

APPROVED

Revised September, 2010

**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

COVER PAGE

DIVISION INFORMATION

School Division Name: _____ Amherst County Public Schools _____
Mailing Address: ___ 153 Washington St. Amherst, VA 24521 _____
Division Contact: _____ Dr. Julie Rogers, Assistant Superintendent _____
Telephone (include extension if applicable): ___ (434) 946 9387 _____ Fax: ___ (434) 946 9346 _____
E-mail: ___ jrogers@amherst.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: _____ Central Elementary School _____
Mailing Address: ___ 575 Union Hill Rd. Amherst, VA 24521 _____
School Contact: ___ Mrs. Kathy Pierce, Principal _____
Telephone (include extension if applicable): _ (434) 946 9700 _____ Fax: ___ (434) 946 9702 _____
E-mail: ___ kpierce@amherst.k12.va.us _____

School Name: _____
Mailing Address: _____
School Contact: _____
Telephone (include extension if applicable): _____ Fax: _____
E-mail: _____

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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: _____

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
				LTP:	LTP:	LTP:	
				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 #
Central Elementary	510021000068

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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
		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: 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; [Please see Chart B1a](#)
- b. Analyzed student achievement data with identified areas that need improvement; [Response B1b](#)
- c. Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject; [Chart B1c](#)
- d. Number of years each instructional staff member has been employed at the school; [Chart B1d](#)
- e. Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools; [NA](#)
- 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; [Chart B1f](#)
- 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) description of areas for physical education and/or recess; [Chart B1g](#)

- 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); [Chart B1h](#)
- i. Total number of days teachers worked divided by the maximum number of teacher working days; [Chart B1i](#)
- j. Information about the types of technology that are available to students and instructional staff; [Chart B1j](#)
- k. Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics that it has established 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 [Chart B1k](#)
- l. Goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools implementing the State Transformation Model. [Chart B1l](#)

Response:

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

[Chart B1a: Central Elementary School SOL Test Data 2007-2008 and 2008 - 2009](#)

Reading Lang. Arts													
All Students	149	79	21	100	74	26	89	11	76	24	55	45	66
White	99	84	16	100	73	27	94	6	76	24	61	39	69
Black	42	67	33	100	76	24	73	27	50	50	40	60	45
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	0
SWD	28	61	39	100									
Econ.Dis.	91	75	25	100	72	28	77	23	76	24	59	41	68
LEP	0	0	0	0	0	0	0	0	0	0	0	0	0
Math													
All Students	149	75	25	100	76	24	80	20	69	31			
White	99	79	21	100	82	18	81	19	74	26			
Black	42	65	35	100	69	33	73	27	57	43			
Hispanic	0	0	0	0	0	0	0	0	0	0			

SWD	28	67	33	100					67	33			
Econ.Dis.	91	73	27	100	74	26	73	27	73	27			
LEP	0	0	0	0	0	0	0	0	0	0			

	2008-2009 Total Students				2008-2009 Grade Level Data								Reading/Writing Combined
	# of Students	% Passed	% Failed	% Tested	%3 rd Passed	% 3 rd Failed	% 4 th Passed	% 4 th Failed	% 5 th Passed	% 5 th Failed	Writing 5 th %Pass	%Fail	
Reading Lang. Arts													
All Students	149	76	24	100	71	29	73	27	83	17	77	23	80
White	99	78	22	100	74	26	72	28	88	12	79	21	84
Black	46	67	33	100	67	33	69	31	67	33	75	25	71
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	0
SWD	20	50	50	100									
Econ.Dis.	83	69	31	100	70	30	63	38	76	24	71	29	74
LEP	0	0	0	0	0	0	0	0	0	0	0	0	0
Math													
All Students	149	88	25	100	76	24	80	20	85	15			
White	97	95	21	100	82	18	81	19	94	6			
Black	46	74	35	100	69	33	73	27	67	33			
Hispanic	0	0	0	0	0	0	0	0	0	0			
SWD	20	84	33	100									
Econ.Dis.	83	69	27	100	74	26	73	27	76	24			
LEP	0	0	0	0	0	0	0	0	0	0			

Response to B1b: Analyzed student achievement data with identified areas that need improvement:
 Significant gaps in achievement existed in the two years of data shown. The most significant gaps were evident when comparing results for black and white students in fifth grade reading (26 points in 2008; 21 points in 2009) and math (27 points in 2009). For students who are

economically disadvantaged, the greatest difference in achievement as compared to the total group, was found in math in 2009 (19 points). For students with disabilities, significant gaps exist in their reading achievement, as compared to the total number of students tested (17 points in 2008; 26 points in 2009). To close the gaps observed, Central Elementary School needs to individualize instruction as much as possible, with emphasis on ensuring involvement of students with disabilities, students who are economically disadvantaged, and black students, who do not show mastery of objectives on benchmarks, in intervention efforts. The populations of the targeted groups are much smaller than the overall population, thus, school personnel will need to pursue 100% involvement of students in these groups and not be casual about allowing families to decline additional intervention. Further, it is essential that Central Elementary School make best use of class instructional time and intervention time during the school day to increase student achievement among subgroups with historically lower pass rates as compared to the overall school population. Celebration of individual student growth will also be an important element in the process, to promote a climate of success among all students in the school.

Chart B1c Central Elementary School: Number and Percentage of Highly Qualified Teachers
And Number and Percent <3 years Experience 2009 – 2010

	PreK		K		1		2		3		4		5		Sp. Ed.		Resource		Title I	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
HQ	1	100	3	100	3	100	3	100	3	100	3	100	3	100	7	100	7	100	3	100
<3	0	0	0	0	1	33	0	0	1	33	0	0	1	33	2	28	1	14	0	0

Chart B1d:

<u>Name</u>	<u>Grade</u>	<u>Years at CES</u>
Baraty	Guidance Counselor	1
Boehner	2nd	5
Brooks	Librarian	2
Bryant	Sp.Ed.	2
Cargill	Title I	5
Corretjer	5th	1
DiCenza	4th	11
Field	Sp.Ed.	2
Gugino	2nd	5
Hazlett	3rd	5
Higginbotham	Secretary	3
Howard	PreK Sp. Ed.	13
Ibrahim	1st	2

Jungersen	Vision	7
Kish	2nd	5
Knapp	4th	4
Lineburg	Gym	1
Marcas	Art	6
Markham	3rd	2
Mayberry	KG	9
Merka	Music	13
Mikesell	Speech	31
Morcom	KG	9
Nolan	Sp.Ed.	13
Overstreet	4th	27
Papet	PreK Sp. Ed.	1
Petchul	Title I	10
Pierce	Principal	1
Price	Sp.Ed.	5
Procopio	PreK Smart Start	19
Sawyer	5th	3
Sherwood	5th	10
Slaughter	Sp.Ed.	5
Suchocki	Title I	7
Tannian	1st	5
Thompson	Math Extension	3
Walker	Reading Coach	1
Wikander	1st	2
Woof	KG	2
Young	3rd	7

(e is not applicable to elementary)

Chart B 1f

Central Elementary School Demographic Data as of June 4, 2010:

LEP Students: 0; Migrant: 0; Homeless: 0; Economically Disadvantaged: 69.01%

Student Population	Total	Unspecified	American Indian/Alaskan Native	Asian/Pacific Islander	Black/Not Hispanic	Hispanic	White/Not Hispanic	Male	Female
Total School	302	5	0	1	93	4	199	174	128
Students w/Disabilities	61	0	0	0	14	1	46	41	20

Chart B1g

Physical Plant 1003g Application Chart B1g

Date Built	1964; additions: 1966, 1997, 1998, 2000; 2001; Mobile Unit for Music on the property since 1997; Mobile unit for Head Start Program, added July, 2009
Number of Classrooms	31 classrooms within building; 3 classrooms within 2 mobile units; each classroom is equipped with a teacher computer and SMART Board, with the exception of the art, music, and Occupational Therapy rooms, one preschool classroom, and the Title I reading area (shared by three specialists).
Library Media Center	The Central Elementary Library Media Center houses over 13,000 books with seating for up to 60 around tables and a maximum capacity load of 121 persons. There are six computer stations with ample seating and a desk/circulation area that is well-organized and located for maximum supervision and materials management. A SMART Board and teacher computer station located in the general seating area supports library/media instruction. Two small work rooms provide additional space for laminating and storage. Further, the library/media specialist manages a well-organized cataloged collection of books in a storage area across the hall for leveled libraries that teachers check out for use in differentiated reading instruction. Two wireless laptop labs and two computer media carts are also available for checkout from the library/media center.
Cafeteria	The cafeteria provides seating for up to 250 students and includes a formal stage, adequate kitchen for one serving line and approximately 1600 square feet of preparation area. The cafeteria meets all federal guidelines for child nutrition services.
Areas for Physical	The gymnasium was built in 2004 and has an occupancy load capacity of 860 persons. Included in

Education and Recess	the gym are bleachers for seating approximately 450 persons, an office, and a storage area for equipment. A sound system was installed shortly after the gymnasium opened.
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Chart B1h: Central Elementary School Learning Time

Required		Increased/Additional Learning Time		
Per Day	Year Total	Before/After School	Saturday	Summer School
5.75 hours for 172 days	1,004.75 hours	64 hours For the year	30 hours for the year	42 hours
6 hours for 63 days*	OR 60,285 minutes	3,840 minutes	1,800 minutes	2,520 minutes

*With permission from the Virginia Department of Education, Amherst County Public Schools added 15 minutes to the school day beginning March 1st, to recover instructional time lost to inclement weather in February.

Chart B1i: Central Elementary School Days Teachers Worked divided by the maximum number of teacher working days:

Grade or Category	Number of Teachers in Group	Number of Assigned Days*	Avg # Days At School**	Percentage of Assigned Days, at School
Resource	6	180	172	95.5%

Title I	3	180	168	93%
Special Ed	7	180	165	92%
PreK	3	180	170	94%
Kindergarten^	3	180	157	87%
1st	3	180	163	91%
2nd	3	180	164	91%
3rd	3	180	164	91%
4th	3	180	172	95%
5th	3	180	172	95%

*Numerous snow days during the winter required a longer school day at the end of the year to complete the calendar.

**Excluding days for work off-site, for sick, personal, or maternity leave

^maternity leave

[Chart B1j: Types of Technology Available at Central Elementary School](#)

Desktop Computers: 37 teacher stations; 26 student stations in pairs, in 13 classrooms; 6 desktop computers are on one side of the library for student and teacher use in research and circulation checks; 7 in offices including the school counselor, reading coach, itinerant speech therapist (some desperately need replacement); 15 laser printers, 3 of which are large capacity/networked

Individual Laptop Computers: 2, for staff checkout for school application

SMART Boards: 30, installed in classrooms, with ceiling-mounted LCD projectors

Computer Remote Responders, for individual student response and data collection: 4 class sets of 24

Ipod Nanos: 4, used for student read-along; also used for student self-recording of read-aloud, for reading fluency

Computer Lab: 1 lab with 24 desktop computers and one laser printer, one flatbed scanner, one input scanner

Wireless Laptop Carts: 3, 2 with 15 computers in each; 1 with 7 computers; one is especially outdated and in need of repair

Media Carts: Three media carts with desktop computer and LCD projector are available for checkout for use in classrooms and large spaces where there is no ceiling-mounted LCD projector.

Amplifier: A portable amplifier with microphone, CD player, and battery power, is available for checkout from the library/media center.

Bar Code Scanner: A hand-held barcode scanner is available for use to inventory the library collection. It currently needs repair.

[Chart B1k: Annual Goals, and services the school will receive from the school division:](#)

GOALS	SERVICES
Reading: 90% The school seeks to exceed AYP benchmarks.	Provide quarterly benchmark assessments and online database for monitoring and data analysis. Observe in classrooms and provide aggregate feedback to staff regarding progress in differentiating instruction. Provide staff development for teachers to support implementation of new SOLs in mathematics, including a UVA course in Number and Number Sense. Provide assistance from SOL specialists in the form of observation, modeling, or planning.
Math: 90% The school seeks to exceed AYP and the 2010 SOL results.	Assist principal, coaches, and teachers with data analysis and identification of instructional targets. Provide time for division benchmark writers/SOL specialists to review the VADOE curriculum framework, division pacing guides, and sample assessment items, to support teachers' development of formative assessments and planning for instruction. Provide remediation funds and services commensurate with those provided all schools in the division. Allow professional leave for 1003g school improvement training initiatives.

Chart B11: Goals the division has established in order to hold the school accountable in implementing the State Transformation Model:

DATE	GOALS
By June 28, 2010	Hire a highly qualified, part-time reading coach
By June 28, 2010	Hire a highly qualified instructional coach
By August 15, 2010	Train principal, coaches, and teachers in use of "Interactive Achievement" online assessment and data tool
Quarterly	Meet with principal to review benchmark data and progress toward implementation
By July 1, 2010	Complete and publish revised division pacing guides

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.

Response: The school division has a plan in place to support Central Elementary School in the State Transformation Model. In short, Amherst County Public Schools central office staff will:

Provide quarterly benchmark assessments and online database for monitoring and data analysis.

Observe in classrooms and provide aggregate feedback to staff regarding progress in differentiating instruction.

Provide staff development for teachers to support implementation of new SOLs in mathematics and the UVA course in Number and Number Sense.

Provide assistance from SOL specialists in the form of observation, modeling, or planning.

Assist principal, coaches, and teachers with data analysis and identification of instructional targets.

Provide time for division benchmark writers/SOL specialists to review the VADOE curriculum framework, division pacing guides, and sample assessment items, to support teachers' development of formative assessments and planning for instruction.

Provide remediation funds and services commensurate with those provided all schools in the division.

Allow professional leave for 1003g school improvement training initiatives.

Amherst County has supported increased student achievement across the division over the past five years, in particular. Ongoing formative assessment, data analysis, use of quarterly benchmark assessments, and staff development provided by the division have been essential to ongoing school improvement throughout the division.

- 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: (To divisions with only Tier III schools, this response is NA)

 X 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.

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.

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: [Please see scanned documents added to the end of the application packet.](#)
 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.

Response:

Dr. Julie Rogers, Assistant Superintendent for Instruction and the state appointed coach, will monitor use of the site by the Central Elementary School principal, instructional coach and School Improvement Team. Reference to site documents will be included in data discussions, in discussions of the school’s improvement processes, and in instructional meetings with the Superintendent. The Amherst County Public Schools Federal Programs and Title I Supervisor will participate in trainings, school improvement meetings, and site visits to monitor implementation of the improvement process.

There is no requirement or demonstrated need for an external provider.

The school division will sustain the reform effort by all appropriate means and within budget. Amherst County Public Schools will seek to continue to provide technical assistance, quarterly benchmark assessments, and online assessment and data analysis tools to support student achievement at Central Elementary School. Furthermore, staff development in reading and math such as a graduate course in Word Study, a graduate course in the math SOL strand “Number and Number Sense,” and workshops in the use of math manipulatives, will be provided within the division to support teachers' professional growth. Title I services and reading specialists will be contracted commensurate with identified needs and federal allocations. Training in Professional Learning Communities, as provided for all division schools, will be provided for staff at Central Elementary School.

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:

Describe the process that was used or will be used to select each school's Tier III coach. (Use as much space as needed.)
 Central Elementary School plans to hire a part-time coach dedicated to reading and a full time coach for other areas of instruction, with emphases on math, writing, and formative assessment and data analysis for all content areas.
 Check the expertise of the coach or prospective coach. Check all that apply.

School 1: <u>Central Elementary School</u> <input checked="" type="checkbox"/> Reading/English/Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" 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	School 2: _____ <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	School 3: _____ <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
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School 4: _____ <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	School 5: _____ <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	School 6: _____ <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

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: Amherst County Public Schools

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: \$1,650 per school

Note 2

Divisions must ensure that Tier I and Tier II schools include in their budgets the purchase of I Station as the progress monitoring tool in the area of reading.

Cost: \$4.00 per student per school.

Division Budget Summary

Division Name: Amherst County

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

	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	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]										
Expenditure Codes	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			99,000.			99,000.			99,000.	
2000 - Employee Benefits			30,000			30,000			30,000	
3000 - Purchased Services			20,000			20,000			20,000	
4000 - Internal Services										
5000 - Other Charges			5,000			5,000			5,000	
6000 - Materials and Supplies			5,167			5,167			5,167	
8000 - Equipment/Capital Outlay			20,000			20,000			20,000	
Total			179,167			179,167			179,167	(Must Equal Division Allocation)

* If applicable.

School Budget Summary

School Name: Amherst County

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.

X **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 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.")
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here. [1003(a) funds must be encumbered by September 30, 2011]										
1000 - Personnel			99,000			99,000			99,000		
2000 - Employee Benefits			30,000			30,000			30,000		
3000 - Purchased Services			20,000			20,000			20,000		
4000 - Internal Services											
5000 - Other Charges			5,000			5,000			5,000		
6000 - Materials and Supplies			5,167			5,167			5,167		
8000 - Equipment/C apital Outlay			20,000			20,000			20,000		

Total			179,167			179,167			179,167		(Must Equal School Allocation)
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Complete a budget form for each school – one for each school.

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: Amherst County

1. Personal Services (1000)

Funds in this category will be used to hire a part-time reading coach, dedicated solely to supporting reading instruction and school improvement initiatives relative to reading instruction, PreK-5 (\$34,000). In addition, the funds will be used to hire a full time instructional coach, who will assist with data analysis and who will lead teachers in developing formative assessments and implementing continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. The instructional coach will give priority attention to new SOL math content and to writing, as the school has been inconsistent in succeeding on the fifth grade writing SOL assessment (\$45,000). Funds in this category will also be used to pay for small group and one-to-one tutoring, primarily in reading, during intervention in the regular school day and before and after school (\$20,000). Other division and Title I funds support related forms of remediation and staff development services.

2. Employee Benefits (2000)

Benefits such as retirement, F.I.C.A, as required, will be paid through this funding source (\$30,000).

3. Purchased Services (3000)

Central Elementary School will continue staff development initiatives started in FY10, in the area of differentiated reading instruction. Consultants Laura Robb (\$10,600), Debbie Diller Associates (\$5,500), will support reading; and other

consultants yet to be contracted will work with the school to continue to implement collaborative practices for continuous school improvement (\$3,900). Other staff development will include use of PD 360, discussion groups led by coaches over the Teachfirst and PD 360 online sites, and observations at other school sites.

4. Internal Services (4000)

5. Other Charges (5000)

Funds will be used to pay for participation in the VDOE technical assistance summer institute, July 19-22, and four one-day Division Leadership workshops (\$4,000). Additional funds will be used to pay travel costs for members of the Central Elementary School Improvement Team to visit and observe in schools that have demonstrated success in continuous school improvement using a “Professional Learning Communities” approach to implement formative assessment and response to intervention practices (\$1,000). In years two and three, funds in this category will be applied to participation in continued training with the Virginia Department of Education.

6. Materials and Supplies (6000)

Central Elementary School will purchase TeachFirst Formative Assessment as required in the conditions of award for the grant (\$1,950). The school will continue to support the school library collection, and to build classroom libraries to promote student choice and differentiated reading instruction in every classroom. (\$2,000) Other materials that are needed for staff development activities will also be purchased with these funds (\$1,217). Provided the Teachfirst format works well and the Virginia Department of Education continues to support the platform statewide, the school will continue using the format in years two and three.

7. Equipment/Capital Outlay (8000)

At a cost of \$20,000, Central Elementary School will purchase an additional wireless laptop computer lab each year, to facilitate use of the TeachFirst Formative Assessment as well as the Amherst County purchased assessment program “Interactive Achievement.” Use of the lab will support integration of technology for efficient data analysis, student experience with online testing, and teacher use of technology for formative assessments.

(Individual School Narratives Follow)

SCHOOL NAME: _____ **Central Elementary School** _____

1. Personal Services (1000)

Funds in this category will be used to hire a part-time reading coach, dedicated solely to supporting reading instruction and school improvement initiatives relative to reading instruction, PreK-5 (\$34,000). In addition, the funds will be used to hire a full time instructional coach, who will assist with data analysis and who will lead teachers in developing formative assessments and implementing continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. The instructional coach will give priority attention to new SOL math content and to writing, as the school has been inconsistent in succeeding on the fifth grade writing SOL assessment (\$45,000). Funds in this category will also be used to pay for small group and one-to-one tutoring, primarily in reading, during intervention in the regular school day and before and after school (\$20,000).

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4. Internal Services (4000)

5. Other Charges (5000)

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Complete a budget narrative for each applicant school.

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; **CES will increase SOL reading pass rates by at least five percent the first year and maintain or improve the pass rate in math, as compared to 2010 results.**
- (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. **Amherst County Public Schools assures that CES will report school-level data as 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.

X 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. Central Elementary School
2. (School Name)
3. (School Name)
4. (School Name)

Administrator's Conference
September 8, 2009
9:00 – 12:00

THEME for 09-10: **"Our reach should exceed our grasp"**
(from Robert Browning, "Ah, but a man's reach should
exceed his grasp, or what's a heaven for?")

- I. Welcome / Introductions
The Year in Retrospect – Reasons for Celebration
 - Admin. Conference Objectives from 9/08
 - Accreditation / AYP report
 - School, Division, Personal Accomplishments (sharing among colleagues)

- II. The Year Ahead – Great Expectations – The 6 Year Plan –
 - Focus for 09-10: (student achievement: moving from accreditation to AYP; challenge: "our reach should exceed our grasp")
 - Review of 6 Year Plan:
 - Handout of progress record from schools 08-09
 - Powerpoint slides highlighting 4 sections: goals, needs, plans)

- III. Setting the Stage for the Year Ahead – The SIP
 - How to determine objectives – data, 6 Year Plan, etc.
(activity to share objectives from different departments, SAO, etc.?)
 - Parameters (ie: measureable goals, relate to 6 Year Plan, input from stakeholders, format...)
 - Activity: to document evidence / objectives from the 6 Year plan in individual SIP
 - Expectation for SIP

- IV. Closure / lunch

Central Elementary School School Improvement Plan Update September 10, 2009

The school improvement plan is being revised to streamline organizational elements and incorporate new strategies relative to increased use of common assessments. Overall objectives for the plan call for SOL pass rates in grades 3-5 English to be 85% by the end of this year. School Improvement Committee members are assembling input from teachers regarding revisions they recommend to the plan with the draft including faculty input to be presented to the full faculty Tuesday, September 15th.

Highlights of the CES School Improvement Process:

- SOL scores for reading and writing have improved.
- The master schedule was revised to increase time for reading and writing, to increase time for teacher collaboration, and to reduce pullouts from classroom instruction. Even our DARE officer has worked with our fourth grade to schedule the DARE program to eliminate interruptions to academic classes.
- The Reading Coach, Reading Specialists, and classroom teachers have developed plans focused on the reading process, not prescriptive programs, to refine our alignment of standards, classroom assessment, and daily instruction.
- In-house workshops have been developed by our Reading Specialists in conjunction with our Reading Coach to support classroom teachers in their work to incorporate best practices in reading instruction on a daily basis. Support for small group in-class reading instruction has been scheduled to foster effective implementation and sustainability of our plans.
- All staff worked together to analyze Student Performance by Question results on August 10th.
- Instructional targets were identified for each grade level with cross-curricular emphasis on areas of need. An “All Hands on Deck” approach is in place to support 90%+ students meet short-term goals.

In other work, CES has mailed letters to all parents to offer the “School Choice” option and supplemental education services. Parents from 6 families representing 10 students have requested Supplemental Educational Services. Three students’ parents selected the School Choice option.

ACPS 6 Year Plan Update

Goal 1: Student Achievement

▪ Data Analysis

How is data being used in our schools?

- Use of Performance Matters and SAO instructional support (1.3.1, 1.3.2)
- Accountability meetings in school and with SAO (1.2.1)
- Tied to instructional planning, remediation and enrichment (1.2.5)
- Basis for differentiated instruction (1.1.3)
- Basis for addressing students as individuals (1.2.1, 1.2.5)
- Basis for monitoring subgroups (AYP) (1.5.1)

Needs / Areas to Address

- Attention to strategies of delivery for remediation (1.1.4)
- Building of remediation time into the school day schedule (1.2.2, 1.2.5)
- More efficient system of testing and reporting data (1.3.3, 1.3.4)

▪ Instructional Practices

What's happening with curriculum development at the state and local levels?

- 2008-09 Revision of Social Studies SOL (1.1.6, 1.2.4)
- 2009-10 Revision of Mathematics SOL (1.1.6, 1.2.4)
- 2010-11 Revision of Science and English SOL (1.1.6, 1.2.4)
- Continued integration of advanced science middle school sequence (1.2.4)
- Economics & Personal Finance added at ACHS in 2010-11 (1.2.4)
- Algebra I, parts 1 and 2 to become 1 credit (1.2.4)

Needs / Areas to Address

- Increased enrollment in advanced learning opportunities & CTE (1.4.1, 1.4.5)
- Improved performance in Advanced Placement courses (1.4.1)
- Ensuring rigor at all levels (1.3.7)
- Grading / reporting – ensuring consistency (1.3.6)
- Expanded career and counseling services (1.4.2, 1.5)

▪ Professional Development

How are priorities determined?

- New programs
 - Power School
- Curriculum & Instruction priorities
 - SOL revisions (1.1.6, 1.2.4)
 - New courses
 - New strategies (1.1.4)
- Data analysis (1.1.1, 1.1.2)
 - Needs of individual schools (1.1.3)
 - Needs of individual teachers (1.1.5, 1.5.2)
 - Needs of individual students (1.2.5)

How is professional development offered?

- Division-wide calendar of offerings
- Coursework offered for literacy and strategies training (1.1.8)
- Technology offerings at all schools
- In-house professional development

Needs / Areas to Address

- Literacy
- Mathematics
- Differentiated Instruction
- Technology (21st century skills) (1.4.4)
- Cultural responsiveness (1.5.4)

▪ **School Improvement Planning** (1.2.1)

What commonalities do we see in our schools' improvement plans?

- "Our reach should exceed our grasp" – moving beyond accreditation
- Professional Learning Communities
- Stakeholder involvement (teachers, students, parents, community, volunteers) (1.4.3, 1.5.5, 1.5.8)
- Leadership opportunities
- Reaching students as individuals (1.5.1, 1.5.6)

Needs / Areas to Address

- Creative thinking and problem solving
- Fluid reflection, implementation and adaptation

Literacy Committee

Meeting 4

January 11, 2010

LOCATION: Amherst County School Administration Board Room

TIME: 1-3:45 p.m.

Objective: To develop outline for reading assessment in ACPS elementary schools; small group work on drafts for reading process, grouping practices, allocation of time, and intervention/remediation/response to intervention sections

The Vision: *We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far." -- Ronald Edmonds, Harvard University*

Think: What does this quote mean to you?

Pair/share at table

Whole group share

Assessment: Use current assessment requirements as basis for discussion for assessment section of our work.

Discuss and come to consensus on key ideas, components.

Break

Instruction: Small groups will work on drafts for their respective sections:

Reading Process (ex., before, during and after strategies)

Grouping Practices

Allocation of Time

Intervention/Remediation/Response to Intervention

ACPS Literacy Committee Notes 11/9/09

Key Observations from Video

- Gradual release of responsibility daily throughout
- Daily—whole group, small group
(Above are integral, linked)

- Positive learning environment
- Well-organized
- Print-rich environment
- Teacher plans explicitly; instructional decisions made intentionally

- Incorporates reading and writing and oral language (*Note: We may want to address visual literacy.*)
- Readers workshop vs. guided reading
- Good balance of vocabulary, comprehension, phonics, phonemic awareness, fluency

- Student collaboration
- Flexible, differentiated groups
- Opportunities for practice
- Think-alouds
- Modeling
- Authentic work
- Real-life connections
- Activities of day are integrated
- Strategy work and reinforcement (used the word “strategy” in conversation; said “That’s what good readers do”)
- Check for prior knowledge

- Assessment—teacher focuses on two children daily but all are reading

Framework

Philosophy

- Buy-in
- Inspirational
- Research-based

Goals

- 90 minutes
- Objectives for achievement

Assessment

- Timelines
- Types
- Tied to benchmarks
- Evidence (ex. running records, word study, comment section on report card?)

Instruction

- Diet
 - Define parts
 - Sample or what it looks like
 - Integrated/user friendly
- 5 components
- Strategy instruction (defining what it is)
- RTI/Intervention/Remediation

Staff Development

- Resources (see York Co. document)
- Ongoing (includes modeling, coaching)
- New teacher training (but keep in mind that this would be an introduction and not everything new teacher would need to know)
- Implementation plan—how to teach teachers

Appendix

Support documents and other documents teachers routinely need (see Hanover and York for examples)

Parent involvement needs to be addressed (perhaps embedded in goals)

Needs to be document that teachers will use

Literacy Committee

Meeting 5

March 8, 2010

LOCATION: Amherst County School Administration Board Room

TIME: 1-4 p.m.

Objectives: Small group work on drafts for reading process, grouping practices, allocation of time, and intervention/remediation/response to intervention sections.

Revisit assessment piece.

Review work and plan for next time.

