach and hired an academic coach. Due to Suffolk Public Schools' budget adjustments, staff realignment, and job eliminations, these positions will no longer be supported by ARRA or local funds in 2010-11. In fact, the Reading Coach's position was eliminated. Another special service, *Public School Choice*, was offered to parents through the *NCLB* Title I-A program.

To facilitate achievement and *SOL* proficiency for students in mathematics, the school will develop and implement a School Improvement Plan. These plans will be monitored through the Department of Education's *CII-Indistar* website. Additionally, the District-Level School Improvement Team will visit the school monthly to conduct classroom observations and assess their improvement efforts [See Below - **Mack Benn, Jr. School Improvement Monitoring Rubric {Every 4 –Weeks}**].

Because this is a Targeted Assisted School, improvement initiatives will include an outreach program at the Hoffler and Wilson Pines Apartments [*Homework Help and Tutorial Assistance*] to supplement instruction for students who continue to struggle academically; provide extended library hours for school population; remediation tutors; academic coach; Data Analysis consultant and parenting programs.

In preparation for meeting *AYP* and Tier III requirements under the *State Turnaround Model*, Year 1 Schools [Mack Benn, Jr. . and Mt. Zion] will focus on regularly pre-/post-assessments, data analysis, flexible grouping, student interventions, remediation and building of relationships among teachers, students and parents.

Mack Benn, Jr. Elementary School Improvement Monitoring Rubric [Every 4 -Weeks]

School: Mack Benn, Jr. Date: February 15, 2010 Verified by: Academic Review Team

Task	5	3	1	Score
1. Leadership Team Meetings	Agendas and minutes of Leadership Team Meetings (every Thursday) are available reflecting discussions regarding instruction and data.	Agendas of Leadership Team Meetings are available.	Limited evidence is available that the Leadership Team Meetings is meeting consistently.	3 – The VDOE CII site is visited each Thursday meeting ; Thorough agendas and minutes should be maintained.
2. Accelerated Reader (IID10)	A notebook is maintained with copies of weekly diagnostic reports with specific comments written regarding students to the teacher.	A notebook is maintained with copies of weekly diagnostic reports.	A notebook is maintained with some copies of diagnostic reports.	3 - Continue to monitor and provide specific feedback to individual students across all grade levels.
3. PALS (IID10)	The principal and teacher data notebooks include evidence that flexible groups are developed based on <i>PALS</i> data.	Evidence is maintained of PALS data.	Students are not grouped based on <i>PALS</i> data.	3 – No evidence of flexible grouping was documented.
4. STAR Math (IID10)	Evidence of students' <i>STAR Math</i> performance is maintained / available beyond what is available online. Teachers have STAR Math data readily available.	Evidence of students' <i>STAR Math</i> performance is maintained / available.	<i>STAR Math</i> performance is available online.	1 – No evidence or reflections for second grading period across all grade levels were available. Principal reflections were noted for the first nine weeks.
5. STAR Reading (IID10)	Evidence of students' <i>STAR Reading</i> performance is maintained / available beyond what is available online. Teachers have STAR Reading data readily available.	Evidence of students' <i>STAR Reading</i> performance is maintained / available.	<i>STAR Reading</i> performance is available online.	1 – No evidence or reflections for second grading period across all grade levels were available. Principal reflections were noted for the first nine weeks.
6. Classroom Assessments (IID10)	A notebook is maintained by grade level with teacher developed assessments; feedback is evident regarding assessments quality and alignment.	A notebook is maintained by grade level with teacher developed assessments.	Some assessments are available.	1 – A notebook was available, however the assessment data was up-to-date and aligned with the Curriculum Framework. Feedback should be given to each assessment.
7. Principal's Data	The Principal's Data	The Principal's Data	The Principal's Data	1 – Data is missing from the notebook. <i>AYP</i>

**2009-2010 Mid- Year Review
Mack Benn, Jr. Elementary School**

Task	5	3	1	Score
Notebook to include Ongoing, Mid-nine weeks, Nine Weeks, and Benchmark Assessments (ID10)	Notebook is maintained, updated, and includes <i>AYP</i> status by grade level with all system-wide assessments; feedback is evident regarding communication.	Notebook is maintained, updated, and includes <i>AYP</i> status by grade level.	Notebook is maintained by grade level but not updated.	calculations are not accurate due to missing class data. No evidence of feedback is noted. Communication, documentation, and follow-up are needed. The Marlins spreadsheet should be updated for the March 1 meeting.
8. Walkthrough/ Observations (ID10)	Five or more Walkthroughs / Observations are completed by Leadership Team members. Evidence is available that reflects instructional changes have occurred based on data.	At least four Walkthroughs / Observations are completed by Leadership Team members.	Less than three Walkthrough/ Observation forms are completed by the Leadership Team.	3 - No evidence is available that reflects instructional changes have occurred based on data.
9. Classroom Observations (ID10)	Two or more classroom observations and per administrator are available with quality comments/ feedback for the teacher.	One observation and per administrator are available.	No observations per administrator is available	3 - No evidence of two or more classroom observations was documented. The administration has begun formal evaluations.
10. Lesson Plans (ID10)	Evidence of lesson plan review is available. Quality feedback is provided and adjustments are made.	Evidence of lesson plan review is available.	Evidence of lesson plan review is available.	1 - Inconsistencies noted – need to monitor that components of the lesson plans are included in all plans and Blogs are updated weekly. Plans were missing for review (i.e. – grade 4). Quality feedback should be given to all staff.

Total > 20 of 50

Comments: Interviews with Melodie Griffin, Steve Smith, Jametha Nelson. Reviewed administrative data notebook, Walkthroughs, Teacher Evaluations, data wall.

Individuals should be assigned to monitor specific responsibilities (i.e. – Lesson plans, Assessments, Blog comments, Data Summaries, Feedback to fourth grade teachers, Grade level team meeting updates, minimum number of grades, etc.). A communication system should be established. An enforceable plan is needed for the administration to document and address administrative procedural expectations for teachers (i.e. missing reports, forms, and plans).

March 1, 2010	
Documentation	Comment
School Improvement Plan	Updated October 2009
Principal's Data Notebook	Schools in Improvement Rubric from February 15, 2010– 20/50. Grade level meetings are held weekly (Wednesday) to discuss data and instruction.
Academic Review - School Improvement Action Plan	Discussed action plan with the principal and progress towards addressing the 5 Essential Actions. Revisit the Action Plan to include directives and vocabulary from the Academic Review (12-7-09).
<i>STAR Reading</i> Growth Report	Submit the appropriate templates. Continue to focus on intervention strategies and subgroup performance. Re-submit the Growth Report June 2010.
<i>STAR Math</i> Growth Report	Submit the appropriate templates. Continue to focus on intervention strategies and subgroup performance. Re-submit the Growth Report June 2010.
<i>PALS</i>	Submit the appropriate templates. Continue to monitor the individual students across content areas. Re-submit the Growth Report June 2010.
Nine Weeks Assessment Pass Rate Report (Reading Ongoing, Math Mid and End of Grading Period, Science and Social Studies Benchmarks)	Submit the appropriate templates. Re-submit the Growth Report June 2010.
Follow-up	<p>Adjust the practices to include directives from the Academic Review (i.e. EA 4- "The administration team and staff should meet twice a week (one data meeting and one instructional planning). Provide direct specific long term expectations that are aligned with adequate yearly progress benchmarks. Develop a schedule for teachers to collaborate both vertically and horizontally.")</p> <p>Provide an opportunity for third grade and fifth grade teachers to co-teach with fourth grade teachers prior to the mid-nine weeks assessment.</p> <p>The Math mid-nine weeks testing window will be extended at MBJ to March 12 to allow the co-teaching experience to occur. The math end-of-nine weeks assessment will be given in two administrations (grades 3-5) for the third nine weeks.</p> <p>Use the School Improvement Monitoring Rubric to develop an Action Plan Checklist that consists of tasks, responsible person, completion date, and follow-up.</p> <p>Meet with colleagues who are Schools in Improvement to share processes and procedures.</p> <p>Continue to maintain a notebook by grade level with teacher developed assessments.</p> <p>Provide feedback regarding quality and alignment.</p> <p>Explore the use the Individual student summary cards to promote on-going analysis.</p>

Revisions due: March 5, 2010

Response:

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

CII Goals for Mt. Zion Elementary Related to Increasing Student Achievement

Instruction-Preparation/ Differentiation - IIIA07:All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

Team Structure - ID10:

The school Leadership Team regularly looks at the school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

Principal's Role - IE09:

The principal challenges, supports and monitors the correction of unsound teaching practices.

Periodic Assessments – IID06:

Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.

Parent Involvement IIB03:

All teachers check, mark, and return homework.

To close the achievement gap, the school formulated three goals for the 2010-11 academic year:

- The achievement gap between the black students and white students will narrow at least by 5 percentage points, while increasing student performance in both subgroups by the end of the 2010-11 as measured by the Virginia Standards of Learning Assessments in Grades 3-5.
- The achievement gap between the non-economically disadvantaged and the economically disadvantaged students will narrow by at least 5 percentage points, while increasing student performance in both subgroups by the end of the 2010-11 as measured by the Virginia Standards of Learning Assessments in Grades 3-5.
- The achievement gap between the disabled and non-disabled students will narrow at least by 5 percentage points, while increasing student performance in both subgroups by the end of the 2010-11 as measured by the Virginia Standards of Learning Assessments in Grades 3-5.

For the 2009-10 school year, Mt Zion remains in Year 1 of school improvement for failing to meet *AYP* benchmark goals in English

that are set by the federal *No Child Left Behind* law. This determination was based on the 2008-09 *SOL* data, which shows that the school did not make *AYP* in Reading for the following *NCLB* subgroups: Black and Economically Disadvantaged. As recently as three years ago, Mt. Zion met all the *No Child Left Behind* objectives required to make *Adequate Yearly Progress*. The following year, when the standards were raised, the school once again fell short.

Moreover, in accordance with the *NCLB* sanctions, another year without meeting *AYP* and the school could be sanctioned for Supplemental Educational Services (SES) and Public School Choice. Because the school accepts federal Title I funding for low-income students, Mt. Zion faces sanctions each year that it doesn't meet targets. Currently 48% of its 267 students are eligible for free or reduced lunch, an indicator of poverty.

For the 2009-10 year, the school used Title I-A, ARRA funds to hire an academic coach. Due to Suffolk Public Schools' budget adjustments, and staff realignment, and job eliminations, this position will no longer be supported by ARRA or local funds in 2010-11. Another special service, *Public School Choice*, was offered to parents through the *NCLB* Title I-A program and will continue in 2010-11.

To facilitate achievement and *SOL* proficiency for students in reading, the school will develop and implement a School Improvement Plan. The plans will be monitored through the Virginian Department of Education's *CII-Indistar* website. Additionally, the District-Level School Improvement Team will visit the school monthly to conduct classroom observations and assess their improvement efforts [See Below – **Mt. Zion School Improvement Monitoring Rubric {Every 4 –Weeks}**].

Because this is a Targeted Assisted School, improvement initiatives will include an outreach program at the Cypress Manor/Riddick Parker Apartments [*Homework Help Program*] to supplement instruction for students who continue to struggle academically; provide high interest and wide array of library books for school population; remediation tutors; academic coach; Data Analysis consultant and parenting programs.

2009-10 Action Plan Rubric for Mt. Zion Elementary School

Date: April 2, 2010 Verified by: Bettie Swain, Steve Edwards, Antoine Hickman, Charlene Andrews, and Pamela Connor

Task	5	3	1	Score
1. Classroom Observations (IIIA07)	Eight or more classroom observations a month [two per week] by the principal are available with quality comments/specific feedback for the teacher.	Five observations by the principal are available per month [one per week] .	Less than five observations per month by the principal are available.	5-Constructive feedback was noted in principal's Classroom Observation Binder. The roles of the teacher assistants were addressed and how assessments are used for the grouping of students.
2. Data Collection (ID10)	Data notebook is maintained by principal and staff with disaggregated subgroup data, reflections, and instructional recommendations by Leadership Team. Data will be collected from Benchmark, STAR Reading and Math, PALS, and SOL assessments. Weekly Accelerated Reader reports are available with specific comments written about students to the teacher.	Data notebook is maintained by principal and staff with limited disaggregated data and reflections, and instructional recommendations by Leadership Team.	Data notebook is maintained by the principal and teachers, but no evidence is available to support team analysis or reflection.	5- Principal had compiled data into specific binders that showed continued communication with teachers. Specific feedback to teachers is provided via meetings and emails. Teachers' Reflection pages were noted for STAR Math, STAR Reading and Ongoing Assessments in Reading and Math. Classroom teacher's PALS data (K-3) addressed strategies and reading levels for students who scored in between grade levels.
3. Classroom Assessments (IID06)	A notebook is maintained by grade level with teacher developed assessments; specific comments are evidenced regarding assessments quality and alignment.	A notebook is maintained by grade level with teacher developed assessments.	Some assessments are available.	3- Pre (grades K-5) and post (grades 3-5) assessments appear to be aligned in the core content areas. Direct feedback was given to only grade 3 post-assessments. It was shared that verbal feedback is given to the teacher by the Academic Coach. Written feedback should be given and efforts should continue to expand this initiative.
4. Walkthroughs (IE09/IF03)	Five or more Walkthroughs are completed by the principal. Evidence is available that reflects instructional changes have occurred based on data.	At least three Walkthroughs are completed by the principal.	Less than three Walkthrough forms are completed by the principal.	5-Walkthrough data revealed Similarities and Differences and Note- taking Strategies as weaknesses (particularly in the lower grades). Across all grade levels, higher level thinking skills (Brooms Taxonomy) are not being fully incorporated in the lessons.
5. School Leadership Team Meetings (ID10)	Agendas and minutes of Leadership Team Meetings (bi-monthly) are available reflecting discussions regarding instruction, data and professional development.	Agendas of Leadership Team Meetings are available.	Limited evidence is available that the Leadership Team is meeting consistently.	5-The School Leadership Team Meetings are held twice a month. Agendas and minutes from the meetings were available for review and were well organized. Professional Development needs are occasionally implemented as a result of the meetings.

Task	5	3	1	Score
6. Lesson Plans (IIIA07)	Eight or more lesson plans will be reviewed weekly. Quality feedback is provided and adjustments are made.	Five Lesson plans will be reviewed weekly.	Less than five lesson plans will be reviewed weekly by leadership team.	5-It is evident that lesson plans are monitored and thorough feedback is given. Constant dialogue exists between the principals and teachers.
Total				28 of 30

Comments: This is the third School Improvement visit (previous reviews -December 16, 2009 and February 15, 2010).

The students with special needs collection of evidence and portfolios should be compiled by division-wide and state guidelines. Implement a monitoring system to assure guidelines are being met.

Visit the VDOE CII site weekly to document and update monitoring practices (The leadership team visits the site twice a month at this time). Meetings have been held between the after school site coordinator and principal to discuss student instruction and student performance.

Mack Benn and Mt. Zion

k. Goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools implementing the State Transformation Model.

Response:

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

School	Team Structure	Professional Development	Periodic Assessments	Principal's Role	Parent Involvement
Mack Benn	ID10 -The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs.	IF10 - The principal will plan opportunities for teachers to share their strengths with other teachers.	IID06 -Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data.		IIIB06 - All teachers will systematically report to parents the student's mastery of specific standards-based objectives.
	Staff will continue to participate in School Improvement Planning via <i>Indistar</i> as well as the Division-Level Improvement Team (<i>Center on Innovation and Improvement - CII</i>). Additionally, the school's leadership team will regularly attend webinars and/or video conferencing via the DOE's website.	Mack Benn, Jr. Elementary School's principal and academic coach will participate in the Teacher Leader Training sessions established by the Virginian Department of Education. These four <i>One-Day Division Leadership Workshops</i> will be held during the 2010-11 academic year (October, December, February, and April).	IID10 -Instructional Teams will use student learning data to identify students in need of instructional support or enhancement.		

	The 1003(a) School Improvement Grant will support the employment of the Academic Coach for School Improvement during the 2010-11 school year.	In conjunction to the grant's requirements, the principal, academic coach, and special education teacher will attend the <i>Summer Institute Training</i> (July 19-22, 2010) and purchase the <i>Formative Assessment Module: Checking for Understanding</i> [Training Provided by <i>TeachFirst</i>].	Data will continuously be monitored at the State level through submission of the of the <i>Data Analysis Quarterly Reports</i> . Lastly, a district-level School Improvement Consultant will serve as the liaison between the State, district and schools during the improvement process. This person will provide technical assistance with the <i>NCLB/ESEA</i> sanctions, <i>Indistar</i> , webinar trainings, and mentoring to district personnel and schools' academic coaches.		
Mt. Zion	ID10 -The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs.	Mt. Zion Elementary School's principal and academic coach will participate in the Teacher Leader Training sessions established by the Virginian Department of Education. These four <i>One-Day Division Leadership Workshops</i> will be held during the 2010-11 academic year (October, December, February, and April).	ID06 -Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data.	IE09 -The principal challenges, supports and monitors the correction of unsound teaching practices.	IB03 -All teachers check, mark, and return homework.

<p>Mt. Zion</p>	<p>Staff will continue to participate in School Improvement Planning via <i>Indistar</i> as well as the Division-Level Improvement Team (<i>Center on Innovation and Improvement – CII</i>). Additionally, the school’s leadership team will regularly attend webinars and/or video conferencing via the DOE’s website.</p>	<p>In conjunction to the grant’s requirements, the principal, academic coach, and special education teacher will attend the <i>Summer Institute Training</i> (July 19-22, 2010) and purchase the <i>Formative Assessment Module: Checking for Understanding</i> [Training Provided by <i>TeachFirst</i>].</p>	<p>Data will be continuously monitored at the State level through submission of the of the <i>Data Analysis Quarterly Reports</i>. Lastly, a district-level School Improvement Consultant will serve as the liaison between the State, district and schools during the improvement process. This person will provide technical assistance with the <i>NCLB/ESEA</i> sanctions, <i>Indistar</i>, webinar trainings, and mentoring of district personnel and schools’ academic coaches.</p>		
<p>Mt. Zion</p>			<p>IIIA07- All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.</p>		

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 intervention by the beginning of the 2010-2011 school year.**

Globally, school improvement plans and staff assessment data suggest that the next step to boost student achievement in 2010-11 is to expand staff training to encompass a comprehensive support system that will address barriers to learning and teaching. A series of Professional Development Academies (PDAs) will focus on improving pedagogical strategies and practices, leadership development and technology integration. Coaching will serve as an embedded professional development strategy that will lead the division and schools towards improved student performance. Technical assistance will be provided by the district as well as by outside consultants to assure that the needs of the schools are being met. Parents will be fully apprised of the school's improvement efforts and their input will be requested. Additionally, meetings will be held with parents to involve them in the process and to help them develop the skills to assist their children at home.

Part of the district's intervention and support for school improvement includes the establishment of proven strategies and action steps that correspond to the *Rapid Improvement Indicators* on the CII-Indistar site. During the 2009-10 academic year, three indicators were selected to expedite the school improvement process. Subsequently, a central office person was assigned to each of the schools identified for Improvement "Watch" to maintain close communication with the school and an interest in its progress (CII-#ICO2). In collaboration with principals and school leadership teams, the district established Non-negotiable Action Steps for schools in Year 1 and 3 Improvement for the 2009-10 school year. These efforts were monitored bi-monthly by the District- Level School Improvement Team. Using a School Improvement Rubric with measurable values, the district examined Year 1 and 3 Schools' improvement strategies (CII- # IBO2), performance data, aggregated classroom observation data and professional development plans (CII- # ID10). These strategies will continue in the next school year as other schools are identified for school improvement. The District will also establish a Math Steering Committee to review the schools' math data and make data-based adjustments to the curriculum and plan staff development opportunities for teachers.

Through 1003(a) School Improvement grant funding, Beginning in 2010-11, a District-Level School Improvement Consultant will be secured to assist Suffolk Public Schools' central office personnel with school improvement planning, program monitoring and support, coordination of the district's and schools' CII site-*Indistar*, school improvement visitation, mentoring of schools' academic coaches, and implementation of *NCLB/ESEA* Blueprint sanctions. School Improvement funds 1003 (a) and 1003 (g) will support this part-time position.

School Improvement 1003(a) funding will support the employment of an elementary District Improvement Math Specialist to serve each of the Year 1, 3, and *Watch* schools. This position will be supplemental to these schools' instruction and will help to reshape their math performances for success. The District Math Specialist will provide technical assistance and support for these schools to improve math instruction based on best practices. Suffolk Public Schools has allocated funding to support Title I Reading Specialists, but none in the area of mathematics due to budget restraints.

In compliance with *NCLB*, schools that have been identified for improvement will develop a School Improvement Plan that addresses *AYP* initiatives and goals for student achievement in reading and mathematics. The LEA will work parallel to the school with its improvement efforts, conducting periodic reviews to ensure that the curriculum is being implemented with fidelity and continue to offer job-embedded professional development that is aligned with the school's district Comprehensive Improvement Plan.

The Mack Benn principal, Academic Coach and members of the School Leadership team will work to develop and implement a support framework for student achievement. This will include analyzing student performance data to make instructional decisions, establishing student and school performance goals, providing teachers with feedback and ongoing monitoring of student achievement. Secondly, the master schedule will be reviewed to maximize optimal learning time; and, when feasible, design and implement extra time programs with instructional approaches and content to meet students' needs identified during the school day programs.

To promote Differentiated Instruction and improve reading performance, the staff will incorporate essential knowledge into unit and lesson planning (part of UbD model). Moreover, school staff will engage in quarterly Instructional Planning for uniform implementation of strategies. Substitutes will be secured to provide release time so that teachers can participate in the Instructional Planning. The 1003(a) grant will support this expenditure. Weekly Grade Level Meetings will continue in 2010-11 so staff can collaborate and make adjustments in lessons, pacing and/or groupings. All instructional decisions will be data-driven.

Additionally, the Math curriculum will be enhanced by increasing instructional time for identified students who did not make *AYP*. These students will be grouped according to *SOL scores*, *STAR Math*, and *SOLO* data, focusing on student subgroups (Special Education, LEP, African American and other lower performing groups). To better integrate instructional units, the staff will create consistent vocabulary and use similar instructional strategies for similar math skills. Following an analysis of scope and sequence for overlap, science and math teachers will receive cross training by the Data Analysis consultant.

Furthermore, the 1003(a) School Improvement Grant for Mack Benn will support additional staffing needs to promote achievement and parent involvement. The school library will be opened for an extended time [2 hours] twice a week and manned by the media assistant. Parents and students will have access to the library after school hours for internet use, research, book check-check, and AR testing. After school homework help and tutorial sessions will be provided to Mack Benn's students who live in their attendance zone and reside in the Hoffler and Wilson Pines Apartments. Student identification will be based on diagnostic test results and classroom achievement.

In an effort to further affect school improvement at Mack Benn, two part-time remediation tutors [1003(a) funded] will be employed to support students identified by assessment data [*PALS and STAR* Testing] and teacher recommendation for additional academic intervention. These students will receive remediation during the regular school day; therefore, the master schedule will be adjusted to maximize optimal instructional time.

Renaissance Place resources will be maintained through Title II-D funding. Online training for *Accelerated Math/ Reading* will be coordinated for new staff by the Staff Development Coordinator.

For Mt. Zion Elementary School, the following measures will be in place at the beginning of the school year and are deemed critical to the school's success:

- a. Following the release and analysis of Spring 2010 test scores, teachers in grades 3-5 and key support personnel [Title I, and Guidance] will meet with the principal and academic coach to review and analyze their grade level's specific data. The gathered and analyzed data will be used during the first month of school to form the School Improvement Plan, which includes, but not limited to, the implementation of teaching strategies, professional development, parent involvement and use of technology.
- b. Rapid Improvement Indicators from the *Indistar* site will also be examined to determine which indicators are most needed for 2010-11. A discussion will be held following the sharing of data with all staff members during the in-service week, and a decision will be made on indicators for 2010-11.
- c. During pre-service work days in September, teachers in grades K-2 will meet with the principal and academic coach to review their local test scores from the May 2010 administration. Test scores will be analyzed and teachers will begin the School Improvement Plan process.
- d. Principal and Coach will meet with grade levels, staff members, and the Leadership Team throughout the month of September to complete the School Improvement Plan, which will include local and state requirements; revisit indicators to determine priorities for new school year; and select tasks that will be developed on *Indistar*.
- e. Once funding is granted, the school administration will implement the components of the grant award.

- **The LEA has plans to regularly engage the school community to inform them of progress toward the design and implementation of the interventions and to give them opportunity to provide input.**

Parent and community engagement will be strengthened as the school promotes a strategic communication plan. The staff and administration will focus on polishing the school's image and reputation. Communication will be improved so parents and community friends are aware of the school's plan to meet *AYP*. Planned workshops and informational meetings will address *NCLB* sanctions so parents will understand the improvement process. The analysis of the Winter 2009 Mack Benn Parent Surveys will be reviewed for recommendations and improvement planning during the School Leadership Team Meetings this summer. A parent representative will be invited to serve on the Leadership Team. The parent will be invited to view a copy of the school improvement plan and to give input regarding the revisions that need to be made to the plan. When the plan is finalized and approved, a copy will be placed in the office at the front table and on the school's website. Any parent has the right to submit their concerns in writing to the school, and the school will then forward their concerns to the Central Office as well. All concerns are taken seriously; consequently, the administration will listen to parents regularly as target groups will be invited to the school for special programs.

Automated phone messages, e-mails, e-newsletter - schoolwide and classroom specific, newspaper, and cable-TV will be used to inform parents of the school's progress towards academic achievement. The school will expand its web presence by posting its quarterly newsletters and video clips of improvement strategies for parents and community friends to view.

Monthly reports from the principal on student achievement will be added to the monthly PTA Executive Board Meetings. The principal will also share relevant information regarding student achievement at the regularly PTA meetings. Student achievement will be highlighted in the quarterly newsletter that goes home with the report card and posted on the web.

Part of the school's outreach efforts is its Homework and Tutoring Program. The Title I Parent Relations Facilitator and Title I teachers will coordinate mini parent courses and workshops for the parents in the Hoffler/Wilson Pines Apartments and the school. Mack Benn, Jr. Elementary will inform parents of Title I requirements and information regarding the continuous School Improvement Plan for the Year 1 school during the annual Parental Involvement Meeting. Parents will be chosen to be a part of the Leadership Team. The meeting will be scheduled at a time convenient for parents. Parents will be informed of their meeting by (1) notices sent home by students, (2) school newsletter, and (3) website and (4) phone system.

For Mt. Zion, regularly engagement of the school community regarding the school improvement process is a continuation of efforts that were established during the 2009-10 school year. The school plans to expand this partnership to include the action steps listed below.

- a. Monthly school newspaper will increase information to parents about the school's academic progress. Newsletters are also sent to *Partners in Education*.
- b. September or October PTA meeting will include presentation of *SOL* scores and plans for academic achievement for 2010-11.
- c. At least three parents will continue to serve on the School Leadership Team and provide input from the parental point of view.

- d. Grade levels will send home a newsletter at least once a month, September-May, with information about the academic progress and helpful hints for improving/studying. This may be attached to a weekly homework sheet, but should include information about the grade level as well as each class in the grade. Notification to parent will include information about attendance rates, *Accelerated Reader* progress, how skills are being taught, how students should study, technology sites, general information about end-of-nine weeks tests, and etc. It may also include general school news that focuses on academic progress.
- e. Weekly grade level meetings will be held during school hours; and, at least once a month, staff meetings will be held after school to share and analyze data and distribute pertinent school information.

- **The LEA has adequate resources to research and design the selected intervention as intended.**

Unlike many districts across the nation that are facing budget cuts and fiscal restraint, Suffolk Public Schools is challenged to provide rigorous instruction and meet higher academic standards. This year, the school system faced more than 6.3 million dollars in budget reductions, which resulted in the restructuring of various programs, retirement incentive to reduce personnel cost, and reduction in expenditures and non-personnel related cost. In addition, one support position (Reading Academic Coach) at Mack Benn that was a vital part of the school improvement program has been eliminated and will not be funded through stimulus or local funds in the 2010-11 academic year. With the loss of the key personnel position, the proposed 1003(a) School Improvement grant will support the school's 2010-11 Instructional Academic Coach and provide fiscal resources to impact teacher quality and student achievement in reading and math.

At Mt. Zion, three components of support will be established as the school begins the *State Transformation Model*. First is the prominence of the support as it pertains to the 1003(a) grant funds and its regulations. Secondly, site-based assistance, facilitated by *Simply Achieve* consulting agency, will be emphasized to improve the school as teachers receive the bulk of their training on site with their colleagues. Off site professional development will be conducted through *Train the Trainer* teams. Thirdly, through district initiatives, multiple avenues of support will be offered the school, including central office collaboration/resources, technology, staff development and local and STAT federal funds.

Upon approval of the 1003(a) grant, the following areas of emphasis will be initiated at Mt. Zion:

1. Weekly homework sessions at Mt. Zion and the low income neighborhoods in the school attendance zone-Cypress Manor/Parker Riddick Apts.
2. Staff development on improving the teaching of reading.
3. Refresher course on *Accelerated Reader* program.
4. Purchase of student reading materials.
5. Classroom use of *Study Island* for reading and math remediation and practice.
6. Saturday Academy sessions for students who meet criteria for extra help.

7. Professional consultant, *Simply Achieve*, will observe and mentor staff; provide data analysis at end of each nine weeks, followed by ½ day staff development sessions. Substitute teachers, funded through 1003(a) will cover classes during this time frame.
8. Suffolk Public Schools' Lead Math Teacher will serve as a resource for teachers, meeting at least once each nine weeks with math teachers. Other Lead Teachers will be invited to meet with both students and staff as needed.
9. Staff members will participate in a book study on a topic to help teachers better understand how to work with economically disadvantaged and minority students. The author of the book will attend and lead at least one session with the staff.
10. As data dictates, *Train the Trainer* teams will attend staff development sessions offered off site during the 2010-11 school year by reputable staff development companies such as *BER*, *SDE*, *Simply Achieve*, Dr. Mary Howard, *ASCD*, and *IRN* on topics such as Response to Intervention, Guided Reading, Literacy Centers, Reading Comprehension, and Math Skills. Through Title I and Title II-D, staff development fund will be focused on improving guided reading and meeting *AYP* proficiency.

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

The LEA ensures that the allocations of financial resources are supportive of the school's vision, educational programs, and its plans for school improvement by creating a district budget for instructional and support areas. Schools identified for improvement must set-aside an equivalent of 10% of its Title I school-level allocation for professional development each year that it is in the improvement process. Also, Title I will include the school's portion of the 95% of the LEA set-aside for parental involvement for the 2010-11 academic year. Year 1 Schools [Mack Benn, Jr., and Mt. Zion] will use their parental involvement funds to purchase materials and supplies for parent education and strengthening the home/school connection. Professional development and material expenditures are awarded through both Title I-A and Title I-A, ARRA. Local funds supplement *SOL* remediation, regular school staffing needs and technology. Title I-A, ARRA funding will assist with summer transitional and enrichment sessions for struggling learners and low achievers. Through 1003 (a) funding, substitutes will be secured quarterly as grade level teams meet to plan for school improvement. Additional supplemental services for school improvement will include the consulting services with *Simply Achieve* for data analysis and coaching; compensation for tutors and media assistant; Interactive Notetaking workshops; staff compensation for services during training after school hours/Saturday; parenting manipulatives; and *NCLB* printing and mailing publications [1003(a) School Improvement Grant].

The master schedule will be designed to maximum learning, intervention and remediation time for grouping of students. This model of instruction will be based on the RTI framework.

Resources the LEA will consider for Continued Integration of Services

Title I, Part A	Funding for professional development Funding for parental Involvement Allocation for supplemental instructional materials Set-Aside for Homeless
Title I- A,ARRA	Funding for professional development Funding for parental Involvement Funding to support Summer Transitional Program Funding to support materials expenditures for Summer Transitional Program Set-Aside for Homeless
Title II, Part A	Provide ongoing professional development and coaching for teacher retention and recruitment Provide course work for teachers in core content areas to become Highly Qualified Class-size Reduction Teachers
Title II, Part D	Instructional technology to be integrated into core subjects Funding to support the purchase of <i>Renaissance Place</i> subscription for <i>Accelerated Reading/Math</i> and <i>STAR Reading/STAR Math</i> Funding of data system to promote use of data by all teachers

- **The LEA has demonstrated adequate capacity to implement the selected intervention models.**

Using the *State Transformation Model*, coaching is designed to build the capacity of the school and its leaders. This process will guide and direct the school and division on a larger scale toward sustained improvement of teaching and learning and the conditions in which they occur by:

- Supporting school principal and other district-level administrators to more effectively implement the instructional leadership concepts presented under the Teacher Leader Training Program, DOE webinars and *CII-Indistar*;
- Facilitating the creation of stronger action improvement plans by the LEA and school for achievement;
- Providing a context that encourages the school and district to reflect upon and improve their instructional practices; and
- Encouraging the alignment of district and school improvement goals through the facilitation of high-performing district leadership teams consisting of, but not limited to, the district leaders, principal, academic coach, school staff, and District-level School Improvement Consultant.

Both Mt. Zion and Mack Benn, Jr. began the school improvement process last year, and used the CII-Indistar site to note progress and changes during the 2009-10 year. Led by the principals, these schools' Leadership Teams will continue to help staff members gather, analyze, and disaggregate their data.

The above strategies will substantially improve the performance of the overall student population on the *SOLs*. Moving forward, the LEA and school also recognize that new strategies must be integrated into the initiatives to address the needs of students who have not yet been reached by past efforts.

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.

LEA evidence to ensure that the school policies and practices will be in alignment with *State Transformation Model* is listed below. The premise is one that has been used by successful corporations. "Schools can accelerate reform efforts and see the same sort of quick, dramatic improvement if they engage in a process—characterized by strong leadership, a clear focus on improving instruction, achievement of "quick wins," and building of a committed staff (2010 report *Achieving dramatic school improvement: An exploratory study issued by the Department of Education*).” In conjunction to the DOE’s *State Transformation Model*, Suffolk Public Schools has established the perimeters for effective practices for Year 1 Schools [Mack Benn, Jr. and Mt. Zion].

- Timetable for implementing staff development and support and parental involvement
- Promoting Differentiation of Instruction through appropriate instructional strategies, assessments, materials/equipment
- Sustainability through the CII-*Indistar* site for School Improvement
- Sufficient latitude for the principal to implement substantial changes to scheduling, discipline and curriculum
- Support from district level administration for school improvement planning and implementation
- Performance monitoring through the District-Level Academic Review and District Level School Improvement Monthly Visitation [monitoring rubric] and classroom observation
- School and community engagement through PTA, Homework Help and Tutorial Program in low income housing neighborhoods [Mack Benn, Jr.-Hoffler/Wilson Pines Apartments ad Mt. Zion-Cypress Manor/Parker Riddick Apartments]

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

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

Describe the following:

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

Response:

Sustain the Reform Effort After the Funding Period Ends - Applicable to Tier I, II, and III Schools

Use of the Indistar™ tool by the division and school improvement teams to inform, coach, sustain, track, and report school improvement activities;

The school's demographic population will continue to challenge and shape the school by demanding continued focus on equal access to high-quality education for all students within the school. Important factors impacting *AYP* include:

Population of African-Americans;
Economically Disadvantaged; and
Students with Disabilities.

To best serve the needs of these students who often require flexible class schedules and non-traditional ways of interacting with their peers and teachers, both Mack Benn and Mt. Zion will need to modify the ways their academic programs and support services are delivered. Distance learning and teacher collaboration will become paramount as resources dwindle. Staff will continue to focus on student-centered learning and the district and school will continue to direct their attention to the most effective ways to facilitate and maximize learning.

In its efforts to sustain the reform measures after the 1003(a) funding period ends, Suffolk Public Schools will continue to use the *Indistar* tool as a monitoring system for continuous school improvement and framework for support of proven measures and practices. The school will still use the site to maintain its improvement goals and tasks for attainment or outcomes. As employees retire or transfer, it is anticipated that the newly hired staff will be supported by local funding.

Division plan and budget for sustaining the reform effort.

For the budget years ahead, Suffolk Public Schools will intensify its focus on school improvement and continue to identify priorities for Year 1 Schools [Mack Benn and Mt. Zion] and the school system. As *AYP* benchmarks continue to rise, and Suffolk Public Schools

works not only to sustain, but also to increase student achievement, efficiency, creativity, and targeted interventions will be critical to the schools' success. Recognizing that the school district's fiscal budgets will be limited in the years ahead, other federal program sources will be viewed for possible expanded services, particularly for personnel positions such as the academic coach who is also a math teacher. Because we live in a transient community that serves the military and government facilities, local revenue will be another option to fund key personnel positions as teachers retire, transfer to other school divisions or relocate. Partnerships with local universities will be explored for student teachers and interns to serve as remediation volunteers. Additionally, local club, civic groups, and social organizations will be contacted to facilitate volunteers for tutoring on designated days.

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 position will be posted on the Suffolk Public Schools website. Candidates to be interviewed will be selected based on their experience in the following categories: data analysis, instructional planning/modeling/monitoring, leadership experience, curriculum development, assessment development, and 5 years or more of successful classroom experience. The next step will be to hold the interviews and select a successful candidate. Finally, a recommendation will be made to the human resource department at central office.

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

<p>School 1: <u>Mack Benn, Jr. Elementary</u></p> <p><input checked="" type="checkbox"/> Reading/English/Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Instructional/Administrative/School Leadership</p> <p><input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant</p>	<p>School 2: <u>Mt. Zion, Elementary</u></p> <p><input checked="" type="checkbox"/> Reading/English/Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Instructional/Administrative/School Leadership</p> <p><input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant</p>	<p>School 3: _____</p> <p><input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant</p>
<p>School 4: _____</p> <p><input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant</p>	<p>School 5: _____</p> <p><input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant</p>	<p>School 6: _____</p> <p><input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant</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: Suffolk 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		
	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	87,140.00	1,042,263.00	87,140.00
2000 - Employee Benefits	18,827.60	99,664.00	18,827.60
3000 - Purchased Services	59,552.00	126,646.00	59,552.00
4000 - Internal Services	1,139.40	26,941.11	1,139.40
5000 - Other Charges	1,000.00	1,682.00	1,000.00
6000 - Materials and Supplies	7,949.00	32,955.00	7,949.00
8000 – Equipment/Capital Outlay			
Total	175,608.00	1,330,151.11	(Must Equal Division Allocation) 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: Suffolk Public Schools

1. Personal Services (1000)

Personal Services (1000) @ \$87,140.00

Elementary District Improvement Math Specialists- @\$60,000

1003(a) funding will support the employment of an elementary District Improvement Math Specialist to serve each of the Year 1, 3, and *Watch* schools @ \$60,000.00. This position will be supplemental to these schools' instruction and will help to reshape their math performances for success. The District Math Specialist will provide technical assistance and support for these schools to improve math instruction based on best practices. Suffolk Public Schools has allocated funding to support Title I Reading Specialists, but none in the area of mathematics due to budget restraints.

Although the district is sensitive to the differences among schools and aware that each school has a plan for recovery, data shows that students' math performance continues to challenge the district and the Year 1 and 3 schools that have been identified for improvement [Mack Benn, Mt. Zion and Elephant's Fork] and Hillpoint (*Watch* School). In 2006-07 and 2007-08, the district did not make *AYP* in mathematics. For the 2008-09 year, the district made Safe Harbor by reducing the failure rate by 10%. The math specialists, along with other teachers in these schools, will be expected to achieve an "about-face" in one to three years. Staff will focus on "quick wins" for highly visible and immediate success in the areas that the schools did not make *AYP*- Mathematics [Mack Benn, Elephant's Fork, and Hillpoint (*Watch* School)].

1003(a) funding will help the school district and Year 1 and 3 and *Watch* schools build up key resources with appropriate staffing, money, and program model [*State Transformation*]. Each of these high poverty schools will focus on developing a school improvement plans that serve as a road map for teachers' needs in instruction, assessment data, grouping patterns and student engagement. The rationale and supporting data for this recommendation comes from the district's and schools' performance in math, which has been below the *AYP* benchmarks for the last three years.

AYP Years	District	Elephant's Fork	Mack Benn	Hillpoint	Mt. Zion
2007-08	Math	Math	-	Provisionally Accredited-new School	Reading
2008-09	Math	Math	Math	Conditionally Accredited	Reading
2009-10	Math	Math	Math	Math	Reading

Local assessment data shows that students performed poorly in Geometry, Measurements, Computation and Estimation. Listed below are the weakest math strands for students in the district. Grade 5 students have consistently scored above the AYP benchmarks over the past 3 years.

Grade	Strand	Strand
3	Patterns, Functions and Algebra	Probability and Statistics
4	Measurement and Geometry	Patterns, Functions and Algebra

Compensation for 15 Summer School Tutors @\$16,740.00

School Improvement 1003(a) funds will be used to award staff compensation to tutors who will serve 250 struggling students from the lowest quartile of performance in reading and math from Year 1 and 3 and *Watch* schools in a Summer Transitional and Enrichment Program @\$16,740.00 [4.5 hours x \$31 x 2 weeks days x 15 teachers= \$16,740.00]. Suffolk Public Schools will host two fun-filled weeks of hands-on learning during the summer with its *Summer Transitional and Enrichment Program (S.T.E.P.)*. Students will be invited to participate in the program (*S.T.E.P.*) during the first two weeks [August 1-12, 2011] from 8:30 a.m. -12:00 noon. Invitations and registration will be mailed to qualifying students in grades 3-5 from Elephant's Fork, Hillpoint, Mt. Zion and Mack Benn, Jr. elementary schools by mid June 2011.

SES District Site Coordinator- As schools continue to move into *NCLB* sanctions, a part-time teacher will be hired to assist with phone contact, scheduling of rooms for SES tutoring, review of Student Learning Plans for parent signatures and date, and accurate billing of SES hours @ \$10,400.00 [\$26 x 5 hrs. x 80 days =\$10,400.00].

Other Funding Sources-Title I-A and Title I-A, ARRA [Not Included in Total For Object Code]

For the four school that are in improvement/“*watch*,” Title I-1A supports 10 Reading Specialists and 11 Paraprofessionals @ \$738,818.00.

Title I-A, ARRA support 4 *SOL* /Reading Academic Coaches @ \$282,124.00 at these schools.

Title I-A, ARRA Tutoring @ \$21, 321.00 in reading and mathematics for schools that serve student in Improvement/*Choice*

2. Employee Benefits (2000)

Employee Benefits @ \$18,827.60

Elementary District Improvement Math Specialists@ \$16,800.00

FICA -20 Summer School Tutors @\$1,281.00

SES District Site Coordinator @\$746.60

Other Funding Sources-Title I-A and Title I-A, ARRA [Not Included in Total For Object Code]

Title I-A Fixed Benefits @ \$206,869.00

Title I-A,ARRA Fixed Benefits @ \$78,995.00

3. Purchased Services (3000)

Purchased Services (3000) @ \$59,552.00

District Level School Improvement Consultant @\$20,000.00

The role of the District-Level School Improvement Consultant will support the efforts of the division and schools for school improvement and planning; support district and schools with *Indistar* and webinars’ foci; provide technical assistance with *NCLB /ESEA* Blueprint for reform for restructuring; district mentoring; and schools’ visitation and mentoring of academic coaches @ \$20,000.00. The District-Level School Improvement Consultant will provide prompt and timely feedback to school personnel. School visitation from the District-Level School Improvement Consultant will result in school improvement, collaboration, sharing, and guidance. The consultant will facilitate technical assistance to the division in the monitoring of the improvement process for reporting progress and goal attainment. Contractual services will be awarded to the consultant @ \$2000 per month [\$2,000.00 x 10 months= \$20,000.00].

Data Analysis Consultant/Teacher Mentor Coach [Simply Achieve with Lisa Meyers] @ \$39,552.00

Funding will support the professional services of the Data Analysis consultant/ teacher mentor coach who will help the schools’ in “*Improvement and Watch*” [Hillpoint, Mack Benn, Elephant’s Fork, and Mt. Zion] focus on using their data for

continuous school improvement; consultant will engage in the modeling of proven instructional strategies @ **\$\$\$39,552.00** [$\$3,296.00 \times 3 \text{ sessions} \times 4 \text{ schools} = \$39,552.00$]. Training will be deliberate and focus on the areas that caused the schools not to make *AYP*. One of the three sessions will include strategies for paraprofessional training in reading/language arts and mathematics.

During the 2009-10 school year, *Simply Achieve* consulting agency met with principal and staff in Year 1 and 3 School Improvement and the school in *Watch-Hillpoint* regarding their school's data. Instructional strategies were deliberately planned and intentional in design to produce "quick wins." Staff and Leadership Teams at these schools regularly consulted with the *Simply Achieve* consultant, Lisa Meyers, regarding their students' performance, capacity for growth, and next steps.

Other Funding Sources: Title I-A [Not Included in Total For Object Code]

Title I-A Allocation to Year 1 and 3 and *Watch* schools for professional development @ \$43,353.00

Title I-A , ARRA Purchased Services for *Renaissance Place* Renewal subscription for Year 1 and 3 and *Watch* schools @ \$20,091.00

Title I-A, ARRA Purchased Services for Online Technology Courses for staff serving Year 1 and 3 and *Watch* schools @ \$42,910.00

Title II-D-Purchased Services for Online Technology Courses for staff serving Year 1 and 3 and *Watch* schools @ \$3,500.00

Title II-D- *Study Island* renewal and *Renaissance Place* for Schools Year 1 and 3 and *Watch* schools @ \$16,792.00

4. Internal Services (4000)

Internal Services for Transportation (4000) @ \$1,139.40

Transportation to support the 2011 Summer Transitional and Enrichment Program @ \$1,139.40

Bus # 1- 16 miles X 2.00 per mile X 10 days = \$320.00

Bus #2 - 13 miles X 2.00 per mile X 10 days = \$260.00

Driver # 1- 12.78/ hr X 2 hours a day X 10 days= \$255.60

Driver # 2- 15.19/hr X 2 hours a day X 10 days= \$303.80

Total \$1,139.40

Other Funding Sources [Not Included in Total For Object Code]

Title I-A Public School Choice for Mack Benn and Mt. Zion @ \$26,941.11

5. Other Charges (5000)

Travel @ @\$1,000.00

1003 (a) funding will support travel and lodging to and from State sponsored trainings for district staff to Summer Mentor Coaching and Teacher Leader Training Sessions @\$1,000.00 [District Staff-2 x \$500.00 for travel and lodging expenditures].

Other Funding Sources [Not Included in Total For Object Code]

Title I Travel @ \$1,682.00

6. Materials and Supplies (6000)

Materials and Supplies @ \$7,949.00

Materials and Supplies @ \$5,230.00

To facilitate achievement in reading and mathematics for students in grades 3-5, materials will be purchased to support the Summer Transitional and Enrichment Program @ \$5,230.00. School Improvement 1003(a) funds will be used to purchase leveled readers, paper, pencils, manipulatives, and curriculum for program that will serve 250 students who attend the Year 1 and 3 and *Watch* schools and /or Choice.

Parent Notification- @ \$2,719.00

Funding will support parent mailings, flyers, quarterly newsletters, and printing expenditures to inform parents about School Improvement efforts, *NCLB* and/or (if applicable) SES handbooks, and *Public School Choice* and SES program. To facilitate embedded relationships and overcome challenges posed by poverty and lack of family support, 1003(a) funding will be used to support parent notification at each of the 4 schools [Hillpoint, Mack Benn, Elephant's Fork and Mt. Zion].

Other Funding Sources-[Not Included in Total For Object Code]

Title I-A @ \$21,454.00- Title I Materials Allocations to Year 1 and 3 and *Watch* schools

Title I-A Parental Involvement Allocation @ \$11,501.00 to Year 1 and 3 and *Watch* schools

7. Equipment/Capital Outlay (8000)

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School Budget Summary

School Name: Mack Benn, Jr. 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	86,331.00	217,496.00	86,331.00
2000 - Employee Benefits	16,301.00	60,899.00	16,301.00
3000 - Purchased Services	39,256.00	79,847.00	39,256.00
4000 - Internal Services		15,709.55	
5000 - Other Charges	2,500.00		2,500.00
6000 - Materials and Supplies	31,220.00	21,138.00	31,220.00
8000 – Equipment/Capital Outlay			
Total	<i>175,608.00</i>	<i>395,089.55</i>	(Must Equal School Allocation) 175,608.00

School Name: **Mack Benn, Jr. Elementary**

1. Personal Services (1000)

Personal Services (1000) @\$86,331.00

Academic Coach @\$47,673.00

Coaching has resulted in improved student performance as measured by test data from *PALS*, Ongoing SOL Assessments, and Mid-Year *STAR* reports. For this reason, it is recommended that 1003(a) School Improvement Funds continue to be used to support a full-time academic coach.

The use of 1003(a) funds will support a full-time academic coach for peer modeling, monitoring and problem solving of classroom instruction as systematic follow-up to professional development and data analysis. The coach will work with the school on the area(s) that caused them to enter school improvement.

Coaching has been identified nationally as a strong model of professional development for teachers with potential to enhance instructional practice and raise levels of student achievement.

With much success during the last year, Elephant's Fork has put into practices the critical components of coaching (**Dr. Robert Slavin from Johns Hopkins University, October, 2006**):

1. Coaches spend more time **IN** the classroom as opposed to working with teachers outside of the classroom;
2. Modeled teaching strategies are specific rather than generalized teaching practices;
3. Modeled teaching strategies are research-validated and evidence based;
4. Reasonable goal setting is in place and monitored; and
5. Timely feedback is provided;

Summer Institute Staff Training Compensation-\$1,664.00

Compensation will be awarded to the Academic Coach and Special Education Teacher to attend the required Mentor Coaching and Special Education Training sessions in Williamsburg, VA during July 19-22, 2010.

Staff Compensation @ \$3,120.00

Grade 3-5 teachers will be awarded compensation for their services at staff training sessions that are held after school or on a Saturday. Training sessions on *Interactive Notebooks* and *Accelerated Reading* will help the teachers effectively integrate these programs into their instruction as part of the curriculum [12 x \$26 x 5 hours x 2 sessions=\$3,120.00].

School Improvement Leadership Team will meet monthly after school to review school's progress towards goals and objectives and draft additional strategies for improvement with grade levels. Compensation will be awarded to staff for the 2 hours meeting after school @ **\$3,640.00** [Principal will use this feedback to note improvement efforts on the CII-Indistar].

Homework and Tutors @ \$4,680.00

Six teachers will receive compensation to provide homework and tutoring assistance for one hour after school at two neighborhood housing complexes - Hoffler and Wilson Pines Apartments once a week. This outreach program will provide an opportunity for the students to receive additional support in math and reading. The outreach program will build parent capacity and provide technical assistance for both parents and students with homework @ \$4,680.00 [6 x \$26 x 1 hour x 30 days = \$4,680.00].

Media Assistant @ \$3,120.00

The school library will be opened for extended time (2 hours) twice a week and manned by the Media Assistant for parents and the students to access to the library after school hours. During these extended hours, students may check out books or conduct research [2 hrs. x \$26 x 60 days = \$3,120.00].

Compensation for Substitute Teachers \$1,584.00

This position will serve to facilitate to cover Instructional Planning for teachers at the end of each nine weeks. This will allow the teachers an opportunity to plan their instructional focus for the new nine weeks [6 x \$88 x 3 = \$1,584.00].

Remediation Tutors @ \$20,800.00

Two part time teachers (one for reading and one for math) will be hired to conduct in-school remediation 4 days per week for 4 hours per day. Students selection for remediation will be based on data from SOLs, local assessments and teacher recommendation [2 x 4 hours x \$26 x 100 days = \$20,800.00].

Other Funding- \$217,496.00 [Not Included in Total For Object Code]

Title I-A will support supplemental reading instruction for struggling learners who qualify for Title I services through the Targeted Assistance Program. Funds will be used to maintain three Title I reading specialists and four highly qualified paraprofessionals at the school. *Section 2141(c)* stipulates that Title I funds may not be used to pay for additional teacher assistants while the division is in agreement with the State on the use of Title II-A funds; consequently, the 1003(a) funds will facilitate expanded instructional services through the employment of part-time remediation tutors that are deemed HQT.

2. Employee Benefits (2000)

Employee Benefits (2000)

Fixed Benefits, including FICA will be applied to 1003(2) in support of the positions listed below @ \$16,301.00

Academic Coach @ \$13,348.00

Summer Institute Staff Training Compensation @ \$127.00

Staff Compensation @ \$239.00

School Improvement Leadership Team @ \$278.00

Homework and Tutors @ \$358.00

Media Assistant @ \$239.00

Compensation for Substitute Teachers @ \$121.00

Remediation Tutors @ \$1,591.00

Other Funding Sources for Fixed Benefits -Title I-A @ 60,899.00 [Not Included in Total For Object Code]

3. Purchased Services (3000)

Purchased Services @ 39,256.00

Interactive Notebook Workshop @ \$3,000.00 will be conducted after school or on a Saturday.

Simply Achieve (Lisa Meyers) will be contracted to facilitate data analysis with staff through 11 sessions @ **\$36,256.00**, which will include meeting with teachers during instructional planning sessions. During these sessions, the consultant will assist teachers in analyzing their data for planning math and reading lessons for the next quarter. Consultant will provide directions as staff looks at students' performance data to help determine areas of focus for the new quarter. Additionally, consultant will provide technical assistance on teacher created assessments for use in the classroom.

Other Funding Sources for Purchased Services from - Title I-A @ \$79,847.00 [Not Included in Total For Object Code]

Title I Staff Development Allocation \$13,9766.00

10% Set-aside for Title I Staff Development for School Improvement for *NCLB* @ \$36,025.00

10% Set-aside for Title I-A, ARRA Staff Development for School Improvement @ \$29,846.00

Title II-D – Online Training for *Accelerated Reading* @ 1500.00

4. Internal Services (4000)

Other Funding Sources for Public School Choice - Title I-A [Not Included in Total For Object Code]

Set-aside for Public School Choice for Elephant's Fork @ \$15,709.55

5. Other Charges (5000)

Travel @ \$2,500.00

1003(a) Funding will support staff travel, including the coach to attend DOE sponsored trainings, institutes and workshops @ \$2,500.00

Other Funding Sources- none;

6. Materials and Supplies (6000)

Materials and Supplies (6000) @ \$31,220.00

Foldables and Interactive Notetaking @ \$2,500.00

The Interactive Notebooks allow students to record information in an engaging way and process it to improve their level of understanding. Students become involved with the materials by creating charts, timelines, illustrations and writing poetry and opinion statements. This strategy helps all students demonstrate what they have learned and to remember that material. Notebooks are routinely collected to monitor students understanding and mastery of the concept. Staff will continue to use foldables in the 2010-11 school year to engage students. 1003(a) funds will be used to purchase materials to support using foldables and Interactive Notebooks. These manipulatives (colored paper, markers, dry erase boards, templates for graphic organizers, pencils, crayons, printing cost) will support learning across the content areas and will be used during the school year to facilitate reviews, remediation and independent practice.

Mathematic Worksheets Don't Grow Dendrites In conjunction to creating student engagement activities and staff training, book will be purchased to provide teachers with additional research-based instructional strategies on how to move away from using worksheets @\$30.25 x 60=**\$1,815,00**

Homework Help and Tutoring Program

Hands-on materials [games, manipulatives] will be purchased to use with Mack Benn's students who live in the Hoffler and

School Budget Summary

School Name: Mack Benn, Jr.

Wilson Pines Apartments. Additional tutoring packets will be purchased to support the school-based Parent Resource Center. These materials will enhance students' home libraries. The projected expenditure for this program is **\$5,000.00**.

Nine Elmos @ \$5,760.00 will be purchased to serve teachers on each grade level [3 per grade level]. This equipment will be used to assist teachers with their differentiated lessons.

Study Island renewal site license @ **4,287.00**, a prescriptive research-based program that will be used to assist with the remediation and intervention efforts at school during the day.

Staff School Improvement Planning and Data Analysis Materials- Binders for data collection, reflections, and analysis; flash drives, construction paper, highlighters, paper clips, etc @ **\$3,300.00**

In support of the Homework Help and *Accelerated Reader* Program, leveled books will be purchased to assist struggling readers in the core subject areas for take home use @ **\$7558.00**.

To facilitate **parent involvement** in the school improvement process, the school will set-aside **\$1,000.00** for mailings, post card notification, printing of flyers/announcements, newsletters, and etc.

Other Funding Sources for - Title I-A @ \$21,138.00 [Not Included in Total For Object Code]

Title I Materials and Supplies Allocation @ 11,340.00

Set-Aside for Parent Involvement @ \$5,511.00

Title II-D @ \$4,287.00

7. Equipment/Capital Outlay (8000)

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.

<i>Mt. Zion</i>	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	89,245.00	171,707.00	89,245.00
2000 - Employee Benefits	16,956.00	66,147.00	16,956.00
3000 - Purchased Services	33,047.00	25,611.00	33,047.00
4000 - Internal Services	1,308.00	1,239.56	1,308.00
5000 - Other Charges	3,000.00		3,000.00
6000 - Materials and Supplies	32,052.00	5,707.00	32,052.00
8000 - Equipment/Capital Outlay			
<i>Total</i>	<i>175,608.00</i>	<i>270,411.56</i>	(Must Equal School Allocation) 175,608.00

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

School Name: Mt. Zion Elementary

1. Personal Services (1000)

Personal Services (1000) @\$89,245.00

Academic Coach @\$49,741.00

Coaching has resulted in improved student performance as measured by test data from *PALS*, Ongoing SOL Assessments, and Mid-Year *STAR* reports. For this reason, it is recommended that 1003(a) School Improvement Funds continue to be used to support a full-time academic coach.

The use of 1003(a) funds will support a full-time academic coach for peer modeling, monitoring and problem solving of classroom instruction as systematic follow-up to professional development and data analysis. The coach will work with the school on the area(s) that caused them to enter school improvement.

Coaching has been identified nationally as a strong model of professional development for teachers with potential to enhance instructional practice and raise levels of student achievement.

With much success during the last year, Elephant's Fork has put into practices the critical components of coaching (**Dr. Robert Slavin from Johns Hopkins University, October, 2006**):

1. Coaches spend more time **IN** the classroom as opposed to working with teachers outside of the classroom;
2. Modeled teaching strategies are specific rather than generalized teaching practices;
3. Modeled teaching strategies are research-validated and evidence based;
4. Reasonable goal setting is in place and monitored; and
5. Timely feedback is provided;

Summer Institute Staff Training Compensation-\$1,664.00

Compensation will be awarded to the Academic Coach and Special Education Teacher to attend the required Mentor Coaching and Special Education Training sessions in Williamsburg, VA during July 19-22, 2010.

Tutors for Saturday Academy@ \$11,700.00

Nine Tutorial sessions will be offered to students in grades 3-5 who have not been successful in class or on assessments (*SOLs, PALS, STAR Reading/STAR Math and On-going assessments*) and is performing below grade-level placement @

\$11,700.00 [\$26 x 5 hrs. x 9 days x 10 teachers=\$11,700.00]. *Study Island* and *Accelerated Reader* will be utilized to support the reading program.

Homework Help Teacher @ \$13,000.00

Homework help will be provided to students in grades 2-5 who need homework support. The Homework Intervention Center will be offered to students who have not been successful in class as determined by assessment test results (*SOLs, PALS, STAR Reading/STAR Math and on-going assessments*) and/or are performing below grade level placement. The Homework Intervention Center will be manned by teachers or retired teachers at Cypress Manor twice a week for one hour and at Mt. Zion once a week for one hour [\$26 x 2 hrs. x 4 teachers x 50 days (25 wks)=\$10,400.00- Cypress Manor and \$26 x 1 hr. x 4 teachers x 25 days= \$2,600.00]

Substitute Compensation (to Facilitate Instructional Planning) –\$3,784.00

[\$88 @ day x 6 substitutes x 3 days = \$1,584.00]

By securing substitutes for staff release time, teachers will be provided with a 4-hour block for planning at Instructional Planning meetings three times during the school year. During Instructional Planning, teachers will focus on school improvement goals, remediation and/or enrichment practices, data analysis and professional development needs.

Substitutes will also serve classrooms in the absence of the *Train-The Trainer* teacher who is on professional leave at a training/workshop session [\$88.00 x 25 teachers=2,200.00].

Staff Compensation @ \$3,120.00

Grade 3-5 teachers will be awarded compensation for their services at staff training sessions that are held after school or on a Saturday. Training sessions on *Interactive Notebooks* and *Accelerated Reader* will help the teachers effectively integrate these programs into their instruction as part of the curriculum [20 teachers x \$26 x 6 hours x 1 sessions=\$3,120.00].

Summer Planning Committees- Based on the released *SOL* test data, staff will participate in the planning of school improvement strategies, data analysis, professional development, and curriculum alignment and pacing @ \$6,326.00 [2 teachers x \$26 x 8 hrs. x 8 days=\$3328.00; 7 teachers x \$26 x 7 hrs. x 2 days=\$2548.00].

Other Funding- \$171,707.00 [Not Included in Total For Object Code]

Title I-A will support supplemental reading instruction for struggling learners who qualify for Title I services through the Targeted Assistance Program. Funds will be used to maintain two Title I reading specialists and two highly qualified

paraprofessionals at the school @ \$151,933.00.

Title I-A,ARRA supported tutors' compensation for services at the Cypress Manor/Parker Riddick Community Investment Center @\$19,774.00.

Section 2141(c) stipulates that Title I funds may not be used to pay for additional teacher assistants while the division is in agreement with the State on the use of Title II-A funds; consequently, the 1003(a) funds will facilitate expanded instructional services through the employment of part-time remediation specialists that are deemed HQT.

2. Employee Benefits (2000)

Employee Benefits (2000)

Fixed Benefits, including FICA will be applied to 1003(a) in support of the positions listed below@ \$16,956.00

Academic Coach @ \$13,927.00

Summer Institute Staff Training Compensation @\$127.00

Tutors for Saturday Academy @ \$895.00

Homework Help Teacher @ \$995.00

Substitute Compensation @ \$289.00

Staff Compensation@ \$239.00

Summer School Planning Committees @\$484.00

Other Funding Sources for Fixed Benefits -Title I-A @ 66,147.00 [Not Included in Total For Object Code]

Title I Fixed Benefits @ \$64,634.00

Title I-A,ARRA FICA @ \$1,513.00

B. Purchased Services (3000)

Purchased Services for 1003(a) @ \$33,047.00

Data Analysis Consultant @ \$23,072.00

Data analysis will be conducted by *Simply Achieve* with teachers during their quarterly Instructional planning meetings with follow-up classroom observations and mentoring on instructional strategies for the identified populations [7 x

\$3,296=\$23,072.00].

On-site Reading Staff Development Workshop @ \$5,000.00

All Pre-K-5 teachers, Title I Specialist, Coach and principal will participate in a reading workshop, facilitated by approved vendor from ASCD, SDE, Pearson, or etc.

Workshop/Conference Attendance for *Train-the-Trainer* Teams @ \$4,975.00

Train-the-Trainer Teams will be scheduled to attend training session on Reading and Math comprehension, Literacy Centers, guided Reading, Response to Intervention, and *Interactive Notetaking*. Follow-up training will occur at staff, subject areas, and/or grade level meetings [\$199 x 25=\$4,975.00].

Other Funding Sources for Purchased Services from - Title I-A @ \$25,611.00 [Not Included in Total For Object Code]

Title I Staff Development Allocation \$4,609.00

10% Set-aside for Title I Staff Development for School Improvement *NCLB* funds @\$11,486.00

10% Set-aside for Title I-A, ARRA for Staff Development for School Improvement @ \$9,516.00

Title II-D – Online Training for *Accelerated Reading* @ 1500.00

C. Internal Services (4000)

Bus Transportation @ \$1,308.00

Bus Transportation to support the Saturday Academy to transport students from the school to the Cypress Manor/Parker Riddick Apartments will be funded through the 1003(a) grant @ \$972.00 [\$15 x 2 hrs; \$2 x 12 miles x 9 days x 2 drivers= \$972.00 + FICA @ \$74= \$1,046.00].

Bus Transportation to support the Homework Intervention Center at Mt. Zion so that students can safely be transported from the school to the Cypress Manor/Parker Riddick Apartments (funded through the 1003(a) grant) @ \$972.00 [\$15 x 1 hrs; \$2 x 6 miles x 9 days x 1 drivers= \$243.00 + FICA @ 19= \$262.00].

Other Funding Sources for Public School Choice - Title I-A [Not Included in Total For Object Code]

Set-aside for Public School Choice for Mt. Zion @ \$1,239.56

D. Other Charges (5000)

Travel @ \$3,000.00

1003(a) Funding will support staff travel, including the academic coach to attend DOE sponsored trainings, institutes and workshops @ \$2,000.00.

Funds will be used for staff and/or consultant's travel to and from workshop/conferences and/or lodging @ \$1,000.00.

Other Funding Sources- none;

E. Materials and Supplies (6000)

Materials and Supplies (6000) @ \$3,052.00

1003(a) funding will support the purchase of *Study Island* software and math remediation software for 2-5 grades @ \$1,850.00

Instructional Planning supplies will be purchased for staff to house collected data for analysis and reflections, flash drives, construction paper, pens and markers, folders, post-it notes, and etc, @ \$2,000.00

Professional books on teaching and learning styles for students of poverty will be purchased for staff to read and engage in book study sessions, with follow up visit by the author @ \$ 3,176.25 [35 teachers x \$30.25=\$1,058.75 x 3].

To promote reading among all subgroups of students and the *Accelerated Reader* program, high interest books, magazines, newspaper, periodicals will be purchased and stored in the library for check-out by students and staff. Level readers will also be purchased for challenging advanced students @ \$14,000.00.

Funding will support classroom libraries as an extension of promoting healthy reading habits and the *Accelerated Reader* Program @ \$3,000.00

Take Home Magazine subscriptions will be awarded to qualifying students identified below grade level as determined by *STAR Reading* and *PALS* tests @ \$1,180.75. Research shows that “students who are encouraged to pursue areas of interest

are likely to tap into and increase skills important to a particular subject discipline” (Allan & Tomlinson, 2000).

Leveled books will be purchased to support students’ home libraries during monthly Accelerated Reading Nights @ **\$5,000.00.**

Foldables and Interactive Notetaking @ \$1,845.00

The *Interactive Notebooks* allow students to record information in an engaging way and process it to improve their level of understanding. Students become involved with the materials by creating charts, timelines, illustration and writing poetry and opinion statements. This strategy helps all students’ demonstrate what they have learned and to remember that material. Notebooks are routinely collected to monitors students understanding and mastery of the concept. Staff will continue to use foldables in the 2010-11 school year to engage students. 1003(a) funds will be used to purchase materials to support using foldables and *Interactive Notebooks*. These manipulatives (colored paper, markers, dry erase boards, templates for graphic organizers, pencils, crayons, printing cost) will support learning across the content areas and will be used during the school year to facilitate reviews, remediation and independent practice.

Other Funding Sources for- Title I-A @ \$5,707.00 [Not Included in Total For Object Code]

Title I Materials and Supplies Allocation @ \$3,950.00

Set-Aside for Parent Involvement @ \$1,757.00

F. Equipment/Capital Outlay (8000)

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

Expenditure Code Definitions

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

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

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

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

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

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

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

Strand I
(Mentor Coaching Training and Special Education Training)

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

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

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

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

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

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

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

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

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

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

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

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

Included for Application Completion Only-UVA Lead Turnaround Program

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

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

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

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

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

*These schools have applied for a waiver of identification.

SUMMARY OF CONDITIONS OF AWARD

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

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

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

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<http://www.casenex.com/casenet/index.html>
Griff Fernandez
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Classworks
<http://www.classworks.com>
Wayne Brown
804-747-3515

Compass Learning
<http://www.compasslearning.com>
Corey Good
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EdisonLearning, Inc
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Educational Impact
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Evans Newton, Inc.
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Research For Better Teaching
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