

**APPROVED 6-21-11**

Virginia Department of Education  
Office of Program Administration and Accountability and Office of School Improvement  
P.O. Box 2120, Richmond, Virginia 23218-2120

**1003(g)**

**Application for School Improvement Funds**

*[Complete this application if any of the school's three-year allocation is from 1003(g).]*

Under the *No Child Left Behind Act of 2001*, PL 107-110 and the *American Recovery and Reinvestment Act of 2009*, PL 111-5

**Due June 14, 2010**

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**DIVISION INFORMATION**

School Division Name: **Alexandria City Public Schools**  
Mailing Address: **2000 North Beauregard Street Alexandria VA 22311**  
Division Contact: **Natalie Mitchell, Director, Title I Programs**  
Telephone (include extension if applicable): **703-824-6676** Fax: **703-824-6741**  
E-mail: [Natalie.mitchell@acps.k12.va.us](mailto:Natalie.mitchell@acps.k12.va.us)

**SCHOOL INFORMATION**

Provide information for each school within the division that will receive support through the 1003(g) funds. Copy as many blocks as needed.

School Name: **Jefferson-Houston Elementary School**  
Mailing Address: **1501 Cameron St Alexandria VA 22314**  
School Contact: **Kimberley Graves, Principal**  
Telephone (include extension if applicable): **703-706-4400** Fax: **836-7923**  
E-mail: [kgraves@acps.k12.va.us](mailto:kgraves@acps.k12.va.us)

School Name: **Cora Kelly School for Math, Science, and Technology**  
Mailing Address: **3600 Commonwealth Avenue, Alexandria, VA 22305**  
School Contact: **Brandon Davis, Principal**  
Telephone (include extension if applicable): **703-706-4420** Fax: **703-706-4425**  
E-mail: [brandon.davis@acps.k12.va.us](mailto:brandon.davis@acps.k12.va.us)

School Name: T C Williams High School  
Mailing Address: 3330 King Street Alexandria VA 22302  
School Contact: Suzanne Maxey, Principal or Stephen Wilkins, Internal Lead Partner  
Telephone (include extension if applicable): 703-824-6800 (school); 703-824-6949 (Wilkins) Fax: 703-824-6826 (school)  
E-mail: [suzanne.maxey@apcs.k12.va.us](mailto:suzanne.maxey@apcs.k12.va.us) [stephen.wilkins@apcs.k12.va.us](mailto:stephen.wilkins@apcs.k12.va.us)

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**Assurances\*:** The local educational agency assures that School Improvement 1003(g) 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) and the *American Recovery and Reinvestment Act of 2009* (ARRA), if funds have been received under both statutes. **Additionally, the local educational agency agrees by signing below to implement program specific assurances located in Section D. Assurances of this application.**

**\*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: Morton Sherman, Ed.D.

Date: \_\_\_\_\_

**The division will submit one application packet.**

**SECTION A: SCHOOLS TO BE SERVED**

Divisions are aware of the ‘tier’ identification of schools that are eligible for 1003(g) funding. This information is also included in Appendix A-g. Complete the “Intervention” request by placing under the heading Turnaround, Restart, or Transformation the name of the “vendor” your division will employ.

**1. Tier I and Tier II School Information**

School Name	NCES ID #	Check Tier I	Check Tier II	Intervention			
				Turnaround	Restart	Transformation	Closure
T.C. Williams High School	510012000054		X	LTP:	LTP:	LTP: Various	
				LTP:	LTP:	LTP:	
				LTP:	LTP:	LTP:	
				LTP:	LTP:	LTP:	

As a reminder, for implementation requirements of each of the federal reform models see Appendix B-g.

**2a. Tier III School Information**

Identify each Tier III school that will be implementing the State Transformation model, and provide the information requested.

School Name	NCES ID #
Jefferson-Houston Elementary	510012000044
Cora Kelly School	510012001826

**2b. Tier III School Information**

If applicable, identify each Tier III school that will, by choice, implement one of the four federal reform models, and provide the name of the Lead Turnaround Partner (LTP).

School Name	NCES ID #	Intervention			
		Turnaround	Restart	Transformation	Closure
NA		LTP:	LTP:	LTP:	
		LTP:	LTP:	LTP:	

As a reminder, for implementation requirements of each of the federal reform models see Appendix B-g.

**SECTION B: REQUIRED ELEMENTS**

**Part 1. Student Achievement and Demographic Data - Applicable to Tier I, II, and III Schools**

The LEA must provide the following information for each of the Tier I, Tier II, and Tier III school that will be served.

**Special Note: An LEA with Tier I schools must serve all of its Tier I schools before serving any eligible Tier III school.**

a. Student achievement data for the past two years (2007-2008 and 2008-2009) in reading/language arts and mathematics:	<b>Alexandria City Public Schools: Jefferson Houston</b>			
	<b>2007-2008 and 2008-2009 Student achievement data by school for the “all students” each AYP subgroup;</b>			
	<b>School Name: Jefferson Houston</b>		<b>2007-2008</b>	<b>2008-2009</b>
	<b>Subject Area</b>	<b>Student Subgroup</b>	<b>% Passed</b>	<b>% Passed</b>
	<b>English reading/language arts</b>	All Students	75	70
		Black	72	68
		Hispanic	92	<
		White	<	<
		Students with Disabilities	40	75
		Economically Disadvantaged	76	66
		Limited English Proficient	<	<
	<b>Mathematics</b>	All Students	76	73
		Black	73	69
		Hispanic	92	<
		White	<	<
		Students with Disabilities	30	60
		Economically Disadvantaged	76	68
		Limited English Proficient	<	<
	<b>Alexandria City Public Schools: Cora Kelly</b>			
	<b>2007-2008 and 2008-2009 Student achievement data by school for the “all students” each AYP subgroup;</b>			
	<b>School Name: Cora Kelly</b>		<b>2007-2008</b>	<b>2008-2009</b>
<b>Subject Area</b>	<b>Student Subgroup</b>	<b>% Passed</b>	<b>% Passed</b>	
<b>English reading/language arts</b>	All Students	81	80	
	Black	81	79	
	Hispanic	78	76	
	White	96	100	
	Students with Disabilities	41	44	

	Economically Disadvantaged	79	78
	Limited English Proficient	75	75
<b>Mathematics</b>	All Students	85	79
	Black	88	79
	Hispanic	75	75
	White	96	100
	Students with Disabilities	59	41
	Economically Disadvantaged	81	77
	Limited English Proficient	75	70

<b>Alexandria City Public Schools: T C Williams</b>			
<b>2007-2008 and 2008-2009 Student achievement data by school for the “all students” each AYP subgroup;</b>			
<b>School Name: T C Williams</b>		<b>2007-2008 % Passed</b>	<b>2008-2009 % Passed</b>
<b>Subject Area</b>	<b>Student Subgroup</b>		
<b>English reading/language arts</b>	All Students	82	84
	Black	77	79
	Hispanic	78	82
	White	94	95
	Students with Disabilities	41	55
	Economically Disadvantaged	74	81
	Limited English Proficient	95	85
<b>Mathematics</b>	All Students	79	77
	Black	72	71
	Hispanic	75	71
	White	94	93
	Students with Disabilities	47	50
	Economically Disadvantaged	72	70
	Limited English Proficient	78	75

Source: VDOE School Report Card

(a continued)  
 by school for the  
 “all students”  
 category and for  
 each AYP  
 subgroup; and  
 by grade level in  
 the all students  
 category and for  
 each AYP  
 subgroup;

<b>Alexandria City Public Schools: Jefferson Houston</b>			
<b>2007-2008 and 2008-2009 Student achievement data in reading/language arts and mathematics by school for the “all students” category and for each AYP subgroup; by grade</b>			
<b>School Name:</b>		<b>2007-2008</b>	<b>2008-2009</b>
<b>Jefferson Houston</b>			
	Student Subgroup	% Pass	%Pass
<b>Grade 3 English reading/language arts</b>	All Students	65	66
	Female	77	58
	Male	54	70
	Black	68	64
	Hispanic	<	<
	White	<	<
	American Indian	-	<
	Other	<	<
	Students with Disabilities	<	<
	Economically Disadvantaged	70	64
	Limited English Proficient	<	<
<b>Grade 3 Mathematics</b>	All Students	81	66
	Female	85	62
	Male	77	68
	Black	82	64
	Hispanic	<	<
	White	<	<
	Asian	-	<
	American Indian	-	<
	Other	<	<
	Students with Disabilities	<	<
	Economically Disadvantaged	83	60
Limited English Proficient	<	<	
<b>Grade 4 English reading/language arts</b>	All Students	67	86
	Female	61	82
	Male	72	90
	Black	61	88
	Hispanic	<	<
	White	<	<
	American Indian	-	<
Other	<	<	

			Students with Disabilities	<	<
			Economically Disadvantaged	63	83
			Limited English Proficient	<	<
	<b>Grade 4 Mathematics</b>		All Students	66	86
			Female	61	73
			Male	71	100
			Black	63	81
			Hispanic	<	<
			White	<	<
			American Indian	-	<
			Other	<	<
			Students with Disabilities	<	<
			Economically Disadvantaged	62	83
			Limited English Proficient	<	<
		<b>Grade 5 English reading/language arts</b>		All Students	90
			Female	87	50
			Male	92	85
			Black	86	58
			Hispanic	<	<
			White	<	<
			Other	-	<
			Students with Disabilities	<	<
			Economically Disadvantaged	91	56
			Limited English Proficient	<	<
	<b>Grade 5 Mathematics</b>		All Students	83	71
			Female	88	72
			Male	80	69
			Black	77	67
			Hispanic	<	<
			White	<	<
			Other	-	<
			Students with Disabilities	<	<
			Economically Disadvantaged	82	64
			Limited English Proficient	<	<

**Alexandria City Public Schools: Cora Kelly**  
**2007-2008 and 2008-2009 Student achievement data in reading/language arts and mathematics by school for**  
**the “all students” category and for each AYP subgroup; by grade**

		2007-2008	2008-2009
	Student Subgroup	Pass	Pass
<b>Grade 3 Reading</b>	All Students	84	66
	Female	87	68
	Male	82	65
	Black	84	68
	Hispanic	79	62
	White	<	<
	Asian	-	<
	Students with Disabilities	<	<
	Economically Disadvantaged	84	62
	Limited English Proficient	80	60
	<b>Grade 3 Mathematics</b>	All Students	93
Female		95	69
Male		92	70
Black		97	68
Hispanic		83	67
White		<	<
Asian		-	<
Students with Disabilities		<	<
Economically Disadvantaged		93	70
Limited English Proficient		84	69
<b>Grade 4 Reading</b>		All Students	79
	Female	83	82
	Male	78	83
	Black	79	82
	Hispanic	75	82
	White	<	<
	Students with Disabilities	<	<
	Economically Disadvantaged	76	84
	Limited English Proficient	72	86

<b>Grade 4 Mathematics</b>	All Students	92	82
	Female	96	94
	Male	90	76
	Black	91	77
	Hispanic	88	88
	White	<	<
	Students with Disabilities	<	<
	Economically Disadvantaged	90	80
	Limited English Proficient	89	79
<b>Grade 5 Reading</b>	All Students	81	94
	Female	80	92
	Male	81	95
	Black	81	90
	Hispanic	78	94
	White	<	100
	Asian	-	<
	Students with Disabilities	31	<
	Economically Disadvantaged	76	93
	Limited English Proficient	72	92
<b>Grade 5 Mathematics</b>	All Students	73	87
	Female	74	88
	Male	72	86
	Black	76	93
	Hispanic	65	78
	White	<	100
	Asian	-	<
	Students with Disabilities	46	<
	Economically Disadvantaged	64	83
	Limited English Proficient	61	64

**Alexandria City Public Schools: T C Williams**  
**2007-2008 and 2008-2009 Student achievement data in reading/language arts and mathematics by school**  
**for the “all students” category and for each AYP subgroup; by grade**

	Student Subgroup	2007-2008 Pass	2008-2009 Pass
<b>English reading/language Arts Grade 8</b>	All Students	14	28

	Female	17	37
	Male	12	22
	Black	13	27
	Hispanic	21	33
	White	<	<
	Asian	<	<
	Students with Disabilities	5	11
	Economically Disadvantaged	12	34
	Limited English Proficient	<	<
<b>Mathematics Grade 8</b>	All Students	8	8
	Female	6	8
	Male	9	8
	Black	4	9
	Hispanic	11	8
	White	<	<
	Asian	<	<
	Students with Disabilities	4	0
	Economically Disadvantaged	5	9
	Limited English Proficient	8	17
<b>English Reading High school</b>	All Students	91	90
	Female	92	91
	Male	89	89
	Black	87	87
	Hispanic	89	88
	White	99	97
	Asian	96	94
	American Indian	<	<
	Other	<	92
	Students with Disabilities	65	71
	Economically Disadvantaged	86	88
	Limited English Proficient	96	88
<b>Algebra 1</b>	All Students	84	80
	Female	86	81

	Male	82	80
	Black	79	80
	Hispanic	82	73
	White	95	91
	Asian	94	92
	American Indian	<	<
	Other	<	91
	Students with Disabilities	66	61
	Economically Disadvantaged	82	77
	Limited English Proficient	87	82
<b>Geometry</b>	All Students	75	72
	Female	74	72
	Male	77	72
	Black	67	65
	Hispanic	70	69
	White	95	91
	Asian	77	78
	American Indian	<	<
	Other	<	<
	Students with Disabilities	48	43
	Economically Disadvantaged	68	64
	Limited English Proficient	71	67
<b>Algebra II</b>	All Students	91	85
	Female	91	86
	Male	91	84
	Black	86	77
	Hispanic	92	80
	White	96	97
	Asian	91	84
	American Indian	<	<
	Other	<	<
	Students with Disabilities	100	79
	Economically Disadvantaged	86	77

		Limited English Proficient	90	79
<p>Source VDOE School Report Card</p> <p>Key: &lt; = A group below state definition for personally identifiable results</p> <p>- = No data for group</p> <p>* = Data not yet available</p>				

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

**Jefferson Houston:**

The percent passing for English and math fell between 2007-2008 and 2008-2009. The main overall drop in scores for this school were economically disadvantaged students in both subject areas. The English pass rate for economically disadvantaged students went from 75% in 2007-2008 to 70% in 2008-2009. Likewise, the mathematics pass rate for economically disadvantaged students went from 76% in 2007-2008 to 68% in 2008-2009. With 173 of its 257 students identified as economically disadvantaged, this school has the added challenge of ensuring appropriate and focused interventions are in place.. Grade level comparisons indicate students in grade 4 continued improvement over previous year cohorts.

**Cora Kelly:**

The percent passing for English and math fell between 2007-2008 and 2008-2009. The main overall drop in scores for this school were students with disabilities in both subject areas. The English pass rate for students with disabilities went from 41% in 2007-2008 to 44% in 2008-2009. Likewise, the mathematics pass rate for students with disabilities went from 59% in 2007-2008 to 41% in 2008-2009. With 12% students identified as students with disabilities, this school has the added challenge of ensuring appropriate and focused interventions are in place. Grade level comparisons indicate students in grade 4 continued improvement over previous year cohorts.

**T C Williams:**

The percent passing for English rose from 82% in 2007-2008 to 84% in 2008-2009. The performance of each subgroup, hold LEP, increased from 2007-2008 to 2008-2009 in English. The pass rates for mathematics fell between 2007-2008 and 2008-2009. The main overall drop in scores for this school were Hispanic students. The mathematics pass rate for Hispanic students went from 75% in 2007-2008 to 71% in 2008-2009. Likewise, the mathematics pass rate for Hispanic students went from 95% in 2007-2008 to 85% in 2008-2009.

<p>c. Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject;</p>	<p><b><u>Jefferson Houston:</u></b> Total HQ Percentage: 92.9%  # less than 3 years: 22  # less than 3 years that are HQ: 20  HQ percentage: 90.9%</p> <p><b><u>Cora Kelly:</u></b> Number: Percentage: 89.5%  # less than 3 years: 20  # less than 3 years that are HQ: 17  HQ percentage: 85.0%</p> <p><b><u>TC Williams:</u></b> Number: Percentage: 94.5%  # less than 3 years: 80  # less than 3 years that are HQ: 72  HQ percentage: 90.0%</p>																				
<p>d. Number of years each instructional staff member has been employed at the school;</p>	<p><b><u>Jefferson Houston:</u></b> Total Years: 193 Average: 4.6 years</p> <p><b><u>Cora Kelly:</u></b> Total Years: 375 Average: 7.7 years</p> <p><b><u>TC Williams:</u></b> Total Years: 2,411 Average: 7.9 years</p>																				
<p>e. Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools;</p>	<p>❖ <b>Jefferson Houston: no graduating class</b></p> <p>❖ <b>Cora Kelly: no graduating class</b></p> <table border="1" data-bbox="716 1052 1583 1429"> <thead> <tr> <th colspan="2" style="background-color: #f4a460;">School Name: T C Williams</th> </tr> <tr> <th style="background-color: #d3d3d3;">Graduation Rates</th> <th style="background-color: #d3d3d3;">2008-2009</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>76</td> </tr> <tr> <td>Black</td> <td>76</td> </tr> <tr> <td>Hispanic</td> <td>64</td> </tr> <tr> <td>White</td> <td>88</td> </tr> <tr> <td>Students with Disabilities</td> <td>38</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>72</td> </tr> <tr> <td>Limited English Proficient</td> <td>71</td> </tr> <tr> <td colspan="2"><small>Source VDOE: School Report Cards</small></td> </tr> </tbody> </table>	School Name: T C Williams		Graduation Rates	2008-2009	All Students	76	Black	76	Hispanic	64	White	88	Students with Disabilities	38	Economically Disadvantaged	72	Limited English Proficient	71	<small>Source VDOE: School Report Cards</small>	
School Name: T C Williams																					
Graduation Rates	2008-2009																				
All Students	76																				
Black	76																				
Hispanic	64																				
White	88																				
Students with Disabilities	38																				
Economically Disadvantaged	72																				
Limited English Proficient	71																				
<small>Source VDOE: School Report Cards</small>																					

f. Information about the demographics of the student population to include attendance rate, total number of students, and totals by the following categories:

- 1) gender;
- 2) race or ethnicity;
- 3) disability status;
- 4) limited English proficient status;
- 5) migrant status;
- 6) homeless status; and
- 7) economically disadvantaged status;

<b>Alexandria City Public Schools: Jefferson Houston 2008-2009 Student Demographics</b>		
<b>School Name: Jefferson Houston</b>	<b>2008-2009</b>	<b>2008-2009</b>
<b>Student Subgroup</b>	<b>Total Number of Students</b>	<b>Attendance Rate Percentage</b>
All Students	257	95
Black	180	95
Hispanic	34	95
White	25	96
Students with Disabilities	96	94
Economically Disadvantaged	173	95
Limited English Proficient	21	96
Male	141	
Female	116	
Migrant Status	0	
Homeless Status	4	

<b>Alexandria City Public Schools: Cora Kelly 2008-2009 Student Demographics</b>		
	<b>2008-2009</b>	<b>2008-2009</b>
<b>Student Subgroup</b>	<b>Total Number of Students</b>	<b>Attendance Rate Percentage</b>
All Students	436	97
Black	197	97
Hispanic	173	96
White	42	96
Students with Disabilities	54	96
Economically Disadvantaged	322	97
Limited English Proficient	174	96
Male	237	
Female	199	
Migrant Status	0	
Homeless Status	4	

		Alexandria City Public Schools: T C Williams 2008-2009 Student Demographics		
		Student Subgroup	Total Number of Students	2008-2009 Attendance Rate
		All Students	2863	92
		Black	1215	92
		Hispanic	784	90
		White	608	94
		Students with Disabilities	447	87
		Economically Disadvantaged	1659	91
		Limited English Proficient	722	92
		Male	1480	
		Female	1383	
		Migrant	0	
		Homeless	36	

Source: ACPS March 31, 2009 Membership (total number of students/ethnicity)  
ACPS Student record collection report to state (total number of students by SWD, LEP)  
SOL SDU File Total number of students/ Migrant & Homeless  
VDOE School Report Card (attendance rate)  
VDOE Sept 30, 2008 student membership by school applied to ACPS state record collection (Gender)

<p>g. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of the library media center; 4) description of cafeteria; and 5)</p>	<p><b><u>Jefferson Houston:</u></b> Opened in 1970. 47 classrooms, 83,385 total sq ft. Library media center is approx 1700 sq ft in area, and is "open plan" in the center of the school. It has a reading "pit" for classes, separate tables for older students, seating 32 students. Cafeteria is approx 3450sq ft in area and seats 204 students. PE classes are held in a multipurpose room with no fixed athletic equipment. Recess is provided on a small playing field, and large playground area with age appropriate equipment, and a small basketball court.</p> <p><b><u>Cora Kelly:</u></b> Opened in 1955, 42 classrooms, 69,000 total sq ft. Library media center is approx 2500 sq ft in area and adjacent to the main office and cafeteria and seats 40 students at tables. Cafeteria is approx 3860sq ft in area and seats 204 students. PE classes are provided in a full size gym located in the adjacent city recreation center. This gym is also equipped with athletic equipment and basketball goals. Recess is provided on a large playing field adjacent to the school, two playground areas with equipment appropriate for the students, and a full size exterior basketball court.</p> <p><b><u>TC Williams:</u></b> Opened in 2007, approx 160 classrooms, 461,147 total sq ft. Library Media Center is approx 4600 sq ft and is located on the 2nd floor in the front and center of the facility, between the two academic wings. There is seating in the library for approx 104 students at work tables. The cafeteria is a food court design and is located on the first floor in the center of the school. It totals approx 9000 sq ft. The total number of seats in the cafeteria is approx 650 at various types of tables, booths and a quiet dining area with seating for approx 40 students. PE classes are held in large gym with 3 full sized basketball courts, an auxiliary gym with a full size basketball court, and a dance room.</p>
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<p>description of areas for physical education and/or recess;</p>	<p>PE students have access to a wrestling room, men's and women's locker rooms, a training room, a weight room, and athletic department offices. PE programs also utilize the full size artificial turf football/soccer field in Parker Gray Stadium, two large grass practice fields in an adjacent park, and a large practice field on school grounds.</p>
<p>h. Total number of minutes in the school year that all students were required to attend school and any increased learning time (e.g., before- or after-school, Saturday school, summer school);</p>	<p><b><u>Jefferson Houston:</u></b> Total minutes in regular school year: 63,135  Additional instructional time required : None  Additional instructional time provided: After-school tutoring (5760 minutes/96 hours of increased learning time, summer school (three weeks, four hours/day), kindergarten preparation (two weeks, 4 hours per day before school starts).</p> <p><b><u>Cora Kelly:</u></b> Total minutes in regular school year: 63,135  Additional instructional time required : None  Additional instructional time provided: After-school tutoring, summer school (three weeks, four hours/day), kindergarten preparation (two weeks, 4 hours per day before school starts)</p> <p><b><u>TC Williams:</u></b> Total minutes in regular school year: 68,625  Additional instructional time required : None  Additional instructional time provided: After-school tutoring, summer school (three weeks, four hours/day)</p>
<p>i. Total number of days teachers worked divided by the maximum number of teacher working days;</p>	<p><b><u>Jefferson Houston:</u></b> 0.94 (8,419/8930)</p> <p><b><u>Cora Kelly:</u></b> 0.96 (9,270/9,662)</p> <p><b><u>TC Williams:</u></b> 0.96 (55,960/58,289)</p>

<p>j. Information about the types of technology that are available to students and instructional staff;</p>	<p><u>Jefferson Houston</u>  All ACPS elementary schools maintain a four-to-one ratio of students to computers and all licensed teachers receive laptops for professional work. However, Jefferson-Houston exceeds the standard number of computers by an additional four mobile carts of 24 netbooks. Each homeroom is equipped with a SMART board, projector and document camera. In addition, the school has multiple sets of SMART Senteo response clickers. The suite of software available for students and teachers includes, but is not limited to, Fasst Math, IStation, MS Office, Nettekker, BrainPop, Discovery Learning, Inspiration, Kidspiration, SMART suite, WorldBook and Atomic Learning.</p> <p><u>Cora Kelly</u>  All ACPS elementary schools maintain a four-to-one ratio of students to computers and all licensed teachers receive laptops for professional work. However, Cora Kelly exceeds the standard number of computers by an additional six mobile carts of 24 netbooks. Each third, fourth and fifth grade classroom is equipped with a SMART board, projector and document camera. The suite of software available for students and teachers includes, but is not limited to, Fasst Math, IStation, MS Office, Nettekker, BrainPop, Discovery Learning, Inspiration, Kidspiration, SMART suite, WorldBook and Atomic Learning.</p> <p><u>T.C. Williams</u>  Each licensed teacher and all students receive a laptop for professional/academic work. In addition to the standard suite of software accessible to students, laptops are customized based on unique coursework and learning needs. Software includes, but is not limited to, MS Office, Adobe CS4, Geometry Sketchpad, Achieve 3000, IStation, Workkeys, Dyknow, Atomic Learning, Discovery Learning, BrainPop, Nettekker and supplemental textbook resources. Teachers are required to maintain Blackboard courses to enhance communication, collaboration and instructional delivery. Each classroom is equipped with an integrated A/V system to provide projection, audio, and internal CATV.</p>
<p>k. Annual goals for student achievement on the state's assessments in both reading/lang uage arts and mathematics that it has established</p>	<p>(See notes on design and implementation of the interventions for context for the following goals.)</p> <p><b><u>Jefferson Houston:</u></b></p> <p>Students in grades 3-5 will meet the benchmarks set forth by the NCLB to make AYP in the areas of mathematics and reading.</p> <ol style="list-style-type: none"> <li>a. 100% of at-promise students at all grade levels will have individual achievement plans (IAP's) in math</li> <li>b. Students in grade K-3: Of the students who do not meet the PALS benchmark in the Fall, a minimum of 75% will meet the PALS benchmark in the Spring.</li> <li>c. All teachers will have professional learning plans which identify (see details in next section and in attachments.)</li> </ol>

<p>in order to monitor its Tier I and Tier II schools that received school improvement funds and services that the Tier III, category 1 school will receive or the activities the school will implement; and</p>	<p><b><u>Cora Kelly:</u></b></p> <p>Students in grades 3-5 will meet the benchmarks set forth by the NCLB to make AYP in the areas of mathematics and reading.</p> <ul style="list-style-type: none"> <li>a. 100% of at-promise students at all grade levels will have individual achievement plans (IAP's) in math</li> <li>b. Students in grade K-3: Of the students who do not meet the PALS benchmark in the Fall, a minimum of 75% will meet the PALS benchmark in the Spring.</li> <li>c. All teachers will have professional learning plans which identify (see details in next section and in attachments.)</li> </ul> <p><b><u>TC Williams:</u></b></p> <p>Students in grades 9-12 will meet the benchmarks set forth by the NCLB to make AYP in the areas of mathematics and reading. ACPS has the following additional targets in the ACPS division education plan to support this goal:</p> <ul style="list-style-type: none"> <li>a. All students will have Individual Achievement Plans (IAPs) in English and math.</li> <li>b. All teachers will have personal learning plans (PLP)</li> <li>c. 100% of students will complete Algebra I by the end of 9th grade</li> <li>d. Advanced placement course enrollment: AP science course enrollment will increase by 15% overall over previous year. There will be 80% achievement of qualifying scores of AP science course. There will be 40% participation in Grades 10 through 12 in one or more AP courses, and a 58% successful completion (by qualifying scores) of Grades 10 through 12 AP courses.</li> <li>e. High School Honors courses: "50% of students will participate in one or more High School honors. There will be 100% successful completion (Grade C or higher) of High School honors courses"</li> <li>f. Graduation: There will be an 87% on-time graduation rate across all students. There will be a 95% on-time graduation rate for students with disabilities. 60% of students with IEPs will earn a standard or advanced diploma (VDOE SPP Indicator 1). 100% of students with disabilities who are pursuing a modified standard diploma will meet their literacy and numeracy requirements by the end of 11th grade</li> </ul>
<p>1. Goals it has established (subject to approval by the SEA) to hold accountable</p>	<p>The division is committed to supporting all ACPS schools to meet state and federal benchmarks in reading, language arts, and math. See also goals and activities above, and design and implementation narrative below.</p>

its Tier III schools implementing the State Transformation Model

Response:

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

## Part 2. Design and Implement the Intervention for Each School - Applicable to Tier I, II, and III Schools

The LEA will need to have detailed plans in place to demonstrate how the interventions will be designed as well as the plan for implementation. Listed below are the factors that will be considered to assess the LEA's commitment to designing interventions consistent with the factors below from the USED Final Requirements for School Improvement Grants as amended January 2010.

Describe the following:

- The LEA has a plan in place to implement the intervention by the beginning of the 2010-2011 school year.
- 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.
- The LEA has adequate resources to research and design the selected intervention as intended.
- The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.
- The LEA, with Tier I and Tier II schools, has attended the SEA sponsored strategic planning session on April 7, 2010, conducted by Dr. Lauren Morando Rhim representing the Center for Innovation and Improvement.
- The LEA has demonstrated adequate capacity to implement the selected intervention models.

### Division Context

ACPS has developed and implemented a **division and school strategic planning** process that addresses student achievement for each and every student for all ACPS schools. The annual goals for student achievement for each school are tied to the division and school education plans. The division strategic plan, with related goals, objectives, targets, and data, is available on the ACPS web-site here: <http://www.acps.k12.va.us/board/strategic-plan/education-plans/>. The division education plan is included as Attachment 1.

All ACPS schools work within this planning context, and integrate their NCLB Title I and School Improvement planning into the planning context for the division. Individual school education plans for the three schools covered by this grant are also found at the above website. The specific targets for each school covered by this grant will be incorporated into the next iteration of planning prepared by schools, due to be completed by mid-September. ACPS has also begun the process of training all school leadership teams in the **Baldrige-based**

**model for continuous improvement**, and will be providing on-going professional development to school leadership teams in this area for the next 15 months.

In addition, all school leaders (principals and assistant principals) are attending the Research for Better Teaching (RBT): Skillful Leader training starting this summer and continuing throughout the year. There will be 2 cohorts of Skillful Leader training in summer of 2010 for all administrators. All ACPS teachers will be training in the RBT: Skillful Teacher training, beginning with 2 cohorts this summer, following the one cohort already completed. There will be two additional cohorts during the 2010-2011 school year, for a total of five. This initiative includes the three schools covered by this grant.

Three other division-wide initiatives to improve achievement for each and every student are being implemented.

- 1) **Individual student achievement plans (IAPs)** for students at-promise in math (see Deputy Superintendent Cathy David's remarks on "at-promise" students here: <http://www.acps.k12.va.us/board/division-goals/at-promise-remarks.pdf> ) at the K-12 level were implemented during the 2009-10 school year. In the 2010-11 school year grades K-5 will implement IAPs in math for all at-promise students, and grades 6-12 will implement IAPs for all students in reading/English and math. ACPS has chosen to implement a grades 6-12 transformation model as part of the TC Williams transformation resulting from the PLA designation. IAP's are drawn up in collaboration with a team including the student, his/her parents, teachers, guidance counselors, and other school staff as needed. Each IAP is signed by the student and the teacher. IAP's will be supplemented by student-directed conferences involving parents and teachers.
- 2) **Professional Learning Plans** for every teacher: The ACPS Professional Learning Plan connects professional learning with performance evaluation to positively impact student achievement. ACPS has strong professional development resources and opportunities, a research-based performance evaluation program (PEP), and ambitious goals for student learning embedded in the ACPS Strategic Plan and Division Education Plan. Unfortunately, the three currently exist in silos. The alignment of these three elements through the Professional Learning Plan (PLP) will create a powerful synergy that will enhance ACPS student achievement. Details of the ACPS PLP process are contained in Attachment 2. The intent of the PLP is to provide ACPS educators with opportunities to exercise autonomy in determining what they need to learn and how they need to learn to support the accomplishment of division level and school-specific goals and priorities. The PLPs will be written to support the accomplishment of two division level and/or school-specific objectives.
- 3) **Curriculum development:** ACPS is redesigning its curricula in all areas for all grade levels over the next four years. Beginning in the late summer the first results of this effort will be available, including a comprehensive set of learning principles, a new literacy framework, and a complete set of K-12 curriculum maps for each content area. Based upon the end-in-mind curriculum design process, each map will articulate the following key elements: a unit title, transfer goals (i.e., significant learning outcomes that students will revisit multiple times as they progress through a course or grade level), essential questions, and enabling knowledge objectives (based upon the Virginia Standards of Learning)--as well as suggested resources (both print and electronic). These maps will become the basis for teachers' work with unit and lesson design--and will reinforce the division's commitment to rigor, relevance, and engagement for every learner. In effect, the curriculum maps will replace the existing pacing guides and will provide a clearer set of curriculum resources for lesson and unit planning.

### **School-specific plans**

### **Jefferson-Houston and Cora Kelly Elementary Schools**

Jefferson-Houston and Cora Kelly's school education plans for SY 2009-10 are attached as Attachments 3 and 4. To support implementation and monitoring of the **individual achievement plan** for all students at-risk in math, data from previous performance on state assessments and quarterly performance data will be utilized to identify students who are not meeting grade level benchmarks. Identified students will receive targeted interventions that enhance mastery of reading and math skills. The school Instructional Leadership team will meet monthly to explicitly review and monitor student progress to make necessary modifications to ensure that students are making gains with mastery of grade level benchmarks. The master schedule will be designed to provide students with 45 minutes of **additional time** to receive remediation in the areas of reading and math. Supplemental intervention will be provided to students during after-school tutorial programs. **Professional learning plans** for teachers will identify professional development needs for each teacher in the school to be able to meet the achievement goals for his/her students. Community meetings will be held in August and throughout the course of the school year to discuss school improvement status and interventions that will be used to enhance the educational program. **Parents and community members** will be provided with numerous opportunities to provide feedback via PTA meetings and parent forums. Funding from the school improvement grants will support the implementation of interventions needed to increase student achievement.

### **TC Williams High School**

ACPS began detailed planning for the transformation of TC Williams as soon as the persistently lowest achieving (PLA) designation was announced. The following is a high level summary of the many detailed and intense conversations and meetings that occurred. The goals contained in the TC Williams school education plan (see Attachment 5) were the starting point for the transformation planning.

The planning was kicked off at a school-wide faculty meeting at which the detailed achievement data for TCW was shared. The preliminary plans for engaging the school community (staff, parents, students) and other community members were discussed. A staff PLA Steering Committee composed of school and central office personnel was established. The TCW Vision and Action Committee, under the leadership of Executive Associate Principal Pete Balas, incorporated the requirements of the transformation model into their ongoing planning. This group is charged with developing and overseeing a long-term vision for the school, and will meet regularly for the next three to five years. Steve Wilkinson, executive director of HR and a graduate of the Broad Superintendents Academy, was named internal lead partner. A national search for a new principal was already underway, and Suzanne Maxey, an experienced principal with substantial turn-around experience was announced as the TCW principal on May 6, 2010 ( <http://www.acps.k12.va.us/news2010/nr2010050602.php> )

Two of the ACPS external partners were brought in to facilitate conversations with TCW instructional staff about the problems and solutions in transforming TCW. The report on these meetings is contained in Attachment 6. The consultants note:

We were struck by the commitment of the teachers to improving the school. They understand that improvement is needed, and they have given much thought to the reasons and to possible solutions to specific problems. We also noted a palpable sense of pride that the staff members have about working in the school. We heard several staff members comment that TC Williams could be a model school for the rest of the nation if the needed improvements were made. We concur.

Concurrently, the TCW Vision and Action Committee engaged Ron Ferguson to work with them on the Tripod model to achieve excellence with equity. This work built upon a visit in the fall that for a community forum on the Equity and Excellence. A survey of students and their attitudes towards teachers has been recently completed. Dr. Ferguson's preliminary report can be seen via web-streaming at [http://acpsk12va.granicus.com/MediaPlayer.php?publish\\_id=63](http://acpsk12va.granicus.com/MediaPlayer.php?publish_id=63) .

The community has been engaged under the auspices of all the ACPS former School Board chairs and the PTA. At the May 20, 2010, School Board meeting, the former Board chairs pledged to engage parent and community resources to support the transformation of TC Williams. <http://www.acps.k12.va.us/board/meetings/>

ACPS will implement its transformation model for grades 6-12. Local funds will be used for the model for grades 6-8, and a combination of local and grant funds will be used for grades 9-12 (TC Williams) implementation. Attachments 7 and 8 provide details of the model.

Key components of the T. C. Williams unified system of reform and transformation are:

**Individual Achievement Plans (IAPs):** All middle and high school students will have an IAP in English and Mathematics. Counselors' responsibilities will include serving as case managers for students' IAPs. Additional staffing will assure a reduced counselor/student ratio below 200 students. English teachers will implement and monitor the English portion of the IAP for each student in their classes as they encourage all students to achieve at the highest possible levels. Additional staffing in the English Department will assure a reduced teacher class load of four sections. Mathematics teachers will implement and monitor the Mathematics portion of the IAP for each student in their classes as they encourage all students to achieve at the highest possible levels. Additional staffing will assure a reduced teacher class load of four sections. Department chairs' responsibilities will include data management connected to teachers' progress with students.

**Professional Learning Plans (PLPs)** to encourage staff to reflect on their understanding and professional expertise in key areas of content, pedagogy, and relationships. Staff will be asked to self-assess progress in these three areas as "Beginning, Developing, or Advancing."

Teachers will work with administrators to identify strategies to promote growth and professional learning. An annual staff portfolio will highlight areas of progress and correlations with individual and aggregate student progress. The Professional Learning Plans will align staff evaluations and professional development with student achievement/learning results.

**Related School Support Programs and Structures:** Additional resources will be established at TCW, such as a Writing Center, a Mathematics Center, expanded on-line learning opportunities, extended school learning options (e.g., summer school, tutoring, flexible schedules, senior experience, community service, summer college essay courses, summer theatre, AP Academy, and the possibility of a longer school day); there is the possible continuation of Titan Up (TC's weekly in-school tutoring period) or an alternative tutoring program. Other program considerations include the International Baccalaureate Programme, increased opportunities for student participation in the arts and athletics, and dual credit courses (earning both college and high school credits).

**Accounting and Monitoring to Ensure Individual Student Achievement:** The transformation process will center on the monitoring of

individual student achievement. Individual and school-wide professional development and assessment will focus on evaluation of students' achievement of college readiness competencies, including 1) writing across the content areas; 2) reading comprehension and interpretation collecting, analyzing, and interpreting data and evidence; 3) Student discourse will be emphasized, especially content-based discourse and inquiry (e.g., thinking like a biologist, historian, writer, etc.). Monthly monitoring of student achievement will be done via the ISTATON and other computerized adaptive testing program. In addition, ACPS is the recipient of a student data/technology grant that will be in its second year of implementation. Through this grant, ACPS will be able to implement a real-time student achievement data assessment system tied to the new ACPS curriculum being designed. This is anticipated to be in place at the same time as each new curriculum area is rolled out. The first curriculum areas to be available will K-12 curriculum for English/language arts, mathematics, health and physical education, and visual and performing arts, for implementation in SY 11-12. In addition, the National Center for Restructuring Education, Schools, & Teaching (NCREST) will be partnering with ACPS to develop a student growth teacher evaluation model based on three critical college readiness indicators. Details are included in Attachment 9.

Collaboration with External Partners and Organizations: Rather than identifying a single external lead partner, ACPS will use a variety of external resources to support the TCW transformation. Funding for the external resources is from both ACPS operating funds and the school improvement grant. The external resources include but are not limited to:

- 1) Transformation process support, including ongoing focus group and interview data): Dr. Bena Kallick, author of Habits of Mind, and Dr. Marty Brooks, Executive Director of Tri-State Consortium
- 2) Pedagogy and Curriculum Design: Research for Better Teaching (RBT): Dr. Fran Prolman and Dr. Jon Saphier
- 3) Mathematics: Dr. Steve Leinwand
- 4) English Language Arts: Writer's Project (Columbia Teachers College)
- 5) Coaching and Instructional Rounds: Dr. Lucy West, author of Content-Focused Coaching: Transforming Mathematics Lessons and former Director of Mathematics for the esteemed Community School District 2 in New York
- 6) Relationships: Conspiracy to Succeed and the Tripod Model (Content, Pedagogy, Relation-ships): Dr. Ron Ferguson, Harvard University
- 7) College Readiness Skills: NCREST (Staff from Stanford and Columbia Universities)
- 8) Evaluation of implementation of the transformation model (NCREST). See Attachment 10.

The staff PLA Steering Committee, including the new TCW principal, discussed the appropriate school administrative structure to implement these initiatives. It was determined that academic principals were needed to ensure a focus on high quality and effective instruction, while student deans were needed to focus on appropriate student behavior. The deans and counselors follow students as they move from 9<sup>th</sup> through 12<sup>th</sup> grade, so the same student support team will exist for each student for the entire four years at TCW. The role of the department chair was modified to focus on assessment and data analysis. The principal is supported as instructional leader by an executive associate principal for curriculum and instruction. This structure clearly focuses on both effective, high quality instruction and student behavior, with clear lines of authority and no conflicting roles and responsibilities.

The full plan was taken to the School Board on June 3, 2010 and unanimously approved by the Board on June 10, 2010. The resolution approving the model is included as Attachment 11.

- If the LEA lacks sufficient capacity to serve all of its Tier I schools provide the following information:
  - a. What steps have been taken to secure the support of the local school board for the reform model selected?
  - b. What steps have been taken to secure the support of the parents for the reform model selected?
  - c. If the LEA does not have sufficient staff to implement the selected reform model fully and effectively, has the LEA considered use of the School Improvement Grant funds to hire necessary staff?
  - d. What steps have been taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to implement the model?
  - e. Has the SEA provided other technical assistance through a Memorandum of Understanding?

**Response:**

Mark NA, if applicable

**Part 3. Recruit, Screen, and Select External Providers - Applicable to Tier I and II Schools**

To assist school divisions with recruiting, screening, and selecting external providers, if applicable, the Virginia Department of Education (VDOE) conducted a Request for Proposals for Lead Turnaround Partners (LTPs). Awarded were four independent contractors: Cambridge Education; Edison Learning, Inc; John Hopkins University; and Pearson Education. School divisions may select a LTP from the competitively awarded contract list or they may choose to initiate their own competitive process. The benefit of selecting a provider from the VDOE contract list is that the competition has already taken place and a school division will not have to delay the implementation of the work with the LTP by awaiting results from its own competitive process. Specific information such as contract number and pricing about each awarded contractor is publically posted on the VDOE Web site. This link <https://vendor.epro.cgipdc.com/webapp/VSSAPPX/Advantage> provides the background information regarding the selection of the LTPs.

Below are the factors that will be considered to assess the LEA's commitment to recruit, screen, and select external providers, if applicable, consistent with the USED Final Requirements for School Improvement Grants as amended in January 2010. Describe the following:

- Reasonable and timely steps taken to recruit, screen, and select providers to be in place by the beginning of the 2010-2011 school year that may include, but are not limited to:
  - Analyzing the LEA's operational needs;
  - Researching and prioritizing the external providers available to serve the school;
  - Contacting other LEA's currently or formerly engaged with the external provider regarding their experience;
  - Engaging parents and community members to assist in the selection process; and
  - Delineating the responsibilities and expectations to be carried out by the external provider as well as those to be carried out by the LEA.

NA \_\_Mark NA here if the LEA selected a LTP from the state's list.  
\_\_\_\_\_Mark NA here if the selected model does not require a LTP.

- Detailed and relevant criteria for selecting external providers that take into account the specific needs of the Tier I and/or Tier II schools to be served by external providers. These criteria may include, but are not limited to:
  - A proven track record of success in working with a particular population or type of school;
  - Alignment between external provider services and needs of the LEA;
  - Capacity to and documented success in improving student achievement; and
  - Capacity to serve the identified school or schools with the selected intervention model.

NA \_\_Mark NA here if the LEA selected a LTP from the state's list.  
\_\_\_\_\_Mark NA here if the selected model does not require a LTP.

**Part 4: Modify Practices and/or Policies, If Necessary, to Enable Implementation of the Intervention Fully and Effectively-Applicable to Tier I, II, and III Schools**

The LEA will provide evidence that a review of division and school policies have been completed to ensure alignment with the selected interventions. 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:

All ACPS policies have been reviewed to determine if changes are required. The policies applicable to the transformation/school improvement effort are:

- GAA: Staff Time Schedules
- GBB: Staff Involvement in Decision-Making
- GCDB: Filling Administrative Vacancies
- GCN: Evaluation of Licensed Staff
- GCQAB: Tutoring for Pay
- IC/ID: School Year/School Day
- IF: Curriculum Development
- IFA: Curriculum Design and Assessment

IGA: Instructional Program  
IGBC: Parental Involvement  
IGBE: Remedial Instruction  
IGBF: Limited English Proficient Students  
IIA: Instructional Materials  
IIAA: Textbook Selection and Adoption  
IIAB: Supplementary Materials Selection and Adoption  
IJ: School Counseling Program  
IKE: Academic Progress/Promotion/Retention  
JED: Student Absences/Excuses/Dismissals

None of the existing policies inhibit implementation of the federal or state transformation models. However, ACPS is still reviewing the policies and their underlying regulations and may choose to modify policies to strengthen our ability to improve student achievement.

Copies of the policies identified above are included as Attachment 12.

**Note: Documents included as attachments must be scanned and attached to this application.**

## **Part 5. Sustain the Reform Effort After the Funding Period Ends - Applicable to Tier I, II, and III Schools**

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;
- Implementation of contract with external provider, if applicable; and
- Division plan and budget for sustaining the reform effort.

ACPS has been able to realign over 30% of its budgeted resources over the past two years to focus on school improvement and transformation. This has occurred during a period of great fiscal difficulty. Overall fiscal management has been conservative, with funds set-aside to prepare for the transition from ARRA funded activities and for the increase in VRS rates, both of which will impact all Virginia school divisions' capability to fund ongoing activities.

By the end of the grant period, the period of fiscal difficulty should have abated. This will facilitate ACPS ability to maintain the higher guidance counselor ratios and lower teaching loads to sustain the additional personnel, if deemed necessary at the time the grant ends.

Much of the grant funding is focused on building systems and capability to promote higher student achievement. The systems and capabilities are ongoing, and do not require high levels of recurring funding. ACPS is also building a student data system tied to the ACPS curriculum. It should be fully implemented by the end of the grant period, so the data monitoring of individual student achievement will be easier and more accessible for all instructional and administrative staff.

There are no ongoing contracts with external providers. All external providers are being used to provide capacity building services which will be completed by the end of the grant period.

In addition, as required for Title I schools, ACPS will use the Indistar™ tool to :

- Track division and school progress
- Align classroom and divisional benchmark assessments results with standardized testing data
- Model instruction to reflect achievement data
- Access empirical research to incorporate strategies that address objectives
- Analyze real time data to expand capacity in creating weekly and daily lessons
- Evaluate implementation of effective practices

**SECTION C: SELECTION OF COACH FOR TIER III SCHOOLS: STATE TRANSFORMATION MODEL - Tier III Schools Only**

The State Transformation Model 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. **Coaches must be employed by June 28, 2010, the last day to register for the summer institute.** 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:**

**SECTION D: BUDGET - Applicable to Tier I, II, and III Schools**

Part 1. Budget Summary (one for the division and one for each school). Description of expenditure codes can be found at the end of Section C. 1003(g) and 1003(a) funding may be expended on any Condition of Award. See Attachment C-g. 1003(g) and 1003(a) funds may also be expended for the purchase of educational vendor/company services to support the implementation of the selected reform model. See Attachment D-g.

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(g) 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 the selected intervention model.

**Division Budget Summary**

**Division Name: Alexandria City Public Schools**

**Virginia Department of Education Grant Expenditure Requirements**

**Note 1**

Divisions must ensure that 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

**Note 2**

Divisions must ensure that Tier I and Tier II schools include in their budgets the purchase of I Station and ARDT.

I Station Cost: \$6,500

ARDT Cost: \$4.00 per student per school.

**Division Budget Summary**

**Division Name: Alexandria City Public Schools**

**Complete using all applicable funding sources. The division budget represents all applicant schools.**

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
	<b>Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include division total for these schools. [1003(a) funds must be encumbered by September 30, 2011]</b>										
1000 - Personnel			1,183,769			1,374,779			1,374,779		3,930,619
2000 - Employee Benefits			339,516			424,415			424,415		1,188,139
3000 - Purchased Services			468,555			414,590			414,590		1,292,135
4000 - Internal Services			0			0			0		0
5000 - Other Charges			175,940			44,550			44,550		260,540
6000 - Materials and Supplies			190,554			100,000			100,000		403,569
8000 - Equipment/Capital Outlay			0			0			0		0
<b>Total</b>			2,358,334			2,358,334			2,358,334		7,075,002

\* If applicable.

**Part 2. Budget Narrative: Describe in detail by expenditure codes how the school improvement 1003(g) funds as well as other funding sources will be used to implement the selected reform model(s) for the division and each school.**

**DIVISION NAME: Alexandria City Public Schools**

1. Personal Services (1000)

**Jefferson-Houston:** Funds 1.5 instructional improvement coaches to help build capacity for teachers and administrators to develop, monitor, and assess the quality of Individual Achievement Plans and Personal Learning Plans for teachers.

**Cora Kelly:** Funds 1.0 instructional improvement coach to help build capacity for teachers and administrators to develop, monitor, and assess the quality of Individual Achievement Plans (IAPs) and Personal Learning Plans for teachers. Funds 1.0 reading teacher who will be used to provide additional targeted assistance to students, as identified in their IAPs..

**TC Williams:** Funds 4.0 additional school counselors to serve as case managers for development and monitoring of students' IAPs. 1.0 asst director of counseling, to support IAP effort. 5.0 additional math teachers and 5.0 additional English teachers to reduce teacher class load to 4 periods for English and math. With additional staffing, math and English teachers will support in-school tutoring; the math and writing centers; writing across the curriculum; and meeting with students and parents on IAPs. 1.0 Special Education teacher and 1.0 ELL teacher are supported by the grant to address the needs of these populations and lower case loads/class sizes of current teaching staff in these positions. 0.4 Internal Lead Partner to lead the transformation effort and act as liaison between school-based personnel, ACPS Central Office and VDOE. Funding for additional teacher days before school starts is also included; this will provide for teacher preparation for the transformation model. Funding is provided for an advisory group of teachers to develop the criteria for the awarding of mini grants. Teachers on the instructional council are also provided with additional funding to continue planning and implementation activities over the summer when they are off contract. Summer work days are included for the counselors so that they may continue developing processes for IAPs in order to facilitate a smooth transition into the monitoring phase of IAP implementation in Year 2. Teacher/Administrator stipends are paid for providing academic intervention/acceleration during Saturday Learning Academy. Total FTEs supported at T.C. Williams is now 18.4.

2. Employee Benefits (2000)

Benefits costs for identified personnel expenditures

3. Purchased Services (3000)

**Jefferson-Houston:** Funds the outside consultants required to conduct and monitor the ‘alternate governance’ model for Year 5 of the School Improvement timeline.  
**Cora Kelly:** Funds the external consultant who will train CLTs (collaborative learning teams) in PDSA (plan-so-study-act process) implementation in the classroom.  
**TC Williams:** Funds for the NCREST evaluation of the high school transformation; the NCREST student growth/teacher evaluation model; Ron Ferguson and the Tripod model; participation in the Stanford School Reform Network and Tufts Metrics training; Bena Kallick and Marty Brooks; transformation process consultants; and community outreach and support.

4. Internal Services (4000)

NA

5. Other Charges (5000)

**All:** Indirect costs. **TC Williams:** Travel costs associated with VDOE required travel and travel for other professional learning as identified above in Purchased Services.

6. Materials and Supplies (6000)

**TC Williams:** Funds to support on-line learning to increase the amount of instructional time available to students; ISTAR and ARDT costs. Various materials and supplies for students to support learning objectives. **Jefferson Houston and Cora Kelly:** TeachFirst software. Various materials and supplies for students to support learning objectives. Cora Kelly only: instructional technology for teacher use in classrooms to support and further Cora Kelly’s MST focus in developing student achievement.

7. Equipment/Capital Outlay (8000)

## School Budget Summary

**School Name: Jefferson Houston Elementary School**

### Virginia Department of Education Grant Expenditure Requirements

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

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

Yes  No: Is this school a Tier I or Tier II school? See attachment A-g.

If yes, check here to indicate that the school has included the purchase of I Station and ARDT in its budget.

### School Budget Summary (One Per Applicant School)

Complete using all applicable funding sources.

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	
1000 – Personnel			80,514			136,000			136,000		352,514
2000 – Employee Benefits			21,915			43,167			43,167		108,249
3000 - Purchased Services			60,500			0			0		60,500
4000 - Internal Services			0			0			0		0
5000 - Other Charges			12,189			0			0		12,189
6000 - Materials and Supplies			4,049			0			0		4,049
8000 – Equipment /Capital Outlay			0			0			0		0
<b>Total</b>			179,167			179,167			179,167		<b>537,501</b>

**SCHOOL NAME: Jefferson Houston Elementary**

1. Personal Services (1000)

Funds 1.5 instructional improvement coaches to help build capacity for teachers and administrators to develop, monitor, and assess the quality of Individual Achievement Plans and Personal Learning Plans for teachers.

2. Employee Benefits (2000)

Benefits costs for identified personnel expenditures

3. Purchased Services (3000)

Funds the outside consultants required to conduct and monitor the 'alternate governance' model for Year 5 of the School Improvement timeline.

4. Internal Services (4000)

NA

5. Other Charges (5000)

Indirect Costs

6. Materials and Supplies (6000)

TeachFirst software; materials and supplies for students to support learning objectives.

7. Equipment/Capital Outlay (8000)

NA

## School Budget Summary

School Name: Cora Kelly School for Math, Science and Technology

### 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? See Attachment A-g.

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

Yes  No: Is this school a Tier I or Tier II school? See attachment A-g.

If yes, check here to indicate that the school has included the purchase of I Station and ARDT in its budget.

### School Budget Summary (One Per Applicant School)

Complete using all applicable funding sources.

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	
1000 – Personnel			110,101			137,000			137,000		384,101
2000 - Employee Benefits			30,436			42,167			42,167		114,770
3000 - Purchased Services			8,000			0			0		8,000
4000 - Internal Services			0			0			0		0
5000 - Other Charges			12,582			0			0		12,582
6000 - Materials and Supplies			18,048			0			0		18,048
8000 – Equipment /Capital Outlay			0			0			0		0
<b>Total</b>			179,167			179,167			179,167		537,501

**SCHOOL NAME: Cora Kelly School for Math, Science and Technology**

1. Personal Services (1000)

Funds 1.0 instructional improvement coach to help build capacity for teachers and administrators to develop, monitor, and assess the quality of Individual Achievement Plans (IAPs) and Personal Learning Plans for teachers. Funds 1.0 reading teacher who will be used to provide additional targeted assistance to students, as identified in their IAPs..

2. Employee Benefits (2000)

Benefits costs for identified personnel expenditures

3. Purchased Services (3000)

Funds the external consultant who will train CLTs (collaborative learning teams) in PDSA (plan-so-study-act process) implementation in the classroom.

4. Internal Services (4000)

NA

5. Other Charges (5000)

Indirect and travel costs

6. Materials and Supplies (6000)

TeachFirst software and supplies for students to support learning objectives. Instructional technology for teacher use in classrooms to support and further Cora Kelly's MST focus in developing student achievement.

7. Equipment/Capital Outlay (8000)

NA

## School Budget Summary

School Name: TC Williams High School

### Virginia Department of Education Grant Expenditure Requirements

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

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

Yes  No: Is this school a Tier I or Tier II school? See attachment A-g.

If yes, check here to indicate that the school has included the purchase of I Station and ARDT in its budget.

### School Budget Summary (One Per Applicant School)

Complete using all applicable funding sources.

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
1000 – Personnel			993,154			1,102,779			1,102,779		3,308,336
2000 - Employee Benefits			287,165			338,081			338,081		1,014,224
3000 - Purchased Services			400,055			414,590			414,590		1,243,769
4000 - Internal Services			0			0			0		0
5000 - Other Charges			151,169			44,550			44,550		133,650
6000 - Materials and Supplies			168,457			100,000			100,000		300,000
8000 – Equipment /Capital Outlay			0			0			0		0
<b>Total</b>			2,000,000			2,000,000			2,000,000		<b>(Must Equal School Allocation) 6,000,000</b>

**SCHOOL NAME: TC Williams High School**

1. Personal Services (1000)

Funds 4.0 additional school counselors to serve as case managers for development and monitoring of students' IAPs. 1.0 asst director of counseling, to support IAP effort. 5.0 additional math teachers and 5.0 additional English teachers to reduce teacher class load to 4 periods for English and math. With additional staffing, math and English teachers will support in-school tutoring; the math and writing centers; writing across the curriculum; and meeting with students and parents on IAPs. 1.0 Special Education teacher and 1.0 ELL teacher are supported by the grant to address the needs of these populations and lower case loads/class sizes of current teaching staff in these positions. 0.4 Internal Lead Partner to lead the transformation effort and act as liaison between school-based personnel, ACPS Central Office and VDOE. Funding for additional teacher days before school starts is also included; this will provide for teacher preparation for the transformation model. Funding is provided for an advisory group of teachers to develop the criteria for the awarding of mini grants. Teachers on the instructional council are also provided with additional funding to continue planning and implementation activities over the summer when they are off contract. Summer work days are included for the counselors so that they may continue developing processes for IAPs in order to facilitate a smooth transition into the monitoring phase of IAP implementation in Year 2. Teacher/Administrator stipends are paid for providing academic intervention/acceleration during Saturday Learning Academy. Total FTEs supported at T.C. Williams is now 18.4.

2. Employee Benefits (2000)

Benefits costs for identified personnel expenditures

3. Purchased Services (3000)

Funds the NCREST evaluation of the high school transformation; the NCREST student growth/teacher evaluation model; Ron Ferguson and the Tripod model; participation in the Stanford School Reform Network and Tufte Metrics training; Teacher Evaluation Model Training under Dr. Stronge; Bena Kallick and Marty Brooks; transformation process consultants; and community outreach and support

4. Internal Services (4000)

NA

5. Other Charges (5000)

Travel to VDOE required events and other professional learning. Indirect Costs.

6. Materials and Supplies (6000)

Funds to support on-line learning to increase the amount of instructional time available to students; ISTATON and ARDT costs. Other academic supplies to support student learning.

7. Equipment/Capital Outlay (8000)

NA

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.

## Section E: Assurances

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section B of this application to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under the final requirements of this SIG grant.

## Section F: Waivers **(FOR SCHOOLS ALLOCATED 1003g FUNDS)**

The LEA identifies the waiver that it will implement for each school. Not all waivers are applicable for each school; if the waiver is applicable, please identify the school that will implement the waiver.

A waiver from Section 421(b) of the General Education Provisions Act (20 U.S.C. §1225(b)) to extend the period of availability of school improvement funds for the state and all of its local school divisions to September 30, 2013.

1. Jefferson Houston Elementary School
2. Cora Kelly School for Math, Science, and Technology
3. TC Williams High School
4. (School Name) \_\_\_\_\_

A waiver from Section 1116(b)(12) of the ESEA to permit local educational agencies to allow their Tier I, and Tier II, Title I participating schools implementing a turnaround or restart model to “start over” in the school improvement timeline.

1. (School Name)
2. (School Name)
3. (School Name)
4. (School Name)

A waiver from the 40 percent poverty threshold in Section 1114(a)(1) of the ESEA to permit local educational agencies to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold.

1. (School Name)
2. (School Name)
3. (School Name)
4. (School Name)