

**APPROVED**

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

**1003(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: [Arlington Public Schools](#)  
Mailing Address: 1426 North Quincy Street  
Division Contact: [Sheryl Leeds, Title I Supervisor](#)  
Telephone: 703-228-6161 Fax: 703-228-2480 E-mail: [sleeds@arlington.k12.va.us](mailto:sleeds@arlington.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: [Drew Model School](#)  
Mailing Address: 3500 S 23rd Street, Arlington, VA 22206  
School Contact: [Cheryl Relford, Principal](#)  
Telephone: 703.228.5825 Fax: 703.979.0892 E-mail: [crelford@arlington.k12.va.us](mailto:crelford@arlington.k12.va.us)

School Name: [Hoffman-Boston Elementary School](#)  
Mailing Address: 1415 South Queen Street, Arlington, VA 22204  
School Contact: [Yvonne Dangerfield, Principal](#)  
Telephone: 703-228-5845 Fax: 703-892-4526 E-mail: [ydangerf@arlington.k12.va.us](mailto:ydangerf@arlington.k12.va.us)

School Name: [Randolph Elementary School](#)  
Mailing Address: 1306 S. Quincy St., Arlington, VA 22204  
School Contact: [Renee Bostick, Principal](#)  
Telephone: 703-228-5830 Fax 703-521-2516 E-mail: [rbostick@arlington.k12.va.us](mailto:rbostick@arlington.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: Patrick K. Murphy  
Date: Monday, June 14, 2010

**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**

Not applicable

**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 #    |
|---------------------------|--------------|
| Drew Model School         | 510027000087 |
| Hoffman-Boston Elementary | 510027001900 |
| Randolph Elementary       | 510027000013 |

**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).**

Not applicable

## 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;
- b. Analyzed student achievement data with identified areas that need improvement;
- c. Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject;
- d. Number of years each instructional staff member has been employed at the school;
- e. Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools;
- 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;
- 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;
- 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);
- i. Total number of days teachers worked divided by the maximum number of teacher working days;
- j. Information about the types of technology that are available to students and instructional staff;
- 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
- 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.

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

Response to:

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;

| Reading SOL Passrate       | Grade | Drew    |         | Hoffman-Boston |         | Randolph |         |
|----------------------------|-------|---------|---------|----------------|---------|----------|---------|
|                            |       | 2007-08 | 2008-09 | 2007-08        | 2008-09 | 2007-08  | 2008-09 |
| <b>AMO</b>                 |       | 77%     | 81%     | 77%            | 81%     | 77%      | 81%     |
| All Students               | Total | 68%     | 68%     | 72%            | 76%     | 70%      | 82%     |
|                            | 3rd   | 63%     | 59%     | 66%            | 74%     | 51%      | 79%     |
|                            | 4th   | 68%     | 68%     | 76%            | 69%     | 84%      | 78%     |
|                            | 5th   | 75%     | 78%     | 75%            | 86%     | 77%      | 90%     |
| Black                      | Total | 56%     | 66%     | 66%            | 71%     | 75%      | 83%     |
|                            | 3rd   | 46%     | 63%     | 52%            | 78%     | <        | 90%     |
|                            | 4th   | 58%     | 58%     | 80%            | 59%     | <        | 73%     |
|                            | 5th   | 63%     | 73%     | 73%            | 79%     | 73%      | <       |
| Hispanic                   | Total | 62%     | 58%     | 69%            | 69%     | 64%      | 77%     |
|                            | 3rd   | 63%     | 42%     | 64%            | 62%     | 46%      | 73%     |
|                            | 4th   | 64%     | 59%     | 67%            | 57%     | 75%      | 73%     |
|                            | 5th   | 57%     | 86%     | 77%            | 87%     | 77%      | 86%     |
| White                      | Total | 87%     | 87%     | <              | <       | 89%      | 100%    |
|                            | 3rd   | 77%     | <       | <              | <       | <        | <       |
|                            | 4th   | <       | <       | <              | <       | <        | <       |
|                            | 5th   | 100%    | <       | <              | <       | <        | <       |
| Students with Disabilities | Total | 22%     | 31%     | 46%            | 60%     | 50%      | 67%     |
|                            | 3rd   | <       | <       | <              | <       | 31%      | 64%     |
|                            | 4th   | <       | <       | <              | <       | 70%      | 73%     |
|                            | 5th   | <       | <       | 57%            | <       | 56%      | 62%     |
| Economically Disadvantaged | Total | 56%     | 56%     | 71%            | 73%     | 65%      | 81%     |
|                            | 3rd   | 57%     | 41%     | 58%            | 68%     | 49%      | 79%     |
|                            | 4th   | 53%     | 55%     | 76%            | 65%     | 80%      | 71%     |
|                            | 5th   | 58%     | 73%     | 78%            | 86%     | 69%      | 92%     |
| Limited English Proficient | Total | 63%     | 57%     | 74%            | 74%     | 69%      | 81%     |
|                            | 3rd   | 61%     | 38%     | 68%            | 68%     | 50%      | 76%     |
|                            | 4th   | 71%     | 68%     | 78%            | 68%     | 81%      | 78%     |
|                            | 5th   | 56%     | 71%     | 76%            | 87%     | 79%      | 89%     |

Key: < = A group below state definition for personally identifiable results  
 - = No data for group  
 \* = Data not yet available

Continued response to:

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;

| Mathematics SOL Passrate   |       | Drew    |         | Hoffman-Boston |         | Randolph |         |
|----------------------------|-------|---------|---------|----------------|---------|----------|---------|
|                            |       | 2007-08 | 2008-09 | 2007-08        | 2008-09 | 2007-08  | 2008-09 |
| <b>AMO</b>                 |       | 75%     | 79%     | 75%            | 79%     | 75%      | 79%     |
| All Students               | Total | 63%     | 75%     | 83%            | 78%     | 75%      | 71%     |
|                            | 3rd   | 72%     | 81%     | 80%            | 70%     | 68%      | 79%     |
|                            | 4th   | 49%     | 71%     | 88%            | 71%     | 86%      | 50%     |
|                            | 5th   | 69%     | 71%     | 84%            | 92%     | 71%      | 88%     |
| Black                      | Total | 52%     | 71%     | 70%            | 69%     | 83%      | 85%     |
|                            | 3rd   | 62%     | 78%     | 67%            | 65%     | <        | 90%     |
|                            | 4th   | 45%     | 58%     | 80%            | 65%     | 84%      | 87%     |
|                            | 5th   | 53%     | 75%     | 68%            | 79%     | 82%      | <       |
| Hispanic                   | Total | 54%     | 67%     | 90%            | 79%     | 71%      | 62%     |
|                            | 3rd   | 70%     | 79%     | 85%            | 69%     | 70%      | 77%     |
|                            | 4th   | 23%     | 65%     | 87%            | 62%     | 79%      | 38%     |
|                            | 5th   | 57%     | 50%     | 100%           | 100%    | 66%      | 81%     |
| White                      | Total | 84%     | 87%     | <              | <       | 82%      | 94%     |
|                            | 3rd   | 77%     | <       | <              | <       | <        | <       |
|                            | 4th   | <       | <       | <              | <       | <        | <       |
|                            | 5th   | 100%    | <       | <              | <       | <        | <       |
| Students with Disabilities | Total | 22%     | 31%     | 42%            | 36%     | 50%      | 49%     |
|                            | 3rd   | <       | <       | <              | <       | 31%      | 55%     |
|                            | 4th   | <       | <       | <              | <       | 82%      | 27%     |
|                            | 5th   | <       | <       | 50%            | <       | 47%      | 73%     |
| Economically Disadvantaged | Total | 46%     | 66%     | 85%            | 77%     | 70%      | 66%     |
|                            | 3rd   | 65%     | 74%     | 79%            | 70%     | 70%      | 79%     |
|                            | 4th   | 31%     | 62%     | 92%            | 67%     | 82%      | 38%     |
|                            | 5th   | 42%     | 63%     | 87%            | 94%     | 59%      | 86%     |
| Limited English Proficient | Total | 56%     | 66%     | 90%            | 80%     | 74%      | 66%     |
|                            | 3rd   | 72%     | 77%     | 87%            | 68%     | 69%      | 76%     |
|                            | 4th   | 39%     | 68%     | 89%            | 75%     | 85%      | 44%     |
|                            | 5th   | 50%     | 47%     | 96%            | 96%     | 68%      | 83%     |

Key: < = A group below state definition for personally identifiable results

- = No data for group

\* = Data not yet available

Response to:

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

We are awaiting official State reporting of 2009-2010 achievement data to make an informed and timely analysis of the effectiveness of school improvement efforts this year and directions for the coming year. However, our initial analysis of available 2009-2010 SOL data suggests that our schools continue to make significant progress in student achievement, but that the increased yearly targets provide a challenge for these four schools. Based on prior year data including SOL performance as well as other indicators, Reading and Mathematics have been focal areas for improvement of student understanding and achievement. Assuming that analysis of final 2009-2010 achievement data supports improvement efforts continuing on the same path, identification of struggling learners will be a priority as well as bolstering the impact of the Reading and Mathematics programs for all learners. Particular areas to be addressed to those ends include increasing and/or restructuring instructional time, increasing remediation opportunities, and implementing a formative assessment plan that capitalizes on existing assessment information and includes quarterly, pacing- and SOL-aligned assessments to inform adjustments in instruction. As outlined below, APS plans to implement a number of strategies and allocate resources in such a way as to focus on the groups that are not making significant progress over time and on the achievement of AYP targets for 2010-2011.

Response to:

c. Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject;

| School         | Grade/Subject                       | Total     | Highly qualified |            | < 3 yrs experience |            |
|----------------|-------------------------------------|-----------|------------------|------------|--------------------|------------|
|                |                                     |           | N                | %          | N                  | %          |
| Drew           | Pre-K                               | 2         | 2                | 100%       | 2                  | 100%       |
|                | Grade K                             | 2         | 2                | 100%       | 0                  | 0%         |
|                | Grade 1                             | 2         | 2                | 100%       | 1                  | 50%        |
|                | Grade 2                             | 2         | 2                | 100%       | 1                  | 50%        |
|                | Grade 3                             | 2         | 2                | 100%       | 0                  | 0%         |
|                | Grade 4                             | 2         | 2                | 100%       | 0                  | 0%         |
|                | Grade 5                             | 1         | 1                | 100%       | 0                  | 0%         |
|                | Montessori-Primary                  | 5         | 4                | 80%        | 1                  | 20%        |
|                | Elementary Montessori-Lower         | 6         | 6                | 100%       | 1                  | 17%        |
|                | Elementary Montessori-Upper         | 3         | 3                | 100%       | 1                  | 33%        |
|                | SpEd                                | 5         | 5                | 100%       | 0                  | 0%         |
|                | ESOL                                | 2         | 2                | 100%       | 1                  | 50%        |
|                | Reading                             | 7         | 7                | 100%       | 2                  | 29%        |
|                | Math                                | 2         | 2                | 100%       | 0                  | 0%         |
|                | Resource                            | 2         | 2                | 100%       | 1                  | 50%        |
| <b>Total</b>   |                                     | <b>45</b> | <b>44</b>        | <b>98%</b> | <b>11</b>          | <b>24%</b> |
| Hoffman-Boston | Pre-K                               | 3         | 3                | 100%       | 2                  | 67%        |
|                | Montessori- Primary (3-5 year olds) | 2         | 1                | 50%        | 0                  | 0%         |
|                | Grade K                             | 3         | 3                | 100%       | 1                  | 33%        |
|                | Grade 1                             | 3         | 3                | 100%       | 3                  | 100%       |
|                | Grade 2                             | 2         | 2                | 100%       | 1                  | 50%        |
|                | Grade 3                             | 2         | 2                | 100%       | 0                  | 0%         |
|                | Grade 4                             | 2         | 2                | 100%       | 1                  | 50%        |
|                | Grade 5                             | 2         | 2                | 100%       | 0                  | 0%         |
|                | SpEd                                | 6         | 6                | 100%       | 1                  | 17%        |
|                | ESOL                                | 4         | 4                | 100%       | 2                  | 50%        |
|                | Reading                             | 4         | 4                | 100%       | 2                  | 50%        |
|                | Math                                | 2         | 2                | 100%       | 0                  | 0%         |
|                | <b>Total</b>                        |           | <b>35</b>        | <b>35</b>  | <b>98%</b>         | <b>13</b>  |
| Randolph       | <b>Pre-K</b>                        | 3         | 3                | 100%       | 1                  | 33%        |
|                | <b>Grade K</b>                      | 4         | 4                | 100%       | 2                  | 50%        |
|                | <b>Grade 1</b>                      | 4         | 4                | 100%       | 2                  | 50%        |
|                | <b>Grade 2</b>                      | 3         | 3                | 100%       | 0                  | 0%         |
|                | <b>Grade 3</b>                      | 3         | 3                | 100%       | 2                  | 67%        |
|                | <b>Grade 4</b>                      | 4         | 4                | 100%       | 1                  | 25%        |
|                | <b>Grade 5</b>                      | 4         | 4                | 100%       | 1                  | 25%        |
|                | <b>SpEd</b>                         | 4         | 4                | 100%       | 0                  | 0%         |
|                | <b>ESOL</b>                         | 4         | 4                | 100%       | 0                  | 0%         |
|                | <b>FLES</b>                         | 1         | 1                | 100%       | 1                  | 100%       |
|                | <b>Reading</b>                      | 6         | 6                | 100%       | 1                  | 17%        |
|                | <b>Math</b>                         | 2         | 2                | 100%       | 0                  | 0%         |
|                | <b>Resource</b>                     | 3         | 3                | 100%       | 0                  | 0%         |
|                | <b>Total</b>                        |           | <b>45</b>        | <b>45</b>  | <b>100%</b>        | <b>11</b>  |

Response to:

d. Number of years each instructional staff member has been employed at the school;

| School                      | Instructional staff member    | Years at this school |
|-----------------------------|-------------------------------|----------------------|
| Drew                        | Alcorn, Adriana               | 2                    |
|                             | Alvi, Amreen                  | 8                    |
|                             | Barron, Cynthia Louise        | 6                    |
|                             | Bitoun, Renee D               | 1                    |
|                             | Blundell, Joellen W           | 10                   |
|                             | Bruno, Mary Jean              | 5                    |
|                             | Butt, Nancy Gatewood          | 3                    |
|                             | Crigger, Charity Potter       | 1                    |
|                             | Crittenden, Rose P            | 2                    |
|                             | Devlin, Adrienne O            | 25                   |
|                             | Elfin, Andrea M               | 3                    |
|                             | Foster, Edwin Martin II       | 8                    |
|                             | Gilchrist, Myra S             | 10                   |
|                             | Godfrey, Kimberly Anne        | 2                    |
|                             | Greer, Bonnie B               | 19                   |
|                             | Henry, Joshua James           | 3                    |
|                             | Hufnagel, Christine Anne      | 3                    |
|                             | Kalkus, Catherine Chesebrough | 3                    |
|                             | Labetti, Anita Deluca         | 2                    |
|                             | Lippitt, Casey E              | 4                    |
|                             | Lopatkiewicz, Eileen Jane     | 3                    |
|                             | Maheshwari, Suneeta           | 8                    |
|                             | Mcintyre, Stephanie Owen      | 2                    |
|                             | Meyer, Barbara Jill           | 7                    |
|                             | Oakes, Carol Lee              | 7                    |
|                             | Perera, Chrisanthie Anne      | 10                   |
|                             | Peterbark, Andrea Chapman     | 27                   |
|                             | Petrow, Amy Caroline          | 3                    |
|                             | Re, Jason Phillip             | 2                    |
|                             | Rhoden, Eleanore L.           | 1                    |
|                             | Ronzetti, Tara Lee            | 1                    |
|                             | Sacco, Donna Marie            | 1                    |
|                             | Settles, Angela R             | 11                   |
|                             | Sifford, Stephanie Gail       | 1                    |
|                             | Smith, Tracy Elizabeth        | 3                    |
|                             | Sosa, Julie                   | 3                    |
| Sutton, Carlton L Jr        | 1                             |                      |
| Trueworthy, Laurel K        | 1                             |                      |
| Voegler, Judith             | 5                             |                      |
| Wachter, Carolyn Anne       | 3                             |                      |
| Wertime, Mary Beth          | 6                             |                      |
| Whitfield, Mashari Khalilah | 3                             |                      |
| Yousefnia, Nicole Lapierre  | 6                             |                      |

Continued response to:

d. Number of years each instructional staff member has been employed at the school;

| School                  | Instructional staff member   | Years at this school |
|-------------------------|------------------------------|----------------------|
| Hoffman-Boston          | Andrews, Judith Anne         | 38                   |
|                         | Bowerman, Rachel Michelle    | 1                    |
|                         | Brady, Deitra Gail           | 4                    |
|                         | Bullock, Vonique T           | 4                    |
|                         | Burke, Rosemary              | 1                    |
|                         | Burton, Cameron A            | 8                    |
|                         | Bye, Emily M                 | 1                    |
|                         | Cresswell, Dalila Casandra   | 1                    |
|                         | Engelhardt, Stephanie Lee    | 1                    |
|                         | Fields, Teresa Hymes         | 5                    |
|                         | Findlay, Mary Ruth Holt      | 1                    |
|                         | Galganowicz, Ryann Elizabeth | 3                    |
|                         | Garcia, Katherine J          | 1                    |
|                         | Giangiulio, Rosemary         | 2                    |
|                         | Grabowsky, Maria Deolazo     | 1                    |
|                         | Hall, Leslie Ann             | 2                    |
|                         | Harvey, Patricia Inez        | 2                    |
|                         | Jackson, Tamika B            | 1                    |
|                         | Kaiser, Kathryn Buckley      | 3                    |
|                         | Klousia, Kara Virginia       | 2                    |
|                         | Kuncar, Maria E (Elsie)      | 6.5                  |
|                         | Leikvold, Laila              | 5                    |
|                         | Millman, Lindy M             | 1                    |
|                         | Minervino, Sarah M           | 5                    |
|                         | Rooney, Natalie Brindell     | 37                   |
|                         | Rose, Annette Marianne       | 3                    |
|                         | Smith, Heidi Marie           | 5                    |
|                         | Tagle, Alexandra I           | 1                    |
|                         | Vonvacano, Marcela F         | 8                    |
|                         | Walter, Jennifer M           | 11                   |
|                         | Walton, Helyn Catherine      | 5                    |
|                         | Warley, Wendy Alice          | 4                    |
| White, Kathryn Meredith | 1                            |                      |
| Williams, Nida          | 3.5                          |                      |

Continued response to:

d. Number of years each instructional staff member has been employed at the school;

| School                | Instructional staff member | Years at this school |
|-----------------------|----------------------------|----------------------|
| Randolph              | Anderson, Jeannette G      | 6                    |
|                       | Baker, Catherine Anne      | 19                   |
|                       | Beltran, Sandra            | 1                    |
|                       | Bissett, Barbara Watkins   | 6                    |
|                       | Brundage, Jeanine J        | 18                   |
|                       | Bush, Daviette J           | 3                    |
|                       | Byram, Laurette Lillian    | 22                   |
|                       | Carrington, Barbara Ann    | 19                   |
|                       | Clark, Pamela Schwartz     | 6                    |
|                       | Conner, Lisa Gail          | 1                    |
|                       | Davila, Katherine Lotts    | 1                    |
|                       | Davis, Ryan C              | 1                    |
|                       | Donnelly, Kathleen Terese  | 4                    |
|                       | Empie, Carrie R            | 3                    |
|                       | Forehand, Linda Beth       | 2                    |
|                       | Frantz, Sarah Lynn         | 1                    |
|                       | Gandy, Lacey K             | 2                    |
|                       | Gibson, Urath II           | 9                    |
|                       | Holt, Jacqueline C         | 19                   |
|                       | Howard, Jennifer M         | 6                    |
|                       | Kendall, Judith L          | 19                   |
|                       | Kowalevicz, Erin Estelle   | 1                    |
|                       | Lockwood, Carole J         | 18                   |
|                       | Mason, Janette S           | 4                    |
|                       | McGuire, Kimberly Lynn     | 12                   |
|                       | Merritt, Ward John         | 15                   |
|                       | Mulrooney, Sara            | 8                    |
|                       | Orr, Kathleen Ellen        | 3                    |
|                       | Pasko, Theresa Michelle    | 26                   |
|                       | Penning, Mary Ann          | 24                   |
|                       | Perez, Marylydia Davis     | 9                    |
|                       | Powers, Nathaniel John     | 1                    |
|                       | Reichenbaugh, Laura H      | 16                   |
|                       | Sever, Yolanda M           | 1                    |
|                       | Siu, David Chung Yan       | 1                    |
|                       | Smith, Linda Patricia      | 26                   |
|                       | Soyka, Susan               | 1                    |
|                       | Sutton, Joya Krischelle    | 3                    |
|                       | Torres, Yazmin E           | 8                    |
|                       | Tosiello, Matthew J        | 3                    |
| Usrey, Jamie Campbell | 12                         |                      |
| Wege, Kevin Andrew    | 1                          |                      |
| Zipfel, Tricia Ann    | 8                          |                      |

Response to:

e. Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools;

Not applicable. No secondary schools are receiving 1003(g) funds.

Response to:

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>Membership (Fall) SY2009-10</b> | <b>Drew</b> | <b>Hoffman-Boston</b> | <b>Randolph</b> |
|------------------------------------|-------------|-----------------------|-----------------|
| All Students                       | 525         | 355                   | 410             |
| Pre-kindergarten                   | 101         | 94                    | 61              |
| Kindergarten                       | 82          | 60                    | 73              |
| Grade 1                            | 84          | 40                    | 53              |
| Grade 2                            | 68          | 43                    | 58              |
| Grade 3                            | 68          | 37                    | 51              |
| Grade 4                            | 58          | 36                    | 55              |
| Grade 5                            | 64          | 45                    | 59              |
| Male                               | 221         | 167                   | 179             |
| Female                             | 227         | 156                   | 160             |
| Black                              | 173         | 109                   | 66              |
| Hispanic                           | 133         | 109                   | 185             |
| White                              | 85          | 41                    | 35              |
| Students with Disabilities         | 40          | 36                    | 73              |
| Economically Disadvantaged         | 282         | 262                   | 309             |
| Migrant                            | 0           | 0                     | 0               |
| Homeless                           | 7           | 4                     | 1               |
| Limited English Proficient         | 175         | 208                   | 259             |
| <b>Attendance</b>                  |             |                       |                 |
| SY2007-08                          | 95%         | 95%                   | 96%             |
| SY2008-09                          | 96%         | 95%                   | 96%             |

Response to:

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;

| School         | Facilities SY2009-10 |   |
|----------------|----------------------|---|
| Drew           | Date built           | built in 1944; last updated 2001  |
|                | N of classrooms      | 28 PK - 5 classrooms  |
|                | Library Media Center | 2945 square-foot library  |
|                | Cafeteria            | 4475 square-foot multipurpose room  |
|                | PE/ recess areas     | 5384 square-foot gym (with community center); 4475 square-foot multipurpose room; 2 playgrounds, basketball court                             |
| Hoffman-Boston | Date built           | built 1916; last updated 2000   |
|                | N of classrooms      | 26 PK-5 rooms   |
|                | Library Media Center | 2850 square-foot library  |
|                | Cafeteria            | 3800 square-foot multipurpose room  |
|                | PE/ recess areas     | 5511 square-foot gym (with community center); 3800 square-foot multipurpose room; 2 playgrounds (in one large play space), asphalt play area  |
| Randolph       | Date built           | built in 1947; last updated 1993  |
|                | N of classrooms      | 23 PK-5 rooms   |
|                | Library Media Center | 2280 square-foot library  |
|                | Cafeteria            | 2890 square-foot multipurpose room  |
|                | PE/ recess areas     | 3400 square-foot gym; 2890 square-foot multipurpose room; outdoor playground equipment, 2 playgrounds, fitness area, asphalt play area, track |

Response to:

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);

| <b>Required time</b>                    | <b>Minutes</b> |
|---|----------------|
| VDOE-required                           | 54,900         |
| APS-scheduled                           | 64,974         |
| <b>Increased time at Drew</b>           | <b>Minutes</b> |
| Summer School                           | 4320           |
| SES                                     | 2400           |
| SOL remediation                         | 3000           |
| Yes Club                                | 1260           |
| Math Buddies                            | 3000           |
| My Reading Coach                        | 6000           |
| <b>Total additional time</b>            | <b>19,980</b>  |
| <b>Increased time at Hoffman-Boston</b> | <b>Minutes</b> |
| Summer School                           | 4320           |
| SES                                     | 2400           |
| Yes Club                                | 1440           |
| Book Buddies                            | 6720           |
| Math Buddies                            | 1350           |
| AM Computer Club                        | 2565           |
| After School Kids Club                  | 2280           |
| Character Club                          | 1260           |
| Classika                                | 2460           |
| Library Club                            | 900            |
| <b>Total additional time</b>            | <b>25,695</b>  |
| <b>Increased time at Randolph</b>       | <b>Minutes</b> |
| Summer School                           | 4320           |
| SES                                     | 2400           |
| SOL remediation                         | 3600           |
| Yes Club                                | 1800           |
| Book Buddies                            | 2700           |
| Earobics                                | 3600           |
| Fast Math                               | 1800           |
| CSI Kids                                | 14,400         |
| Science Seed Club                       | 900            |
| Spanish Library Club                    | 900            |
| Math Computer Workshops                 | 1800           |
| <b>Total additional time</b>            | <b>38,220</b>  |

Response to:

i. Total number of days teachers worked divided by the maximum number of teacher working days;

| School         | Group              | FTE  | Contract Days<br>(200 per FTE) | Days<br>Absent | Percent<br>Absent | Days<br>Present | Percent<br>Worked |
|----------------|--------------------|------|--------------------------------|----------------|-------------------|-----------------|-------------------|
| Drew           | Classroom Teachers | 31.0 | 6200                           | 337.0          | 5.4%              | 5863.0          | 94.6%             |
|                | Resource Teachers  | 19.0 | 3800                           | 254.1          | 6.7%              | 3545.9          | 93.3%             |
| Hoffman-Boston | Classroom Teachers | 24.0 | 4800                           | 235.5          | 4.9%              | 4564.5          | 95.1%             |
|                | Resource Teachers  | 14.2 | 2840                           | 139.6          | 4.9%              | 2700.4          | 95.1%             |
| Randolph       | Classroom Teachers | 28.0 | 5600                           | 211.0          | 3.8%              | 5389.0          | 96.2%             |
|                | Resource Teachers  | 20.9 | 4180                           | 196.9          | 4.7%              | 3983.1          | 95.3%             |

Response to:

j. Information about the types of technology that are available to students and instructional staff;

| School         | Technology available for students | Technology available for staff |
|----------------|-----------------------------------|--------------------------------|
| Drew           | smartboards                       | smartboards                    |
|                | classroom computers               | cameras                        |
|                | Flip Video Cameras                | teacher computer               |
|                | Computer Lab                      | Flip Video Cameras             |
|                | Printer                           | Printers                       |
|                | Laptop Computers                  | Laptop Computers               |
|                | Smartboard Airliner               | Smartboard Airliner            |
|                | Fast Math Software                | Fast Math Software             |
| Hoffman-Boston | smartboards                       | smartboards                    |
|                | classroom computers               | teacher computer               |
|                | printers                          | printers                       |
|                | digital cameras                   | digital cameras                |
|                | Smart Response System             | Smart Response System          |
|                | Flip cameras                      | Flip cameras                   |
|                | video cameras                     | video cameras                  |
|                | Computer lab                      | Computer lab                   |
|                | Laptop lab                        | Laptop Lab                     |
|                | TV studio                         | Projectors                     |
| BrainPOP       | BrainPOP                          |                                |
| Randolph       | smartboards                       | smartboards                    |
|                | classroom computers               | cameras                        |
|                | laptops                           | teacher computer               |
|                |                                   | document camera                |
|                |                                   | laptops                        |

Response to:

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;

All APS schools to be served by 1003(g) funds are Tier III, Category 1 schools. A sample of additional services that these schools will receive and/or participate in that are not addressed elsewhere in this application include:

- **Research-based and field-proven curriculum**

In order to support high achievement for all students, including students who experience an achievement gap, Department of Instruction staff provides curriculum and instructional approaches and materials that are current, align with Virginia content objectives, and support teaching for meaning and rising achievement for all students, in accordance with the APS Strategic Plan (Goals 1 and 2), which is available online at:

<http://www.apsva.us/strategicplan>

- **School improvement coaches**

APS will provide school improvement coaches for schools in years 2 and beyond of school improvement.

- **Support for analysis of data regarding student achievement, plan implementation, and progress**

- The Department of Instruction (including curriculum offices), the Office of Planning and Evaluation, the Department of Information Services, and the Department of Student Services will collaborate to provide teachers, school-based instructional leaders, and central office staff with overall and differential student achievement data.
- The Title I Assessment Specialist will work with School-based Testing Coordinators to gather, analyze, and share data.
- The District Formative Assessment Team, which includes curriculum area supervisors, other district staff, and school improvement coaches, will analyze data and meet with respective school staff to discuss student progress and modify instruction in a responsive fashion.
- For schools in restructuring (Hoffman-Boston), the Alternative Governance Team and the School Leadership Team will each meet monthly to discuss progress.
- For schools in restructuring (Hoffman-Boston), additional planning time is provided for grade-level teams to meet monthly to analyze student performance data at the classroom level with support from central office staff.

- **Collaboration to ensure implementation of best practices in the classroom**

Building on the ongoing collaboration between central staff and school leaders to ensure implementation of best practices in the classroom and on the Department of Instruction's SY2009-10 work to study and develop a common understanding of the Instructional Rounds model and to develop and pilot associated Mathematics and English Language Arts walk-through observation protocols, the Department of Instruction will use the Instructional Rounds model to structure school and classroom visits to observe, discuss evidence, and engage in collaborative problem-solving.

Response to:

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.

In June 2010, the superintendent presented a plan to the school board for their approval that details the short-range, mid-range, and long-range school improvement efforts including assessment and evaluation components. (see [APS Attachment 1: Memo to APS Superintendent](#)) All APS initiatives are designed and implemented to meet the goals, objectives, and outcomes of the APS Strategic Plan, which is available online at <http://www.apsva.us/strategicplan>. Specific outcomes for the mid- and long-term strategies will be developed during the 2010-2011 school year.

Outcomes for the short-term strategies are:

- A cohesive instructional plan for School Year 2010-2011 that is consistent with the APS Strategic Plan, VDOE School Improvement goals and objectives, and meeting the mandated AYP targets.
- A long-range plan with UVa's School Turnaround Specialist Program (Darden/Curry Partnership for Leaders in Education).
- A systemic approach to formative assessment that includes: TeachFirst professional development about formative assessment; assessment walls to display and track individual and group data on a regular basis; identified reading and mathematics formative assessments administered and analyzed systematically;

DRA2Online for all schools in improvement; and a mathematic assessment reporting tool.

- An increase in parental involvement and participation at all four schools as measured by Strategic Plan indicators.
- Continued monitoring of proven-successful pre-kindergarten initiatives to assure efficacy.
- Assessment of the impact of Federal-/ State-supported staffing and APS Central Office support.

## 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:

### **Intervention Implementation Plan (Beginning 2010-2011 School Year)**

Building on this year's District Improvement plan in the CII system, and learning from this year's participation in the VSSI Leadership Training, Arlington Public Schools has developed a plan with each school to implement the intervention by the beginning of the 2010-2011 school year (samples provided in [Attachment 2: Sample Mathematics Intervention Implementation Plan](#) and [Attachment 3: Sample English Language Arts Intervention Implementation Plan](#)). The plans represent a set of "non negotiables" outlining requirements of all staff related to the instruction of English Language Arts and Mathematics, and address:

- Allocation of time for each subject in Grades K-5 in each school
  - English Language Arts: 2 hour block daily, to include instruction in reading strategies, guided reading, guided reading in small groups, grammar, writing workshop, word and vocabulary study
  - Mathematics: 75 minute block daily, to include a paced implementation of the adopted textbook series, EveryDay Counts, and Calendar Math
  - At Drew Model School, the scheduling of daily instruction varies by program. Students in the Graded program participate in block scheduling by content area. Students in the Montessori program participate in an uninterrupted 3 hour work cycle with full integration of all content areas.
- Content of instruction
  - The Arlington curriculum map for each subject will serve as the basis for instruction K-5 in both areas, vertically aligned from grade to grade and with State standards
  - Flexibility in determining sequence of units based on regular review of assessments and integration with subject area content
  - Use of supplementary materials based on student need
  - Specific vocabulary, content and general
  - Modifications for needs of ELL students
  - Computer lab reinforcement in Mathematics
  - Technology-based supports and interventions in both subjects, and to prepare students for online testing
  - Drew Model School offers two educational program models. Part of the student body is enrolled in a traditional Graded program. The rest of the student population is enrolled in a Montessori program, which provides an interdisciplinary, multi-age approach to learning. By offering multiple learning opportunities for students, we are able to accommodate the individual learning styles of all our children. Although the programs provide different instructional approaches to teaching and learning, the content and curriculum of each program meet state and local standards.

- Pacing of instruction
  - Pacing of instruction is specified by subject area for each grade
  - Time for review and intervention/remediation is provided within the pacing calendar
- Assessments to provide data for instruction, remediation and intervention
- English Language Arts countywide assessment calendar ([Attachment 4: English Language Arts Assessment Plan](#)) includes PALS, DRA, DSA, Stanford 10, and DRP.
- In addition, each school in Tier III in Arlington will use SOL release items in Grades 3-5 on a quarterly basis, or weekly basis using selected sections from the released item tests
- Unit assessments in both areas and Math Check-Ups (see [Attachment 5: Mathematics Assessment Plan](#))
- Review of data occurs continually and is used to inform and differentiate instruction in all grades
- Collaboration and planning
  - Grade-level teams meet regularly to review the assessment data, plan instruction for the next time segment, and plan intervention/remediation for students whose results demonstrate a need
  - Weekly team meetings review data and plan on a week-to-week basis
  - Additional collaborative time
  - Quarterly all-day planning/pacing meetings to review data, plan the next quarter, review implementation of the curricula, plan intervention and adjust pacing if necessary
  - Principal review with individual teachers on student growth through formative assessment
- Profession Development (see “adequate resources” below)
- Intervention is provided on a flexible basis to identified students and includes before and after school subject-based instruction focused on specific skills and knowledge development
- Within school small group instruction in both subjects on a rotating basis with the classroom teacher, targeting identified needs of specific students

**Plan to regularly engage the school community**

Each school has an active PTA and School Plan Advisory Committee which meet regularly and review activities, calendar, and instructional initiatives. In addition each school has specific Parent/Family Night events highlighting content and ways to assist children in acquiring specific skills, for example, grade-level Parent Math Night to learn what skills are being taught, ways to support their children’s learning at home, resources to assist them, and sample activities to be used. Computer resources are provided to parents, as well as information on specific students’ needs. Parent conference days are factored into the system-wide calendar, with conferences on each individual child provided by appointment morning into the evening prior to issuing of report cards.

Grade-level Parent Reading and Math Nights are held throughout the year to help parents understand what skills are being taught and how they might reinforce these at home. Recommendations for books to read at home, as well as ways to assist children in their own reading, are provided. Math curriculum is reviewed and math games are provided to reinforce skills at home. In addition, Special Title I parent meetings are also held.

Information sessions are held for parents on intervention programs available to them, with vendors present to discuss specific programs and answer questions.

Translators are provided to assist parents for whom English is a second language.

**Adequate resources to research and design the intervention**

The intervention implementation is assisted by staffing and funds from a variety of sources:

- Arlington’s Office of Planning and Evaluation organizes all countywide assessments, analyzes results and provides data to the schools, and assists in

the interpretation of data at the local level, e.g., use of SOL results to inform instruction

- Each school has a Data Coordinator to input data from local assessments, provides summaries for teacher and team use, and develop overviews of student progress and needs. This individual also monitors student participation in intervention activities provided before and after school.
- Each school has Math and Reading Specialists and/or Coaches from the APS Operating Budget who work with teachers to analyze data on student progress, plan instruction based on this, develop or identify strategies according to demonstrated student need, and assist in provision of intervention targeted to specific student needs
- Each school has Math and Reading Coaches from the School Improvement grant monies who serve as leaders in analyzing student instructional needs based on data, finding ways to target instruction to specific student needs, identify strategies and materials to support intervention, provide demonstration lessons in class, and monitor each student's progress throughout the year, and support the development of effective teaching and learning to successfully implement school reform strategies
- Other coaching and support are provided at individual schools, funded by a variety of sources including the School Improvement grant, e.g., the School Improvement Coach provided by VDOE in 2009-2010 will continue to work with both schools next year funded by School Improvement funds, and a second Coach will be added
- Every grade level team at each school has specialists assigned to work with those students to meet specific needs, e.g., Special Education, English Language Learners
- Professional development focused on the provision of data driven instruction, and targeted intervention, as well as generally effective teaching strategies in mathematics and English, is funded by Title I Part A set-aside monies as well as county initiatives.
- Each school has a partnership with George Mason University School of Education that supports professional development and teacher education.

#### **Time and resources sufficient to facilitate the design and ongoing implementation of interventions**

Each school developed an approach in 2009-2010 which was found to be effective in improving student achievement, and this approach will be refined for next year. It includes:

- Regularly scheduled grade-level team meetings to review student achievement and progress, following the agenda and process initiated this school year.
- Quarterly all-day planning/pacing meetings by grade level to review student achievement from quarterly assessments and plan the next quarter based on these data.
- "Push-in" and "pull;-out" small group intervention provided by specialists and coaches, with student participation determined by recent data on achievement.

#### **Capacity to implement the selected intervention model**

- Each school has developed a summer workshop initiative for all teachers to build on successes from this year and develop improvements for next year. Included will be
  - Review of end-of-year data
  - Identification of successful approaches to maintain for next year
  - Identification of challenges and developing solutions to these
  - Review instructional calendar
  - Review and revise pacing schedule as well as curricula
  - Set meeting times
  - Correlate pacing and curricular sequence with SOL needs and assessment plans
- Building on this year's experience, each school has implemented the following this year and will revise and expand these for next year:
  - Formative assessment initiative, involving an instructional partnership between the principals and central office, reviewing data on student achievement throughout the year, and identifying school-wide and classroom strategies to meet identified needs
  - Quarterly Report summary and reflection required this year by VDOE and anticipated for next year

- VSSI training provided this year
  - Development and implementation of a 45-Day Plan to prepare for success on SOL test, begun early, i.e., beginning of February. This will form the basis for an expedited approach in grades 3-5 next year, including early implementation.
- 
- 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: Not 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.eprocgipdc.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.  
 **NA** 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.  
 **NA** 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: [Note: Documents included as attachments must be scanned and attached to this application.]

Staff has reviewed existing policies and procedures for APS evaluation of teachers and administrators. They aligned with the Virginia state evaluation policies and the State Transformation Model, and are reviewed as part of the regular monitoring process outlined in the Code of Virginia. APS policies are available online at the URL below and provided as PDF attachments below.

<http://www.apsva.us/1540108293758483/blank/browse.asp?a=383&BMDRN=2000&BCOB=0&c=54717&1540108293758483Nav=|216|&NodeID=216>

- 35-7.2 T-Scale Evaluation



35-7.2Policy.PDF

- 35-7.3 Administrator & Non-Instructional Professional Staff Evaluation



35-7.3Policy.pdf

## 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:

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

APS will continue to have its schools in improvement use the Indistar system to inform, coach, sustain, track, and report School Improvement activities. The offices of Title I (APS Department of Instruction) and Planning and Evaluation (APS Department of Information Services) will work together to support and monitor planning and implementation of School Management and Improvement Plans at these schools.

#### **Division plan and budget for sustaining the reform effort**

In order to sustain the reform effort, APS will continue to develop and implement school improvement efforts based on the areas of need identified by state testing. The Title I Office will continue to support the schools in their reform efforts by using Title I allocations for schools in improvement to fund necessary positions, provide professional development and supplemental materials that meet the identified needs of the school. APS will continue to fund a Data Coordinator for each school in improvement from the APS Operating Budget to input data from local assessments, provides summaries for teacher and team use, and develop overviews of student progress and needs. This individual also monitors student participation in intervention activities provided before and after school. APS will also continue to fund for each school Math and Reading Specialists/Coaches from the APS Operating Budget who work with teachers to:

- analyze data on student progress.
- plan instruction based on the analysis and other relevant factors and data.
- develop or identify strategies according to demonstrated student need.
- assist in provision of intervention targeted to specific student needs.

**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.**  
 APS fully supports the coaching model in all of its schools in improvement and will continue to employ reading and math coaches in those schools through use of the SIG funding. The process that was used to hire these coaches strictly adhered to APS Personnel Policies for hiring (see PDF attachment, below). The coaching positions ([Attachment 6: Title I Literacy Coach Position Description](#) and [Attachment 7: Title I Mathematics Coach Position Description](#)) were posted, and qualified teachers were encouraged to apply. Interviews were held and the best qualified candidates were selected. These positions were approved by the APS School Board at a regularly scheduled meeting. The same people will continue to work in these positions for the 2010-11 school year, as approved by the School Board.



35-3Policy.pdf

In addition to school-based coaches, and in compliance with the state requirements for schools in restructuring or planning for restructuring, APS also hired a School Improvement Coach to work with Hoffman-Boston and Randolph elementary schools. Dr. Marie Djouadi is a highly qualified and trained School Turn-around Specialist, who was a former elementary and high school APS principal. She was hired with the approval of the state to serve as the School Improvement Coach for the above mentioned schools. She will continue in that position for the coming school year.

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

|  | School 1: <b>Drew</b> | School 2: <b>Hoffman-Boston</b> | School 3: <b>Randolph</b> |
|--|-----------------------|---------------------------------|---------------------------|
| Reading/English/Language Arts                        | ✓                     | ✓                               | ✓                         |
| Mathematics  | ✓                     | ✓                               | ✓                         |
| Instructional/Administrative/School Leadership       |                       | ✓                               | ✓                         |
| Experience as Virginia Department of Education Coach |                       | ✓                               | ✓                         |
| University Level School Leadership Experience        |                       |                                 |                           |
| Independent Education Contractor/Consultant          |                       |                                 |                           |

|                  |  |  |  |  |
|------------------|--|--|--|--|
| Other (Describe) |  |  |  |  |
|------------------|--|--|--|--|

**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 Appendix 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 Appendix 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:** [Arlington 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 is \$6,500. ARDT Cost is \$4.00 per student per school.**

**Division Budget Summary**

**Division Name: Arlington Public Schools**

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

| Expenditure Codes                     | Year 1<br>2010-2011 |                 |                 |  | Year 2<br>2011-2012 |                 |  | Year 3<br>2012-2013     |                 |  | Total   |
|---------------------------------------|---------------------|-----------------|-----------------|--|---------------------|-----------------|--|-------------------------|-----------------|--|---|
|                                       | ARRA<br>(1003g)     | ESEA<br>(1003g) | ESEA<br>(1003a) | Other<br>Funds<br><br>Title I,<br>Part A | ARRA<br>(1003<br>g) | ESEA<br>(1003g) | Other<br>Funds<br><br>Title I,<br>Part A | ARR<br>A<br>(1003<br>g) | ESEA<br>(1003g) | Other<br>Funds<br><br>Title I,<br>Part A | Add ARRA and All<br>ESEA [1003(g) and<br>1003(a), if applicable]<br>across Object Codes<br>(Do not include "other<br>funds.") |
| 1000 –<br>Personnel                   |                     |                 | 385,598         | 538,503                                  |                     | 392,560         | 549,273                                  |                         | 393,971         | 560,259                                  | 1,172,129   |
| 2000 –<br>Employee Benefits           |                     |                 | 107,100         | 161,550                                  |                     | 109,908         | 164,781                                  |                         | 111,426         | 168,077                                  | 328,434   |
| 3000 –<br>Purchased Services          |                     |                 | 30,750          | 373,732                                  |                     | 24,500          | 373,732                                  |                         | 23,900          | 373,732                                  | 79,150  |
| 4000 –<br>Internal Services           |                     |                 | 0               | 92,757                                   |                     | 0               | 92,757                                   |                         | 0               | 92,757                                   | 0   |
| 5000 –<br>Other Charges               |                     |                 | 4,635           | 1,500                                    |                     | 3,922           | 1,500                                    |                         | 2,950           | 1,500                                    | 11,507  |
| 6000 –<br>Materials and Supplies      |                     |                 | 9,417           | 44,181                                   |                     | 6,610           | 44,181                                   |                         | 5,253           | 44,181                                   | 21,280  |
| 8000 –<br>Equipment/Capital<br>Outlay |                     |                 | 0               | 0  |                     | 0               | 0  |                         | 0               | 0  | 0   |
| <b>Total</b>                          |                     |                 | <b>537,500</b>  | <b>1,212,223</b>                         |                     | <b>537,500</b>  | <b>1,226,224</b>                         |                         | <b>537,500</b>  | <b>1,240,506</b>                         | <b>1,612,500</b>  |

\* If applicable.

**School Budget Summary**

School Name:     Drew Model 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 Appendix 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 Appendix 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     Drew Model School**  
**Complete using all applicable funding sources.**

| Expenditure Codes               | Year 1<br>2010-2011   |              |                |                             | Year 2<br>2011-2012 |                |                             | Year 3<br>2012-2013 |                |                             | Total  |
|---------------------------------|---|--------------|----------------|-----------------------------|---------------------|----------------|-----------------------------|---------------------|----------------|-----------------------------|--|
|                                 | ARRA (1003g)  | ESEA (1003g) | ESEA (1003a)   | Other Funds Title I, Part A | ARRA (1003g)        | ESEA (1003g)   | Other Funds Title I, Part A | ARRA (1003g)        | ESEA (1003g)   | Other Funds Title I, Part A | 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.<br>[1003(a) funds must be encumbered by September 30, 2011] |              |                |                             |                     |                |                             |                     |                |                             |  |
| 1000 – Personnel                |   |              | 116,230        | 125,125                     |                     | 118,409        | 127,628                     |                     | 120,631        | 130,180                     | 355,270  |
| 2000 - Employee Benefits        |   |              | 32,679         | 37,537                      |                     | 33,332         | 38,288                      |                     | 33,999         | 39,053                      | 100,010  |
| 3000 - Purchased Services       |   |              | 24,450         | 123,037                     |                     | 22,000         | 123,037                     |                     | 20,000         | 123,037                     | 66,450   |
| 4000 - Internal Services        |   |              | 0              | 30,919                      |                     | 0              | 30,919                      |                     | 0              | 30,919                      | 0  |
| 5000 - Other Charges            |   |              | 1,300          | 500                         |                     | 1,300          | 500                         |                     | 1,300          | 500                         | 3,900  |
| 6000 - Materials and Supplies   |   |              | 4,508          | 14,727                      |                     | 4,126          | 14,727                      |                     | 3,236          | 14,727                      | 11,870   |
| 8000 – Equipment/Capital Outlay |   |              | 0              | 0                           |                     | 0              | 0                           |                     | 0              | 0                           | 0  |
| <b>Total</b>                    |   |              | <b>179,167</b> | <b>331,845</b>              |                     | <b>179,167</b> | <b>335,099</b>              |                     | <b>179,166</b> | <b>338,416</b>              | <b>537,500</b>   |

**School Budget Summary**

School Name: Hoffman-Boston 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 Appendix 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 Appendix 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 Hoffman-Boston Elementary School**  
**Complete using all applicable funding sources.**

| Expenditure Codes               | Year 1<br>2010-2011   |                 |                 |                                      | Year 2<br>2011-2012 |                 |                                      | Year 3<br>2012-2013 |                 |                                      | Total   |
|---------------------------------|---|-----------------|-----------------|--------------------------------------|---------------------|-----------------|--------------------------------------|---------------------|-----------------|--------------------------------------|---|
|                                 | ARRA<br>(1003g)   | ESEA<br>(1003g) | ESEA<br>(1003a) | Other<br>Funds<br>Title I,<br>Part A | ARRA<br>(1003g)     | ESEA<br>(1003g) | Other<br>Funds<br>Title I,<br>Part A | ARRA<br>(1003g)     | ESEA<br>(1003g) | Other<br>Funds<br>Title I,<br>Part A | ARRA and ESEA [1003(g) &<br>1003(a)] across Object Codes<br>(Do not include "other funds.") |
|                                 | Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here.<br>[1003(a) funds must be encumbered by September 30, 2011] |                 |                 |                                      |                     |                 |                                      |                     |                 |                                      |   |
| 1000 – Personnel                |   |                 | 137,545         | 281,227                              |                     | 137,595         | 286,852                              |                     | 136,995         | 292,589                              | 412,135   |
| 2000 - Employee Benefits        |   |                 | 36,763          | 84,368                               |                     | 37,499          | 86,055                               |                     | 38,249          | 87,776                               | 112,511   |
| 3000 - Purchased Services       |   |                 | 1,950           | 111,486                              |                     | 1,950           | 111,486                              |                     | 1,950           | 111,486                              | 5,850   |
| 4000 - Internal Services        |   |                 | 0               | 30,919                               |                     | 0               | 30,919                               |                     | 0               | 30,919                               | 0   |
| 5000 - Other Charges            |   |                 | 1,000           | 500                                  |                     | 1,000           | 500                                  |                     | 1,000           | 500                                  | 3,000   |
| 6000 - Materials and Supplies   |   |                 | 1,909           | 14,727                               |                     | 1,123           | 14,727                               |                     | 972             | 14,727                               | 4,004   |
| 8000 – Equipment/Capital Outlay |   |                 | 0               | 0                                    |                     | 0               | 0                                    |                     | 0               | 0                                    | 0   |
| <b>Total</b>                    |   |                 | <b>179,167</b>  | <b>523,227</b>                       |                     | <b>179,167</b>  | <b>530,539</b>                       |                     | <b>179,166</b>  | <b>537,997</b>                       | <b>537,500</b>  |

**School Budget Summary**

School Name:     **Randolph 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 Appendix 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 Appendix 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**     **Randolph Elementary School**    

**Complete using all applicable funding sources.**

| Expenditure Codes                      | Year 1<br>2010-2011   |                 |                 |                                      | Year 2<br>2011-2012 |                 |                                      | Year 3<br>2012-2013 |                 |                                      | Total          |
|--|---|-----------------|-----------------|--------------------------------------|---------------------|-----------------|--------------------------------------|---------------------|-----------------|--------------------------------------|----------------|
|  | ARRA<br>(1003g)   | ESEA<br>(1003g) | ESEA<br>(1003a) | Other<br>Funds<br>Title I,<br>Part A | ARRA<br>(1003g)     | ESEA<br>(1003g) | Other<br>Funds<br>Title I,<br>Part A | ARRA<br>(1003g)     | ESEA<br>(1003g) | Other<br>Funds<br>Title I,<br>Part A |                |
|  | Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here.<br>[1003(a) funds must be encumbered by September 30, 2011] |                 |                 |                                      |                     |                 |                                      |                     |                 |                                      |                |
| <b>1000 – Personnel</b>                |   |                 | 131,824         | 132,151                              |                     | 134,334         | 134,794                              |                     | 136,345         | 137,490                              | 402,503        |
| <b>2000 - Employee Benefits</b>        |   |                 | 37,657          | 39,645                               |                     | 38,410          | 40,438                               |                     | 39,178          | 41,247                               | 115,245        |
| <b>3000 - Purchased Services</b>       |   |                 | 4,350           | 139,209                              |                     | 2,550           | 139,209                              |                     | 1,950           | 139,209                              | 8,850          |
| <b>4000 - Internal Services</b>        |   |                 | 0               | 30,919                               |                     | 0               | 30,919                               |                     | 0               | 30,919                               | 0              |
| <b>5000 - Other Charges</b>            |   |                 | 2,336           | 500                                  |                     | 1,623           | 500                                  |                     | 650             | 500                                  | 4,609          |
| <b>6000 - Materials and Supplies</b>   |   |                 | 3,000           | 14,727                               |                     | 2,250           | 14,727                               |                     | 1,043           | 14,727                               | 6,293          |
| <b>8000 – Equipment/Capital Outlay</b> |   |                 | 0               | 0                                    |                     | 0               | 0                                    |                     | 0               | 0                                    | 0              |
| <b>Total</b>                           |   |                 | <b>179,167</b>  | <b>357,151</b>                       |                     | <b>179,167</b>  | <b>360,587</b>                       |                     | <b>179,166</b>  | <b>346,092</b>                       | <b>537,500</b> |

**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: Arlington Public Schools**

1. Personal Services (1000)

.5 literacy coach at each school, .5 math coach at each school, .6 ESL teacher, .5 math teacher, .5 reading teacher, .3 testing coordinator (SIG). In addition, APS operating funds support: 1.0 reading teacher at each school, .5 test coordinator at each school, SPED and ESL teachers based on APS planning factor. Title I Part A funds support an additional 1.5 Title I reading and/or math positions at each school based on areas of need.

2. Employee Benefits (2000)

30% fringe benefits, FICA for hourly

3. Purchased Services (3000)

Teach First Formative Assessment tool, DRA online, professional development such as coursework, workshops, extended collaborative summer planning days.

4. Internal Services (4000)

5. Other Charges (5000)

Travel expenses for Williamsburg Conference and other state mandated meetings

6. Materials and Supplies (6000)

Classroom libraries, supplemental math and reading materials that support targeted areas of need

7. Equipment/Capital Outlay (8000)

**SCHOOL NAME: Drew Model School**

1. Personal Services (1000)

.5 Literacy Coach, .5 Math Coach and .1 ESOL/HILT teacher

2. Employee Benefits (2000)

30% of salaries for fringe benefits for above positions

3. Purchased Services (3000)

Teach First Formative Assessment, DRA online, professional development (summer and quarterly planning days)

4. Internal Services (4000)

5. Other Charges (5000)

Travel for Williamsburg and other state mandated conferences

6. Materials and Supplies (6000)

Classroom libraries, K-2 Leveled Literacy Intervention Kits

7. Equipment/Capital Outlay (8000)

**SCHOOL NAME: Hoffman-Boston Elementary School**

1. Personal Services (1000)
2. Employee Benefits (2000)
3. Purchased Services (3000)
4. Internal Services (4000)
5. Other Charges (5000)
6. Materials and Supplies (6000)
7. Equipment/Capital Outlay (8000)

**SCHOOL NAME: Randolph Elementary School**

1. Personal Services (1000)
2. Employee Benefits (2000)
3. Purchased Services (3000)
4. Internal Services (4000)
5. Other Charges (5000)
6. Materials and Supplies (6000)
7. Equipment/Capital Outlay (8000)

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

### **Expenditure Code Definitions**

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

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

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

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

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

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

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

### **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. [Drew Model School](#)
2. [Hoffman-Boston Elementary School](#)
3. [Randolph Elementary School](#)

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.

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.

**Strand I****(Mentor Coaching Training and Special Education Training)**

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

Strand I: <http://www.cpe.vt.edu/reg/nci-s1>

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

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

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

The **Title I Director** or **Director of Instruction of Returning\* Divisions** must register for this strand of the summer institute. (\*Returning means divisions that did attend last summer's institute.)

Strand II: <http://www.cpe.vt.edu/reg/nci-s2>

|                  |                       |                     |
|------------------|-----------------------|---------------------|
| Albemarle County | Henrico County        | Richmond City       |
| Alexandria City  | King George County    | Roanoke City        |
| Amherst County   | King and Queen County | Rockbridge County   |
| Arlington County | Lancaster County      | Shenandoah County   |
| Bedford County   | Louisa County         | Stafford County     |
| Craig County     | Lunenburg County      | Suffolk City        |
| Culpeper County  | Newport News City     | Warren County       |
| Essex County     | Norfolk City          | Westmoreland County |

|                     |                     |                             |
|---------------------|---------------------|-----------------------------|
| Fairfax County      | Northampton County  | Williamsburg-James City Co. |
| Fauquier County     | Orange County       |                             |
| Fluvanna County     | Petersburg City     |                             |
| Franklin City       | Pittsylvania County |                             |
| Fredericksburg City | Portsmouth City     |                             |
| Hampton City        | Pulaski County      |                             |

### Strand III

#### (Formative Assessment™ Training)

The **Returning\* Building Principal** and the **Returning 1003g School Coach** must register for this strand of the summer institute. (\*Returning means individuals that did attend last summer's institute.)

Strand III: <http://www.cpe.vt.edu/reg/nci-s3>

|                       |                          |                                      |
|-----------------------|--------------------------|--------------------------------------|
| Albemarle County      | Greer ES                 | Year I of Title I School Improvement |
| Alexandria City       | Mount Vernon ES          | Year I of Title I School Improvement |
| Alexandria City       | Patrick Henry ES         | Year I of Title I School Improvement |
| Alexandria City       | Cora Kelly Magnet School | Tier III – 1003g                     |
| Alexandria City       | Jefferson-Houston ES     | Tier III – 1003g                     |
| Amherst County        | Central ES               | Tier III – 1003g                     |
| Arlington County      | Barcroft ES              | Year I of Title I School Improvement |
| Arlington County      | Drew Model ES            | Tier III – 1003g                     |
| Arlington County      | Hoffman-Boston ES        | Tier III – 1003g                     |
| Arlington County      | Randolph ES              | Tier III – 1003g                     |
| Bedford County        | Bedford ES               | Year I of Title I School Improvement |
| Bedford County        | Bedford Primary          | Year I of Title I School Improvement |
| Craig County          | McCleary ES              | Tier III – 1003g                     |
| Culpeper County       | Sycamore Park ES         | Tier III – 1003g                     |
| Culpeper County       | Pearl Sample ES          | Tier III – 1003g                     |
| Essex County          | Essex Intermediate       | Tier III – 1003g                     |
| Essex County          | Tappahannock ES          | Tier III – 1003g                     |
| Fauquier County       | Grace Miller ES          | Year I of Title I School Improvement |
| Fluvanna County       | Central ES               | Tier III – 1003g                     |
| Fluvanna County       | Columbia District ES     | Tier III – 1003g                     |
| Fluvanna County       | Cunningham District ES   | Tier III – 1003g                     |
| Hampton City          | Smith ES                 | Year I of Title I School Improvement |
| King George County    | King George ES           | Tier III – 1003g                     |
| King George County    | Potomac ES               | Tier III – 1003g                     |
| King and Queen County | King and Queen ES        | Tier III – 1003g                     |
| Lancaster County      | Lancaster Primary School | Tier III – 1003g                     |
| Louisa County         | Trevilians ES            | Year I of Title I School Improvement |
| Lunenburg County      | Victoria ES              | Year I of Title I School Improvement |
| Newport News City     | Sedgefield ES            | Tier III – 1003g                     |
| Norfolk City          | Jacox ES                 | Year I of Title I School Improvement |
| Norfolk City          | Lindenwood ES            | Year I of Title I School Improvement |
| Northampton County    | Kiptopeke ES             | Tier III – 1003g                     |
| Northampton County    | Occohannock ES           | Tier III – 1003g                     |
| Orange County         | Orange ES                | Tier III – 1003g                     |
| Orange County         | Lightfoot ES             | Year I of Title I School Improvement |
| Orange County         | Unionville ES            | Year I of Title I School Improvement |
| Orange County         | Gordon Barbour ES        | Year I of Title I School Improvement |
| Petersburg City       | A.P. Hill ES             | Tier III – 1003g                     |
| Petersburg City       | J.E.B. Stuart ES         | Tier III – 1003g                     |
| Petersburg City       | Vernon Johns Junior High | Tier III – 1003g                     |
| Pittsylvania County   | Dan River MS             | Tier III – 1003g                     |
| Pittsylvania County   | Kentuck ES               | Tier III – 1003g                     |
| Portsmouth City       | Brighton ES              | Year I of Title I School Improvement |
| Portsmouth City       | Churchland Academy ES    | Tier III – 1003g                     |
| Pulaski County        | Dublin ES                | Year I of Title I School Improvement |
| Pulaski County        | Pulaski ES               | Tier III – 1003g                     |
| Richmond City         | Blackwell ES             | Year I of Title I School Improvement |
| Roanoke City          | Addison MS               | Tier III – 1003g                     |
| Roanoke City          | Huff Lane Intermediate   | Year I of Title I School Improvement |

**Appendix A-g**

|                         |                        |                                      |
|-------------------------|------------------------|--------------------------------------|
| Roanoke City            | Round Hill Montessori  | Year I of Title I School Improvement |
| Rockbridge County       | Fairfield ES           | Year I of Title I School Improvement |
| Shenandoah County       | Ashby Lee ES           | Tier III – 1003g                     |
| Stafford County         | Kate Waller Barrett ES | Year I of Title I School Improvement |
| Stafford County         | Falmouth ES            | Year I of Title I School Improvement |
| Suffolk City            | Elephant's Fork ES     | Tier III – 1003g                     |
| Warren County           | Warren County MS       | Year I of Title I School Improvement |
| Westmoreland County     | Washington District ES | Tier III – 1003g                     |
| Williamsburg-James City | Montague ES            | Year I of Title I School Improvement |

**Included for Application Completion Only-UVA Lead Turnaround Program**

|                |                       |                                      |
|----------------|-----------------------|--------------------------------------|
| Fairfax County | Woodlawn ES           | Year I of Title I School Improvement |
| Fairfax County | Bucknell ES           | Year I of Title I School Improvement |
| Fairfax County | Beech Tree ES         | Year I of Title I School Improvement |
| Fairfax County | Hollin Meadows ES     | Year I of Title I School Improvement |
| Fairfax County | Dogwood ES            | Tier III – 1003g                     |
| Fairfax County | Hybla Valley ES       | Tier III – 1003g                     |
| Fairfax County | Washington Mill ES    | Tier III – 1003g                     |
| Fairfax County | Mount Vernon Woods ES | Tier III – 1003g                     |

**Strand IV**

**(Lead Turnaround Partner Training)**

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

Strand IV: <http://www.cpe.vt.edu/reg/nci-s4>

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

\*These schools have applied for a waiver of identification.

## The Reform Models

As stipulated in the USED Final Requirements for School Improvement Grants as amended January 2010, the requirements for each of the four USED required models are provided below. Information on the State Turnaround Model is also provided for your information. **The USED reform models are for Tier I and Tier II schools only.**

### 1. Turnaround Model

A turnaround model is one in which a LEA must:

- Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
- Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent, and select new staff;
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the superintendent or chief academic officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards;
- Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
- Provide appropriate social-emotional and community-oriented services and supports for students.

A turnaround model may also implement other strategies such as the following:

- Any of the required and permissible activities under the transformation model; or
- A new school model (e.g., themed, dual language academy).

### 2. Restart Model

A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a nonprofit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or nonprofit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

### 3. School Closure Model

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

### 4. Transformation Model

A transformation model is one in which an LEA must implement each of the following strategies:

- Developing and increasing teacher and school leader effectiveness. *Required* activities for the LEA:

- Replace the principal who led the school prior to commencement of the transformation model;
- Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—
  - take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and
  - are designed and developed with teacher and principal involvement;
- Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

An LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness.

*Permissible activities* such as the following are allowed:

- Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
- Instituting a system for measuring changes in instructional practices resulting from professional development; or
- Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.

An LEA’s comprehensive instructional reform strategies must include the following *required activities*.

- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
- Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

An LEA may also implement comprehensive instructional reform strategies as *permissible activities*, such as the following:

- Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- Implementing a schoolwide “response-to-intervention” model;
- Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- Using and integrating technology-based supports and interventions as part of the instructional program; and
- In secondary schools--
  - Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

- Improving student transition from middle to high school through summer transition programs or freshman academies;
- Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
- Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

An LEA must increase learning time and create community-oriented schools by the following *required activities*:

- Establish schedules and strategies that provide increased learning time (as defined in this notice); and
- Provide ongoing mechanisms for family and community engagement.

An LEA may also implement *permissible activities* including other strategies that extend learning time and create community-oriented schools, such as the following:

- Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
- Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
- Expanding the school program to offer full-day kindergarten or pre-kindergarten.

An LEA must provide operational flexibility and sustained support through the following *required activities*:

- Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
- Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

The LEA may also implement other strategies for providing operational flexibility and intensive support, through *permissible activities* such as the following:

- Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
- Implementing a per-pupil school-based budget formula that is weighted based on student needs.

## 5. **State Transformation Model (Tier III 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. The requirements for the state transformation model are listed below.

An LEA will develop and increase teacher and school leader effectiveness by:

- Using data on student growth through formative assessment as a significant factor in evaluating teachers;
- Provide staff ongoing, high-quality, job-embedded professional development through a coaching model (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
- Establishing schedules and strategies that provide increased collaborative time including extended year and extended school day programs.

An LEA will use comprehensive instructional reform strategies by:

- Using data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- Using data on student growth through formative assessment as a significant factor in monitoring student achievement and growth;

- Promoting the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- Using and integrating technology-based supports and interventions as part of the instructional program;
- Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate; and
- Using transition programs to support students moving vertically through the curriculum and from elementary to secondary programs.

An LEA will increase learning time and creating community-oriented schools by:

- Establishing schedules and strategies that provide increased learning time including extended year and extended school day programs;
- Provide ongoing mechanisms for family and community engagement;
- Extending or restructuring the school day so as to add time for such strategies; and
- Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.

An LEA will provide operational flexibility and sustained support by:

- Ensuring that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated state assigned coach, and
- Requiring alternative governance to support the school improvement planning team with oversight by the LEA and outside partners such as a university or state assigned coach.

**Quick Reference Summary of Major Requirements**

|                      | <b>Must contract with a Lead Turnaround Partner</b> | <b>Must replace principal</b> | <b>May “start over” in School Improvement Timeline</b> | <b>Must hire a coach</b> |
|----------------------|---|-------------------------------|--|--------------------------|
| Closure              |   |                               |  |                          |
| Restart              | X   |                               | X  |                          |
| Transformation       |   | X                             |  |                          |
| Turnaround           | X   | X                             | X  |                          |
| State Transformation |   |                               |  | X                        |

Divisions that select a Lead Turnaround Partner (LTP) must develop a Memorandum of Understanding between the LTP and the division that specifies the services that will be delivered to the identified schools by the LTP.

## SUMMARY OF CONDITIONS OF AWARD

| Requirement  | A Requirement of 1003(g)       | A Requirement of 1003(a)       |
|--|--------------------------------|--------------------------------|
| <b>Requirements for Tier I and Tier II Schools and Divisions (Other Schools As Indicated)</b>  |                                |                                |
| <b>School Level</b>  |                                |                                |
| Selection and implementation of a federal reform model (Appendix C)  | Yes                            | No                             |
| Continued Submission of the Data Analysis or Restructuring Quarterly Reports   | Yes                            | Yes                            |
| Continued School Improvement Planning via Indistar™ (Center on Innovation and Improvement - CII)   | Yes                            | Yes                            |
| Online Attendance at Rapid Improvement Indicator-based Webinars (Tailored to summer institute strands as follow-up technical assistance)   | Yes                            | Yes                            |
| For the purpose of monitoring struggling students in reading, the Office of School Improvement is requiring Tier I and Tier II schools to purchase <i>ISTATION</i> (K-10). Cost \$6500 per school.   | Yes                            | No                             |
| For the purpose of monitoring struggling students in mathematics, the Office of School Improvement is requiring Tier I and Tier II schools to purchase the Algebra Readiness Diagnostic Test (ARDT). Cost \$4 per student.   |                                |                                |
| Attendance at 1003(g) and 1003(a) summer institute to be held at the Williamsburg Marriott, July 19-22, 2010.  | Yes                            | Yes                            |
| <b>(Division Level)</b>  |                                |                                |
| <b>Divisions with Tier I and Tier II Schools</b>   |                                |                                |
| Continued School Improvement Planning via Indistar™: Division-Level (Center on Innovation and Improvement - CII)   | Yes                            | Yes                            |
| Attendance at Summer Institute Training (July 19-22, 2010, Williamsburg's Marriott) - Lead Turnaround Partner Training with Lauren Morando Rhim. (The principal will attend this training with the division contact person.)   | Yes                            | No                             |
| Attendance at Lead Turnaround Partner Follow-up Division-level Webinars (Tailored to summer institute strand as follow-up technical assistance)  | Yes                            | No                             |
| Summer Institute Training (July 19-22, 2010, Williamsburg's Marriott) - Division Leadership Support (Training Provided by The College of William and Mary)   | Yes                            | No                             |
| <b>Requirements for Tier III Schools and Divisions</b>   |                                |                                |
| <b>School Level</b>  |                                |                                |
| Employment of a School Improvement Coach   | Yes                            | Yes                            |
| Continued Submission of the Data Analysis Quarterly Reports  | Yes                            | Yes                            |
| Continued School Improvement Planning via Indistar™ (Center on Innovation and Improvement - CII)   | Yes                            | Yes                            |
| Summer Institute Training (July 19-22, 2010 – Mentor Coaching and Special Education Training)  | Yes, if assigned to Strand I   | Yes, if assigned to Strand I   |
| Online Attendance at Mentor Coach Training Webinars (follow-up to summer training)   | Yes, if assigned to Strand I   | Yes, if assigned to Strand I   |
| Summer Institute Training (July 19-22, 2010), Formative Assessment Module: Checking for Understanding [Training Provided by TeachFirst]  | Yes, if assigned to Strand III | Yes, if assigned to Strand III |
| <i>(New to the institute schools will be assigned to the Teacher Leader Training.)</i>   |                                |                                |
| Online Attendance at Formative Assessment Webinars (follow-up to summer training)  | Yes, if assigned to Strand III | Yes, if assigned to Strand III |
| <b>(Division Level)</b>  |                                |                                |
| <b>Divisions with Tier III Schools (Exception: Accomack, Brunswick, Campbell, Charles City, Greene, Lynchburg, Middlesex, Symth, and Staunton)</b>   |                                |                                |
| Use of a Division-Level Coach Model  | Yes                            | No                             |
| Continued School Improvement Planning via Indistar™: Division-Level (Center on Innovation and Improvement – CII)   | Yes                            | Yes                            |
| Summer Institute Training (July 19-22, 2010), Williamsburg's Marriott) - Division Leadership Support (Training Provided by The College of William and Mary)  | Yes                            | No                             |
| Four One-Day Division Leadership Workshops (October, December, February, and April)  | Yes                            | No                             |
| Site Visits to Schools with the Division Leadership Support Directors  | Yes                            | No                             |
| Attendance at Webinars and Video Conferencing via The College of William and Mary  | Yes                            | No                             |
| <b>Special Requirements for Schools Assigned to Strand III of the Summer Institute</b>   | Yes                            | Yes, if assigned to Strand III |
| Schools assigned to Stand III of the July Institute will be required to purchase the support platform for the implementation of TeachFirst's Formative Assessment Series™. (The cost is \$1,950 per school. For information regarding contracting with TeachFirst, please contact John Mullins at (206) 453-2445.) |                                |                                |

ACHIEVE3000  
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Classworks  
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Wayne Brown  
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Compass Learning  
<http://www.compasslearning.com>  
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EdisonLearning, Inc  
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Educational Impact  
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ISTATION  
<http://www.istation.com>  
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Johns Hopkins University  
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Pearson Digital Learning  
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Teachscape  
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The Flippen Group  
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Voyager Learning  
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Ron Klausner  
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ARLINGTON PUBLIC SCHOOLS  
Department of Instruction

MEMORANDUM

June 10, 2010

TO: Patrick K. Murphy, Superintendent

FROM: Mark A. Johnston, Assistant Superintendent, Instruction  
Mark Macekura, Special Projects Coordinator

RE: Update on Instructional Initiatives for Schools in Improvement

The following is a status report on the efforts we have in place for the four schools in School Improvement (Barcroft, Drew, Hoffman-Boston, and Randolph) prior to the opening of school in September 2010.

It is important to note that elements within the short, mid, and long-term phases, can be implemented as needed, accelerated, or revised to meet changing needs, challenges, and resources. For example, all three phases will be reviewed and updated as we receive the Spring SOL results (late-July to mid-August) and as a result of the summer planning meetings (July/August). We will share the update prior to the start of school 2010. As you know, schools in School Improvement, as defined by the Virginia Department of Education (VDOE) and federal legislation, are those schools that are currently under NCLB sanctions for Title I schools.

**Background**

- State and Federal agencies now use Elementary and Secondary Education Act (ESEA) in place of No Child Left Behind (NCLB) when referencing the legislation
- Current accountability (Adequate Yearly Progress – AYP) and sanctions (Public School Choice and Supplemental Education Services – SES) remain in effect until reauthorization (no date set)
- APS has four schools currently under ESEA sanctions: Barcroft, Drew, Hoffman-Boston, and Randolph
- APS has a school improvement process in place and supported with Operating Budget and Title I resources for all four schools and in alignment with the Virginia Department of Education Office of School Improvement requirements

**Program Process and Resource Management**

- APS has a school improvement process in place and supported with Operating Budget and Title I resources for all four schools (The following tables detail the short-term, mid-term, and long-term efforts we have in place.)
- Also, the VDOE has contracted with the Center on Innovation and Improvement (CII). CII is a national content center that supports regional centers in their work with states to provide districts, schools, and families, with the opportunity, information, and skills concerning school improvement. CII is supported by the U.S. Department of Education's Office of Elementary and Secondary Education.
- APS Central Office staff and the four schools, through their Instructional Leadership Teams are actively involved, as a team, in the State-Mandated INDISTAR Process developed by the Center on Innovation and Improvement (CII) which focuses on:
  - planning and actions to improve student achievement and support low-performing schools (in particular the lowest performing students at those schools) with additional training in the area of formative assessment
  - support for teacher leader training and job-embedded coaching
  - development of instructional leadership
  - support and collaboration between schools and districts within Virginia on strategies and planning
- As seen in the following Mid and Long-Term Tables, APS is also beginning to engage in conversations around program planning and development

Additional specific information follows the tables.

**Arlington Public Schools (APS) School Improvement Efforts**

**An Integrated Approach to School Improvement reflecting APS Strategic Goals, Virginia School Improvement Initiatives, and Federal Legislation and Guidelines for Title I Schools Identified as Schools in Improvement**

**Short-Term (2009-2010 School Year) – Existing Programs and Strategies**

|                       |   |
|-----------------------|---|
| Professional Learning | <p>Continue current professional development initiatives through this school year and Summer 2010:</p> <ul style="list-style-type: none"> <li>– School Improvement Plans addressing documented areas for improvement</li> <li>– Administrator and Teacher Mentoring/Coaching</li> <li>– Pre-SOL (45 Day) Plan for Reading and Mathematics focus prior to SOLs</li> <li>– Summer planning for teachers (Barcroft, Drew, Hoffman-Boston and Randolph)</li> <li>– Coursework in Reading and Mathematics (Differentiated Small-Group Reading Instruction, Numbers and Operations, Mathematics Content course)</li> </ul> <p>Begin work with UVA’s School Turnaround Specialist Program (Darden/Curry Partnership for Leaders in Education)</p> <ul style="list-style-type: none"> <li>– Two-Year Program</li> <li>– Two APS staff attend training in July 2010</li> <li>– Additional APS staff (Central Office and principals and identified staff from selected schools) begin training in October/November 2010 (2-Year Program)</li> </ul> |
| Assessment            | <p>Implement systematic formative assessment systems this year in the four schools in improvement; revise and adjust Summer 2010 protocols and procedures as warranted, including:</p> <ul style="list-style-type: none"> <li>– Assessment Walls to display and track individual and group data on a regular basis</li> <li>– Identified reading and mathematics Formative Assessments administered and analyzed systematically. <ul style="list-style-type: none"> <li>o DRA on-line (Barcroft, Drew, Hoffman-Boston)</li> <li>o Mathematic Assessment reporting tool</li> </ul> </li> </ul>   |
| Parent Involvement    | <p>Continue established parent involvement activities; add priority emphasis on parent engagement through such things as:</p> <ul style="list-style-type: none"> <li>– Family Literacy and Math Nights</li> <li>– Parent Outreach and Conferences</li> <li>– Classika Theatre (Hoffman-Boston)</li> </ul>   |
| Program               | <p>Continue, because of demonstrated long-term academic success of students with high quality preK and early childhood reading experiences:</p> <ul style="list-style-type: none"> <li>– Expansion of PreK Initiatives/Options, add one VPI class ay Hoffman-Boston</li> <li>– Reading Recovery and Book Buddies</li> </ul>   |
| Resources             | <p>Use State and Federal School Improvement funds to provide specific targeted needs, including:</p> <ul style="list-style-type: none"> <li>– Staffing (reading and mathematics coaches, assessment specialists, other school-based support)</li> <li>– Materials (reading and mathematics, parent involvement, professional learning)</li> </ul>   |
| Evaluation            | <p>Assign Department of Instruction staff and other APS staff from Administrative Services and Personnel to provide additional support for instructional monitoring at the four schools in School Improvement through:</p> <ul style="list-style-type: none"> <li>– Monitoring (AYP, State and Federal Reporting, Formative Assessments)</li> <li>– Principal Evaluation (Student Achievement)</li> </ul>   |

| <b>Mid-Term (2010-2011 School-Year and Beyond)</b>  |  |
|---|--|
| <b>Existing Programs and Strategies Enhanced with new Local, State, and Federal Initiatives</b> |  |
| Professional Learning   | <ul style="list-style-type: none"> <li>- Implement fully Center on Innovation and Improvement (CII) State-Mandated Process</li> <li>- Increase Mentoring/Coaching activities with additional funding (to be determined as part of State Improvement Grant (SIG) process</li> <li>- Begin Instructional Rounds and Other Classroom Observations/Support</li> <li>- Continue Short-Term Efforts</li> </ul> |
| Assessment  | <ul style="list-style-type: none"> <li>- TeachFirst (State-Selected Assessment)</li> <li>- Continue Short-Term Efforts</li> </ul>  |
| Parent Involvement  | <ul style="list-style-type: none"> <li>- Expand PESA and PARTCIPA opportunities</li> <li>- Continue Short-Term Efforts</li> </ul>  |
| Program   | <ul style="list-style-type: none"> <li>- Add one VPI class at Barcroft and relocate of one VPI class from Oakridge to Hoffman-Boston</li> <li>- Investigate Use of Early-Release Wednesdays</li> <li>- Revise Exemplary Projects to reflect each schools needs and community interests</li> </ul>  |
| Resources   | <ul style="list-style-type: none"> <li>- Continue to provide additional staffing and materials through federal and state School Improvement funds</li> </ul>   |
| Evaluation  | <ul style="list-style-type: none"> <li>- Provide Central Office staff to assist in instructional monitoring (AYP, Formative Assessments) and Principal Evaluation (Student Achievement)</li> </ul>   |

| <b>Long-Term (2011-2012 School Year and Beyond)</b>   |  |
|---|--|
| <b>Short and Mid-Term Efforts Revised Reflecting Current Best Information on Future Legislative and Regulatory Requirements</b> |  |
| Professional Learning   | <ul style="list-style-type: none"> <li>- Possible restructuring through Use of State-Selected Lead Turnaround Partners (outside firms)</li> <li>- Continue Mid and Short-Term Efforts</li> </ul>   |
| Assessment  | <ul style="list-style-type: none"> <li>- Continue Mid and Short-Term Efforts</li> </ul>  |
| Parent Involvement  | <ul style="list-style-type: none"> <li>- Continue Mid and Short-Term Efforts</li> </ul>  |
| Program   | <ul style="list-style-type: none"> <li>- Consider Changes in Use of School(s) (e.g. Preschool Cluster)</li> </ul>  |
| Resources   | <ul style="list-style-type: none"> <li>- Continue to provide additional staffing and materials through federal and state School Improvement funds</li> </ul>                                       |
| Evaluation  | <ul style="list-style-type: none"> <li>- Provide Central Office staff to assist in instructional monitoring (AYP, Formative Assessments) and Principal Evaluation (Student Achievement)</li> </ul> |

## **APS Instructional Initiatives**

The following are those systemwide instructional initiatives that impact the delivery of instruction and identified needs at the four schools:

- Implemented Elementary and Secondary Mathematics and Secondary English Textbook Adoptions in 2006-2007
- Implemented new Elementary English/Language Arts (ELA) Textbook Adoption in 2007-2008 with specific materials and strategies for teaching reading to struggling readers, English Language Learners, and Students with Disabilities
- Implemented targeted Professional Development
- Increased number of economically disadvantaged students served through added Virginia Preschool Initiative (VPI) classes
- Continued disaggregating and analyzing data to inform instruction
- Implemented VGLA testing option for Limited English Proficient (LEP) Students
- Implemented testing coordinators in each of 10 schools with highest percentages of economically disadvantaged students (These teachers administer testing procedures and disseminate and disaggregate achievement data.)

## **School-Specific Instructional Initiatives**

In addition to the systemwide initiatives mentioned above, we also provide the following to the four schools to meet specific identified needs:

- Literacy and math coaches are allocated to each of the four schools (These teachers support classroom teachers in their instruction, work with students in classrooms, and provide small group pull out instruction based upon individual student data.)
- Additional funding for professional development and planning days to support formative assessment, mathematics content, and reading instruction
- Additional staff resources to provide support to address areas of weakness (i.e. ESOL staffing and additional allocation for testing coordinators above 0.5 allocation at Hoffman-Boston and Randolph)
- Additional interventions such as Reading Recovery, Book Buddies, Earobics, Math Buddies, and FASTT Math
- For Hoffman-Boston and Randolph, we have hired Marie Shiels-Djouadi as an outside consultant to work with the principals
- Summer teacher planning/curriculum development days scheduled for both Hoffman-Boston and Randolph

--Draft--

**Hoffman Boston Elementary School  
Expectations, 2010 – 2011**

For presentation to teachers week of June 28 and in August opening of school meeting(s)

**Mathematics**

**1. Instruction and Curriculum:**

- Minimum of 75 minutes of instruction daily for math, at a set time, utilizing:
  - Investigations (including Scott Foresman supplemental materials where specified)
  - Every Day Counts (EDC) Calendar Math
  - SOL warm-ups (Gr. 3-5), APS Checkups (Gr. K-2)
- Follow county pacing schedule, unless decided otherwise at team meetings through revisions
- Math Coach/specialist in-class work: model lessons and co-teach

**2. Assessment:**

- Unit assessments given and data reported to Sarah/Lindy according to established schedule and format
- APS Quarterly Math assessments:
  - Beginning of Year: Grades K-5
  - 1<sup>st</sup> Quarter: Grades 1-5
  - 1<sup>st</sup> Quarter Fact Fluency Benchmark Assessment: Grades 1 and 2
  - 2<sup>nd</sup> Quarter (Midyear): Grades K-5
  - 2<sup>nd</sup> Quarter Fact Fluency Benchmark Assessment: Grades 1 and 2
  - 3<sup>rd</sup> Quarter: Grades K-5
  - 3<sup>rd</sup> Quarter Fact Fluency Benchmark Assessment: Grades 1 and 2
  - 4<sup>th</sup> Quarter (End of Year): Grades K-2
  - 4<sup>th</sup> Quarter Fact Fluency Benchmark Assessment: Grades 1 and 2
- Additional K math screening (using Assessing Math Concepts) given three times a year for students not passing Beginning of Year assessment with follow-up interventions.
- SOL warm-ups (Gr. 3-5) and/or APS Checkups (K-2) completed weekly (beginning 2<sup>nd</sup> Quarter)
- SOL warm-up questions will be assessed daily, according to the established schedule, having students complete the question, then reviewing the question and approaches to answers by writing their thought process on the page
- Use "Composite Planning Sheet" sheet to document intervention/remediation needs based on assessment data, and plan individual and small group instruction

**3. Collaboration and Planning**

- Weekly team meeting will include all teachers on team and specialists to review data from check-ups and/or SOL warm-up items, and plan for following week
- Schedule to be set and followed unless notification to principal in advance
- Quarterly all-day planning meetings, with data prepared in advance using established format
- School-based professional development days and weekly collaborative data review by team

**Randolph Elementary School Summer Planning for 2010-2011: Language Arts Expectations**

Throughout the 2009-10 school year, we have studied data and discussed and implemented new ideas for school improvement. Informed by the findings of Randolph staff, the School Improvement Team has articulated these language arts expectations for 2010-11. Instruction will be aligned to the Standards of Learning.

**The language arts block will be scheduled for 2 hours every day.** A balanced literacy approach to reading will be used. Daily homework will be assigned.

**I. A reading workshop will be scheduled for 30 minutes every day.**

1. Reading strategies will be practiced by the students independently with a gradual release of responsibility to the student. The reading workshop will include:
  - A mini-lesson on a reading skill such as the *Storytown* focus skill, grammar, phonemic awareness, vocabulary, word study, or *Growing Words*
  - Reading practice of the work taught in the mini-lesson
  - 5-minute share
2. A total of 6-7 *Storytown* lessons will be taught per quarter, not necessarily in order.
  - In grades 2-5, the first of every two *StoryTown* lessons will be taught using content-related material in lieu of the *StoryTown* main story selection.
  - For the second lesson, *Storytown* will be taught as usual. The weekly *StoryTown* lesson test, without the printed robust vocabulary section, will follow the second lesson.
  - A mix of content vocabulary and robust vocabulary will be taught every week.
  - Teachers will use the *Storytown* lessons, content material, robust and content vocabulary they chose in summer planning.
  - *StoryTown* grammar will be taught with every lesson.

**II. Small group instruction will be scheduled for 60 minutes every day.**

1. Guided reading will be taught and will incorporate individual conferencing.
2. Students will have access to a variety of teacher-and student-selected books to read and/or listen to during independent reading time. During this time they will practice reading strategies, expand their vocabulary, and practice three habits (such as read, re-read to locate evidence for an answer, and highlight evidence).

**III. Writing Workshop will be scheduled for 30 minutes every day.**

1. The writing workshop will include
  - A mini-lesson on a writing skill
  - Writing practice of the work taught in the mini-lesson
  - 5-minute share
2. In grade 5, teachers will assess students' writing monthly using SOL released writing tests.

**IV. Word and vocabulary study will be done within the language arts block and integrated throughout the content areas.**

1. The development of academic language will be the focus.
2. Multiple opportunities will be provided for students to hear, speak, read, and write academic language related to a content-area topic.
3. Prefixes and suffixes will be taught in grades 1-5 regardless of a student's word study level.

**V. Assessments will be used to inform instruction.**

1. In kindergarten, *PALS Quick Checks* will be given quarterly in lieu of monthly letter identification tests.
2. In grade 1, *PALS Quick Checks* will be given quarterly. Between these assessments, running records will be given.
3. In grades 2-5, *StoryTown* lesson tests will be given after every second lesson.
4. In grades 3-5, SOL released tests will be given quarterly. After the first quarter, one passage will be used; after the second quarter, two passages; after the third quarter, three passages, and before the SOLs, all four passages of a test will be used. Students will complete the questions and write their thinking in the test page margin.
5. *Study Island* will be used monthly in grades 2-5 to practice for the SOLs.
6. Weekly team meetings will be held to review test data and plan instruction based on the test data.
7. Quarterly pacing meetings will be held following completion of grades. Assessment scores will be recorded on the pacing sheet and reviewed at the pacing meetings. Specific *PALS Quick Checks*, *Study Island*, and SOL released-test data will also be reviewed at the pacing meetings.

**English Language Arts K- 5 Assessments Revised 2010**

| Grade                 | Assessment  | FALL  | WINTER                                   | SPRING  |
|-----------------------|---|---|--|---|
| Kindergarten          | PALS  | ✓   | Students who did not meet fall benchmark | ✓   |
|                       | Quick Checks (PALS) Subtests<br>Alphabet Recognition, Letter Sounds, Spelling | ✓<br>First week of school                                 |  |   |
|                       | DSA   |   | ✓  | ✓   |
|                       | DRA   | Selected students   | Selected students                        | ✓   |
| 1 <sup>st</sup> Grade | PALS  | ✓   | Students who did not meet benchmark      | ✓   |
|                       | DRA***  | Only students who <b>do not</b> have a K spring DRA       | Students below DRA level 12              | ✓   |
|                       | DSA   | ✓   | ✓  | ✓   |
| 2 <sup>nd</sup> Grade | PALS  | Targeted* students only                                   | Students who did not meet benchmark      | All students except those who <b>met high benchmark</b> |
|                       | DRA***  | Only students who <b>do not</b> have a grade 1 spring DRA | Students below DRA level 24              |   |
|                       | DSA   | ✓   | ✓  | ✓   |
|                       | DRP   |   |  | ✓   |
| 3 <sup>rd</sup> Grade | PALS  | Targeted* students only                                   | Students who did not meet benchmark      |   |
|                       | DRA***  |   |  |   |
|                       | DSA   | ✓   | ✓  | ✓   |
|                       | SOL   |   |  | ✓   |
| 4 <sup>th</sup> Grade | DRA***  |   |  |   |
|                       | DSA   | ✓   | ✓  | ✓   |
|                       | DRP   | ✓   |  |   |
|                       | SOL   |   |  | ✓   |
|                       | Stanford 10   | ✓   |  |   |
| 5 <sup>th</sup> Grade | DRA***  |   |  |   |
|                       | DSA   | ✓   | ✓  | ✓   |
|                       | SOL   |   |  | ✓   |

✓ All students      \*Students new to VA or received summer intervention  
 \*\*\* All Title I students given DRA in the fall, winter and spring.

## Kindergarten through Algebra 1 Division-Developed Mathematics Assessments

| Grade     | Beginning of Year | End of Unit        | Quarterly Assessments | Fact Fluency | Midyear | End of Year |       | Placement Assessments<br>(** One of several criteria used) |
|-----------|-------------------|--------------------|-----------------------|--------------|---------|-------------|-------|--|
|           |                   |                    |                       |              |         | County      | State |  |
| Grade K   | REQ               | OPT                | ‡                     |              | REQ     | REQ         |       |  |
| Grade 1   | REQ               | OPT<br>(units 1-3) | ‡                     | OPT          | REQ     | REQ         |       |  |
| Grade 2   | REQ               | OPT<br>(units 1-3) | ‡                     | OPT          | REQ     | REQ         |       |  |
| Grade 3   | REQ               | OPT                | ‡                     |              | REQ     |             | SOL   |  |
| Grade 4   | REQ               | OPT                | ‡                     |              | REQ     |             | SOL   |  |
| Grade 5   | REQ               | OPT                | ‡                     |              | REQ     |             | SOL   | REQ**  |
| Grade 6   |                   |                    | REQ                   |              |         | REQ         | SOL   | REQ**  |
| Grade 7   |                   |                    | REQ                   |              |         | REQ         | SOL   | REQ**  |
| Grade 8   |                   |                    | REQ                   |              |         | REQ         | SOL   |  |
| Algebra 1 |                   |                    |                       |              |         | REQ         | SOL   |  |

Key

OPT Optional

Note: The end-of-unit assessments are optional and were created to simulate SOL type questions. They can be administered instead of the Investigations end of unit assessments or can be combined.

REQ Required for all students

\*\* Required-criteria considered:

- A. Placement Assessment
- B. Teacher Recommendation
- C. SOL Score
- D. Grades

‡ Required for schools in improvement

SOL Standards of Learning assessment

## **Title I Literacy Coach**

The Literacy Coach is a .5 time position working at Hoffman-Boston Elementary School for the 2009-2010 school year. This position is funded through the Virginia School Improvement Grant program. The Literacy Coach is responsible for modeling, coaching and implementing best practices in reading instruction as defined by current, scientifically-based reading research and APS curriculum.

### *Distinguishing Features of Work*

The Literacy Coach works under the direction of the principal and Title I Supervisor, Department of Instruction and will provide targeted assistance in implementing and facilitating the English Language Arts program with an emphasis on the five elements of reading; phonemic awareness, phonics, fluency, vocabulary and comprehension as well as writing. This role combines the responsibilities of teacher educator, staff developer and program monitor as required by guidelines of the Virginia School Improvement Grant. The Literacy Coach must have a current Master's Degree in Reading, at least five years teaching experience in the elementary grades, knowledge and skills related to scientifically-based reading research and its implementation, and demonstrated success in staff development and improving student achievement. The Literacy Coach must attend the state's summer Reading Coach workshop.

### *Illustrative Examples of Work*

- Work collaboratively with principals, instructional staff and the Title I Office to implement the APS Reading Curriculum.
- Support teachers in a collaborative professional manner to implement strategies that support a comprehensive reading program
- Be responsible for training, monitoring and providing continued staff development to implement reading programs that emphasize the five essential elements of reading.
- Create and model demonstration lessons in classrooms on how to teach the five essential elements of reading and writing as part of a comprehensive literacy program.
- Work collaboratively with building reading teams to coordinate reading assessments for K-5 classrooms including:
  - Training identified teachers on using the Developmental Reading Assessment (DRA)
  - Collecting, maintaining and analyzing DRA data using an assessment wall.
  - Use data to help teachers inform their instruction
  - Schedule meetings to discuss data and make instructional decisions
  - Ensure follow-up of meeting decisions
- Work collaboratively with building reading teams to organize and coordinate professional development for literacy instruction, inform appropriate groups, and recruit and identify appropriate teachers for training.
- Evaluate and recommend teaching materials.

### *Desired Qualifications*

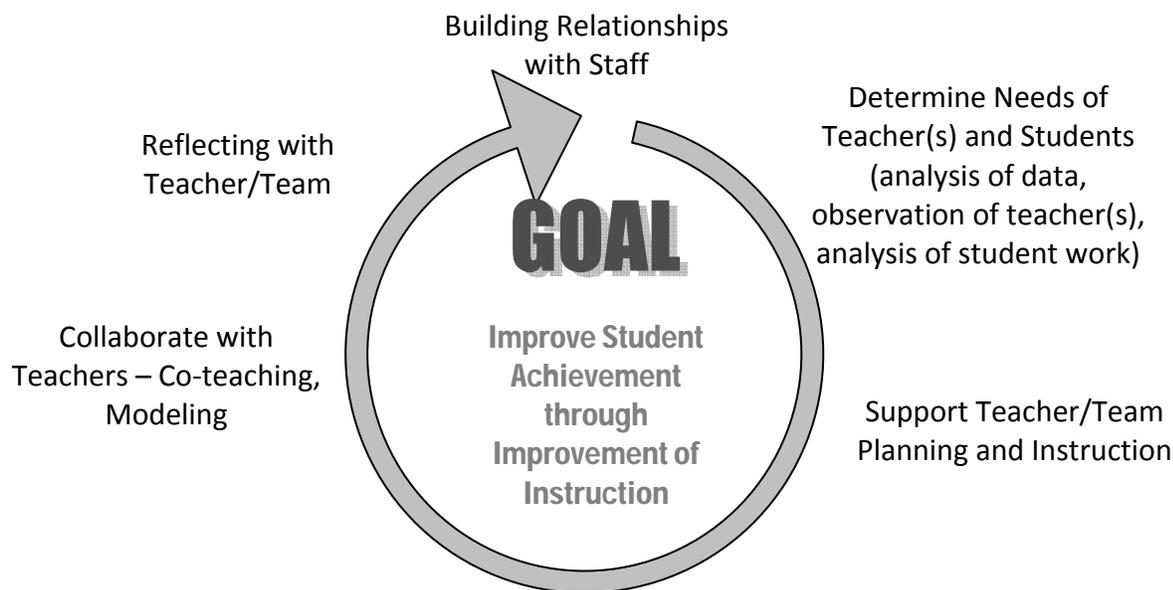
- A current Master's Degree in Reading (or Master's Degree in Education, with Reading endorsement) from an accredited college
- Successful teaching experience in the elementary grades
- Reading Recovery Certificate preferred
- Experience working with a culturally and linguistically diverse student population
- Ability to write and speak effectively
- Ability to analyze, evaluate and use data to make instructional decisions
- Ability to plan, organize and conduct staff development related to current scientifically-based reading research and best teaching practices
- Ability to establish and maintain effective working relationships with staff, parents, and students

### *Selection Process*

Candidates must submit an application, a resume, and a written statement of interest and qualifications for this position. A minimum of two letters of reference must be forwarded to the Assistant Superintendent, Personnel. Qualified applicants will be interviewed.



# ELEMENTARY MATH COACH



## Essential Responsibilities

- Works with administrators, teachers, students, parents and the community toward meeting our mathematics goal: Improve Student Achievement Through Improvement of Instruction.
- Collaborates with individual teachers or teams of teachers through co-planning, co-teaching and coaching.
- Assists teachers in interpreting data and designing approaches to improve student achievement and instruction.
- Promotes teachers' delivery and understanding of the curriculum through collaborative long-range and short-range planning.
- Facilitates teachers' use of successful, research-based instructional strategies, including differentiated instruction for diverse learners.
- Arranges for professional development through collaborative investigations or discussion groups with teachers.
- Conducts non-evaluative observations of teaching and learning to provide clinical supervision and improve instruction.
- Engages in research-based professional development and applies learned professional development practices including: modeling, mentoring, peer coaching, study groups and lesson study.
- Assists in development of curriculum and assessment resources.
- Prepares and delivers staff development activities related to the Department of Instruction, Mathematics Office.
- Supports leadership development in school improvement that stimulates sustained systematic change and improvement.