

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: Brunswick County Public Schools
Mailing Address: 1718 Farmers Field Road, Lawrenceville, VA 23868
Division Contact: Dr. Jerry V. Congleton, Assistant Superintendent
Telephone (include extension if applicable): 434-848-3138 Fax: 434-848-6039
E-mail: jerry.congleton@brun.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: James S. Russell Middle
Mailing Address: 19400 Christanna Highway, Lawrenceville, VA 23868
School Contact: Michael Tetto
Telephone (include extension if applicable): 434-848-2132 Fax: 434-848-6201
E-mail: michael.tetto@brun.k12.va.us

School Name: _____
Mailing Address: _____
School Contact: _____

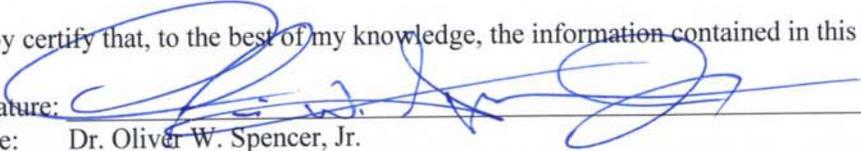
Telephone (include extension if applicable): _____ Fax: _____
E-mail: _____

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Assurances*: The local educational agency assures that School Improvement 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under the *No Child Left Behind Act of 2001* (NCLB) and the *American Recovery and Reinvestment Act of 2009* (ARRA), if funds have been received under both statutes. **Additionally, the local educational agency agrees by signing below to implement program specific assurances located in Section D. Assurances of this application.**

***SPECIAL DIVISION ASSURANCE, IF ANY,
DISCUSSED WITH THE DIRECTOR OF THE OFFICE OF SCHOOL IMPROVEMENT MUST BE ATTACHED.**

Certification: I hereby certify that, to the best of my knowledge, the information contained in this application is correct.

Superintendent's Signature: 

Superintendent's Name: Dr. Oliver W. Spencer, Jr.

Date: 6-11-10

The division will submit one application packet.

SECTION A: SCHOOLS TO BE SERVED

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

1. Tier I and Tier II School Information

School Name	NCES ID #	Check Tier I	Check Tier II	Intervention			
				Turnaround	Restart	Transformation	Closure
James S. Russell Middle	510048000182	X		LTP:	LTP:	LTP: Cambridge	
				LTP:	LTP:	LTP:	
				LTP:	LTP:	LTP:	
				LTP:	LTP:	LTP:	

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

2a. Tier III School Information

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

School Name	NCES ID #
N/A	

2b. Tier III School Information

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

School Name	NCES ID #	Intervention			
		Turnaround	Restart	Transformation	Closure
N/A		LTP:	LTP:	LTP:	
		LTP:	LTP:	LTP:	

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

SECTION B: REQUIRED ELEMENTS

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

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

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

- a. Student achievement data for the past two years (2007-2008 and 2008-2009) in reading/language arts and mathematics: by school for the “all students” category and for each AYP subgroup; and by grade level in the all students category and for each AYP subgroup;
- 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.

Part 1. Student Achievement and Demographic Data

Required Information		School 1: James S. Russell Middle		
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; (Note: This is whole school data-grades mixed)	School Data		
		2007 - 2008	Reading/Language Arts	Mathematics
		All Students	71	58
		Black	68	56
		Hispanic	TS—fewer than 10 students	TS—fewer than 10 students
		White	82	68
		Students with Disabilities	48	43
		Economically Disadvantaged	66	53
		Limited English Proficient	TS—fewer than 10 students	TS—fewer than 10 students
		School Data		
		2008 - 2009	Reading/Language Arts	Mathematics
		All Students	73	60
		Black	71	57
		Hispanic	TS—fewer than 10 students	TS—fewer than 10 students
		White	85	73
		Students with Disabilities	45	40
		Economically Disadvantaged	71	58
		Limited English Proficient	TS—fewer than 10 students	TS—fewer than 10 students
		Grade 6		
		2007 - 2008	Reading/Language Arts	Mathematics
		All Students	79	46
		Female	88	49
		Male	71	43
		Black	73	43
		Hispanic	TS—fewer than 10 students	TS—fewer than 10 students
		White	100	55
		Students with Disabilities	50	31
		Economically Disadvantaged	74	42
		Limited English Proficient	TS—fewer than 10 students	TS—fewer than 10 students
	Student achievement data by grade level in the “all students” category and for each AYP subgroup			

Grade 6

2008 - 2009	Reading/Language Arts	Mathematics
All Students	69	39
Female	73	38
Male	65	41
Black	66	33
Hispanic	TS—fewer than 10 students	TS—fewer than 10 students
White	83	64
Students with Disabilities	39	30
Economically Disadvantaged	67	39
Limited English Proficient	TS—fewer than 10 students	TS—fewer than 10 students

Grade 7

2007 - 2008	Reading/Language Arts	Mathematics
All Students	61	41
Female	60	44
Male	63	39
Black	59	64
Hispanic	TS—fewer than 10 students	TS—fewer than 10 students
White	72	57
Students with Disabilities	32	36
Economically Disadvantaged	54	34
Limited English Proficient	TS—fewer than 10 students	TS—fewer than 10 students

Grade 7

2008 - 2009	Reading/Language Arts	Mathematics
All Students	73	42
Female	75	40
Male	72	43
Black	70	40
Hispanic	TS—fewer than 10 students	TS—fewer than 10 students
White	90	55
Students with Disabilities	53	53
Economically Disadvantaged	72	40
Limited English Proficient	TS—fewer than 10 students	TS—fewer than 10 students

		Grade 8		
		2007 - 2008	Reading/Language Arts	Mathematics
		All Students	74	82
		Female	74	81
		Male	75	84
		Black	74	81
		Hispanic	TS—fewer than 10 students	TS—fewer than 10 students
		White	72	86
		Students with Disabilities	67	59
		Economically Disadvantaged	70	82
		Limited English Proficient	TS—fewer than 10 students	TS—fewer than 10 students
		Grade 8		
		2008 - 2009	Reading/Language Arts	Mathematics
		All Students	78	83
		Female	77	90
		Male	78	75
		Black	77	85
		Hispanic	TS—fewer than 10 students	TS—fewer than 10 students
		White	82	79
		Students with Disabilities	45	38
		Economically Disadvantaged	73	81
		Limited English Proficient	TS—fewer than 10 students	TS—fewer than 10 students
b.	Analyzed student achievement data with identified areas that need improvement	<p>MATH: Data indicate that math is an area of concern. AYP was not attained overall or for any subgroup for either of the two school years. Both grades 6 and 7 are in need of extensive improvement for every subgroup. For 8th grade math, significant improvement is needed for students with disabilities and strategies need to be put in place for males since that subgroup experienced a significant decline and scored below the AYP target last year. Attention also needs to be given to the 8th grade white subgroup because their rate of achievement had a significant decline and that subgroup barely made the AYP target for the 08-09 school year. Close monitoring needs to take place for 8th grade economically disadvantaged students since they experienced a slight decline and we want to make sure that this does not continue to occur.</p>		

READING/LANGUAGE ARTS: The two-year data indicate that AYP has been met with some consistency in the subgroup of white students; however, in no case has AYP been met in the two-year period for the following subgroups—Black, Students with Disabilities, or Economically Disadvantaged. The subgroup Students with Disabilities has the lowest percentage of students passing, ranging from 32% to 67% among the three grades. Even if there is evidence of growth from one year to the next, there has not been an increase of more than a few percentage points in most cases. Russell Middle School has not met AYP in English for six of the last seven years. Scores of all subgroups in Grade 7 increased in 2008-09; however, scores in Grade 6 of the same year declined drastically. Comprehension, vocabulary, and writing-to-learn strategies need to be incorporated throughout the school curriculum.

Factors that negatively impacted progress toward AYP:

- High teacher turnover rate
- Career-switchers without subject area background and/or pedagogy
- Not enough student-centered and/or high-student-engagement activities
- Classroom environment not optimal for learning

We have heavily addressed these concerns during this current school year and have seen significant progress in most areas. However, again this year, this school will lose several teachers.

c. Number and percentage of highly qualified teachers and

Number and Percentage of Highly Qualified Teachers

Subject	Number	Percentage
English	6/6	100%
Math	6/7	86%
Science	5/5	100%
Social Studies	5/5	100%
Business	2/2	100%
Art	1/1	100%
Spanish	1/1	100%
Health/PE	1 / 2	50%
SPED	6/7	86%
Summary	33/36	92% HQ

	teachers with fewer than three years' experience by grade or subject	<p style="text-align: center;"><u>Teachers with Fewer than Three Years' Experience by Subject</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Subject</th> <th style="text-align: center;">Number</th> <th style="text-align: center;">Percentage</th> </tr> </thead> <tbody> <tr> <td>English</td> <td style="text-align: center;">1/6</td> <td style="text-align: center;">17%</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">3/7</td> <td style="text-align: center;">43%</td> </tr> <tr> <td>Science</td> <td style="text-align: center;">2/5</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>Social Studies</td> <td style="text-align: center;">1/5</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Business</td> <td style="text-align: center;">2/2</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Art</td> <td style="text-align: center;">0/1</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Spanish</td> <td style="text-align: center;">0/1</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Health/PE</td> <td style="text-align: center;">0/2</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>SPED</td> <td style="text-align: center;">1/7</td> <td style="text-align: center;">14%</td> </tr> <tr> <td>Summary</td> <td style="text-align: center;">10/36</td> <td style="text-align: center;">28%</td> </tr> </tbody> </table>	Subject	Number	Percentage	English	1/6	17%	Math	3/7	43%	Science	2/5	40%	Social Studies	1/5	20%	Business	2/2	100%	Art	0/1	0%	Spanish	0/1	0%	Health/PE	0/2	0%	SPED	1/7	14%	Summary	10/36	28%
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SPED	1/7	14%																																	
Summary	10/36	28%																																	
d.	Number of years each instructional staff member has been employed at the school	<p style="text-align: center;"><u>Number of Years Instructional Staff Members Have Been Employed at Russell Middle</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 year = 6 teachers</td> <td style="width: 50%;">7 years = 3 teachers</td> </tr> <tr> <td>2 years = 10 teachers</td> <td>8 years = 1 teacher</td> </tr> <tr> <td>3 years = 10 teachers</td> <td>11 years = 1 teacher</td> </tr> <tr> <td>4 years = 5 teachers</td> <td>16 years = 1 teacher</td> </tr> <tr> <td>5 years = 1 teacher</td> <td>28 years = 1 teacher</td> </tr> <tr> <td>6 years = 1 teacher</td> <td>30 years = 1 teacher</td> </tr> </table> <p>Summary: 72% of teachers have been employed at RMS fewer than 4 years; 31% of teachers have been employed at RMS for 4-8 years; only 11% of teachers have taught at RMS for more than 11 years</p>	1 year = 6 teachers	7 years = 3 teachers	2 years = 10 teachers	8 years = 1 teacher	3 years = 10 teachers	11 years = 1 teacher	4 years = 5 teachers	16 years = 1 teacher	5 years = 1 teacher	28 years = 1 teacher	6 years = 1 teacher	30 years = 1 teacher																					
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e.	Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools	N/A																																	

f.	<p>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</p>	<p>Attendance rate 98% (2008-2009 VDOE School Report Card)</p> <p>Total students = 479</p> <ol style="list-style-type: none"> 1) Female-232; Male-247 2) African American-387 (81%); White-86 (18%); Hispanic-4; Asian-2 3) Disability status: AUT 1; ED 4; EMD 7; ID 3; LD 22; MD 2; OHI 17; SPD 1; TMD 1 Total = 58 4) LEP-4 5) Migrant status-0 6) Homeless-0 7) Economically disadvantaged status-375 (78%)
g.	<p>Information about the physical plant of the school facility to include: 1) date built;</p> <p>2) number of classrooms;</p> <p>3) description of the library media center;</p> <p>4) description of cafeteria; and</p> <p>5) description of areas for physical education and/or recess</p>	<ol style="list-style-type: none"> 1) James S. Russell Middle School was built in 1950 as the high school for African American students in Brunswick County. 2) It has 38 classrooms in the main building with eight additional mobile unit classrooms in the rear of the building serving as classrooms and computer labs. 3) The library media center is 26'x72' in the main area with one 10'x12' office and two storage areas which are 8'x10' and 6'x10'. Space for shelving is limited since one entire wall at the front of the building is covered by windows. To the right of the room, one table holds a total of six computers for student use. A sofa and two arm chairs make up a reading area at the left of the room. Eight rectangular tables with chairs are located in the middle of the library space. The library is heated by steam heat convection units and cooled by one 3-ton central air unit. 4) The cafeteria located on the bottom floor is 64'x72' in the main area with an adjacent 26'x66' kitchen. The area is heated by steam and cooled by two 2-ton packaged A/C units. 5) The inside gym is 64'x 96' and serves as both gym and auditorium. It is heated by steam and there is no air-conditioning in this area. To the back of the building outside behind the mobile units, there is a set of outdated, non-functional combination basketball/ tennis courts. There is a football/baseball combination field located approximately 200 yards from the main building behind the adjacent

		elementary school. Beyond the mobile unit classrooms is a large gravel and dirt parking lot for school buses off limits for recreational use.
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)	Number of minutes in the school year: 180 days x 360 minutes = 64,800 minutes plus number of minutes during increased learning time: After-school 21 st Century grant 64 days x 90 minutes = 5760 minutes Total number of minutes = 64,800 + 5760 = 70,560 minutes
i.	Total number of days teachers worked divided by the maximum number of teacher working days	Total number of days teachers worked 36 teachers x 190 days = 6840 days Days teachers worked minus days absent 6840-337=6503 Percentage of total days worked = 6503/6840 = 95.07%
j.	Information about the types of technology that are available to students and instructional staff	Renaissance responders shared within the building; several multimedia carts with laptop, projector and speakers shared throughout the building; digital cameras; digital signage in front hallway; flash drives for teachers upon request; network printers shared throughout the building; one desktop computer per classroom mostly for teacher use with MS Office; Learn 360 videos; graphing calculators; scientific calculators; eight computer labs in mobile units (3 used as regular classrooms and 5 for instructional use with students on a rotational basis); Interactive Achievement for assessments in all areas; Test for Higher Standards achievement documents, simulation tests, and grade level tests for math students and teachers
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	<u>Baseline 2007-08 data:</u> Reading 71% Math 58% <u>2008-09 Data</u> Reading 73% (Annual Goal-81%) Math 60% (Annual Goal-79%)

(Baseline data would be helpful as a part of the discussion.)

Annual Goals

2009-10 AYP Reading 85% Math 83%

English 6 & 7: 75%
Black: 75%
White: 90%
Students with Disabilities: 60%
Economically Disadvantaged: 75%

Math 6 & 7: 70%
Black: 70%
White: 80%
Students with Disabilities: 70%
Economically Disadvantaged: 70%

2010-11 AYP Reading 89% Math 87%

English 6 & 7: 82%
Black: 82%
White: 93%
Students with Disabilities: 68%
Economically Disadvantaged: 80%

Math 6 & 7: 75%
Black: 75%
White: 85%
Students with Disabilities: 75%
Economically Disadvantaged: 75%

2011-12 AYP Reading 93% Math 91%

English 6 & 7: 87%
Black: 87%
White: 95%

	<p>and services that the Tier III schools will receive or the activities the schools will implement.</p>	<p>Students with Disabilities: 75% Economically Disadvantaged: 85%</p> <p>Math 6 &7: 83% Black: 83% White: 90% Students with Disabilities: 83% Economically Disadvantaged: 83%</p> <p>2012-13 AYP Reading 97% Math 95%</p> <p>English 6 & 7: 94% Black: 94% White: 97% Students with Disabilities: 82% Economically Disadvantaged: 90%</p> <p>Math 6 & 7: 90% Black: 90% White: 94% Students with Disabilities: 90% Economically Disadvantaged: 90%</p> <p>N/A</p>
1.	Goals established in order to hold accountable its Tier III school.	N/A

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

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

Describe the following:

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

Response:

- *The LEA has a plan in place to implement the intervention by the beginning of the 2010-11 school year*
Throughout 2009-10 the division transformation team (Division School Improvement Team) of Brunswick County Public Schools has participated in the VDOE division improvement webinars as well as used Indistar and are knowledgeable about what divisions can do to promote rapid improvement. The team participated in the webinars showcasing each Lead Turnaround Partner selected by VDOE and subsequently held interviews at our Central Office on May 6, 2010.

The school board approved Cambridge as our LTP at its May 24, 2010 meeting (see documentation in Attachment #1). We selected Cambridge due to their past seven-year record in the United States with over 2,500 schools in 22 states. They demonstrated during our selection process that they would conduct a review of the school prior to the end of the 2009-2010 academic year to determine the priority needs of Russell Middle, thus personalizing the partnership according to our specific needs. On June 1, 2010, Cambridge conducted a school review at James S. Russell Middle School and returned to the division to meet with Central Office administrators on June 4, 2010. On that date we began completing the contract in anticipation of the VDOE meeting on June 9, 2010 in Richmond.

We will negotiate the contract with the LTP to include goals, benchmarks, and the plan to manage assets. Areas of focus will be math in grades 6 and 7 for every subgroup. For 8th grade math, professional development will focus on enhancing instruction of students with disabilities, particularly males. In the area of English professional development will concentrate

on strategies to enhance performance of Black, Students with Disabilities, and Economically Disadvantaged. In English, students with disabilities will be a targeted group as this subgroup has the lowest percentage of students passing, ranging from 32% to 67% among the three grades. The implementations of the LTP will include: formative and ongoing reports on program effectiveness; research-based strategies that provide immediate and dramatic turnaround; assistance with teacher and leader recruitment; development of professional development aligned to yearly goals; promotion of parental capacity and community support; recommendation of changes to the school calendar; development of discipline programs that minimize time out of school/class; identification of resources needed in the reform effort; and integration of academic and support services. Our LEA is requiring Cambridge Education to provide twenty-two (22) of the twenty-five (25) services required of the vendors by the SEA (see Attachment #2).

The positions of principal and Internal Lead Partner are being advertised and approvals are anticipated at the June board meeting. The LTP and ILP in addition to the assistant superintendent and Director of School Improvement will attend the New Coaches' Institute on July 19-22, 2010.

A governance team has been in place at Russell Middle School during the 2009-10 academic year and will continue in its duties to expand the culture of shared responsibility and accountability. Along with the support of the Central Office administration, it will establish performance objectives for the school and align resource allocation (money, time, and human resources) with the school's instructional priorities. Performance objectives will be established for the school during the summer, 2010, with teacher and new principal involvement. The new teacher evaluation system to be developed in collaboration with the LTP, teachers, and new principal will include the evaluation of student outcomes. Teachers as well as new administrators will be trained to ensure that evaluations are conducted with fidelity to standardized procedures.

- *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 transformation team has the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation. To that end, a Russell Middle School parent served on the interview committee for the Lead Turnaround Partner. In addition, during Cambridge's school review, parents were introduced to Cambridge and were interviewed by the LTP on June 1, 2010 at Russell Middle School. They had the opportunity to ask questions and to voice their concerns about the quality of instruction as well as positive aspects of the school. Teachers and staff also were interviewed by the LTP in order to build support for the transformation.

The Director of School Improvement will continue to inform the public and school board of progress in school improvement efforts in her monthly reports to the school board; these summarized reports are published monthly in the local newspapers. Parents have suggested that monthly newsletters be sent home as well as informational sessions be held at varying times and places so that the maximum number of families can participate to learn about the changes and progress within the school. In addition, parent surveys

and questionnaires will be administered throughout the school year for input as to success in engaging the school community.

The LTP will be implementing surveys to gauge parent and community satisfaction and support and instituting complaint procedures for families. The LEA will work with community social and health service providers to help meet family needs and to provide parent education programs.

- *The LEA has adequate resources to research and design the selected intervention as intended*
Brunswick County Public Schools has selected Cambridge to provide the intervention as required for school improvement for Russell Middle School. It has also committed the resources of its office of Director of School Improvement as well as the office of coordinator of federal programs in assisting with the intervention as intended. An Internal Lead Partner will be selected and approved by the school board at its June, 2010 meeting. The Title I coordinator participated in Cambridge's school review visit including interviews with students, parents, teachers and staff on June 1, 2010. This visit helped to develop for Cambridge an understanding of the school context and its history.
- *The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions*
The LEA has committed its human resources to facilitate the design and ongoing implementation of interventions at James S. Russell Middle School. The office of federal programs will oversee the grant and central office administration will work closely with the Internal Lead Partner to review data and school progress in the areas indicated. The LEA will ensure that Russell Middle School will receive ongoing, intensive technical assistance and related support from the designated external lead partner. In addition, the LEA will conduct activities designed to support implementation of the transformation model and will support all school improvement activities.

The assistant superintendent, Director of School Improvement, and coordinator of Title I have attended several meetings with the External Lead Partner to discuss the scope of interventions. The Title I coordinator participated in Cambridge's school review visit on June 1, 2010, including interviews with students, parents, teachers, and staff in addition to direct observation of teaching and learning. Among the interventions that Cambridge will provide to Russell Middle School are a rigorous staff evaluation and professional development system, various questionnaires from students, faculty, and parents throughout the three-year grant period.

- *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*
Dr. Jerry Congleton, Asst. Superintendent, and Mrs. Nancy Hicks, Director of School Improvement, attended the SEA sponsored strategic planning session on April 7, 2010, conducted by Dr. Lauren Morando Rhim representing the Center for Innovation and Improvement. In addition, they have participated in division improvement webinars as well as school improvement webinars for Russell Middle School throughout 2009-2010.
- *The LEA has demonstrated adequate capacity to implement the selected intervention models*

With the commitment of the members of our Division Improvement Team, the school improvement team of Russell Middle School, its governance committee, Central Office administrators and the Lead Turnaround Partner, Cambridge, we are well equipped to implement the selected intervention model for James S. Russell Middle School. We have contracted with Cambridge to implement its full program to include: core services for all students; diagnostic surveys of students, faculty and stakeholders; professional development programs to include differentiated instruction and effective teacher evaluations throughout the three-year period.

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

Response:

Mark NA, if applicable

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

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

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

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

<input checked="" type="checkbox"/> Mark NA here if the LEA selected a LTP from the state’s list. <input type="checkbox"/> Mark NA here if the selected model does not require a LTP.
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- 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.

<input checked="" type="checkbox"/> Mark NA here if the LEA selected a LTP from the state’s list. <input type="checkbox"/> Mark NA here if the selected model does not require a LTP.
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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: In the state of Virginia the local school board has ultimate authority. The Brunswick County School Board approved
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Cambridge as its External Lead Partner for school transformation/school improvement for James S. Russell Middle School at its May 24, 2010 meeting. Please see attached agenda and personnel report.

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

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

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

Describe the following:

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

Response: Brunswick County Public Schools has implemented Indistar during the 2009-10 academic year to track progress in school improvement as well as division improvement. It has established a Division Improvement Team comprised of the Director of Pupil Personnel, Director of School Improvement, coordinator of Title I services, and an instructional specialist in Special Education. With training during the summer 2010 Coaches' Institute, the Director of School Improvement will continue to monitor division progress through the use of Indistar after the funding period ends.

After the three-year grant period, we will discontinue the contract with the LTP; however, if we find we are in need of continued professional development for our teachers, we will contract on a per need basis with them.

We anticipate that during the three years of the grant, after having established the district transformation team, assisting the school toward school autonomy, selecting a principal with skills necessary to move instruction forward, working with stakeholders to build support for the transformation, evaluating staff, providing rigorous staff development, increasing learning time, and reforming instruction, we will be in an excellent position to sustain the reform effort once the funding period ends. It is our expectation that after the three-year period, we will have created a professional learning community among our teachers that will foster a school culture of continuous learning. We also believe that a school culture will be created in which professional collaboration is valued and emphasized.

The LEA will continue to build new relationships within the community for extended learning programs in collaboration with civic and faith-based organizations in order to provide an integration and coordination of academic work between in school and out of school activities. These extended learning opportunities will also include advisory periods that build relationships between students, faculty, other school staff, and adults as mentors.

We will be able to continue to provide compensation to attract and retain staff through the use of Title IIA funds.

SECTION C: SELECTION OF COACH FOR TIER III SCHOOLS: STATE TRANSFORMATION MODEL - Tier III Schools Only – N/A

The State Transformation Model requires schools to use funding to hire a coach that will work with the school in the area(s) that caused the school to enter school improvement. **Coaches must be employed by June 28, 2010, the last day to register for the summer institute.** Responsibilities of a coach may include, but are not limited to the following:

Assisting the School Improvement Team in:

- Using appropriate data to:
 - drive decision-making in developing, selecting, and evaluating instructional programs and practices
 - select appropriate strategies to individualize classroom instruction
 - establish goals for all students with a focus on subgroup performance
- Developing and evaluating a highly effective school improvement plan via online planning
- Protecting instructional time
- Monitoring student progress and sharing findings
- Promoting a collegial relationship between school administrators, staff, and coach

In the box below, please respond to the following questions:

Describe the process that was used or will be used to select each school’s Tier III coach. (Use as much space as needed.)

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

School 1: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership	School 2: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership	School 3: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership
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<input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	<input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	<input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)
School 4: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	School 5: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	School 6: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> 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 Attachment C-g. 1003(g) and 1003(a) funds may also be expended for the purchase of educational vendor/company services to support the implementation of the selected reform model. See Attachment D-g.

Note: Part 2: Budget Narrative: The detailed budget summary the LEA submits as part of the grant application will provide evidence of how other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources support 1003(g) initiatives. Additionally, the LEA will provide a budget narrative in its application that will provide a description of how other resources will be used such as personnel, materials, and services to support the selected intervention model.

Division Budget Summary
Division Name: Brunswick

Virginia Department of Education Grant Expenditure Requirements

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

Note 2
 Divisions must ensure that Tier I and Tier II schools include in their budgets the purchase of I Station and ARDT.
 I Station Cost: \$6,500

ARDT Cost: \$4.00 per student per school.

Division Budget Summary
Division Name: Brunswick

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

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	ESE A (100 3g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESE A (100 3g)	Other Funds	ARRA (1003g)	ESE A (100 3g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include division total for these schools. <i>[1003(a) funds must be encumbered by September 30, 2011]</i>										
1000 - Personnel	155,720				145,720			145,720			\$447,160.00
2000 - Employee Benefits	30,413				30,413			30,413			\$91,239.00
3000 - Purchased Services	265,160				205,960			189,720			\$660,840.00
4000 - Internal Services											
5000 - Other Charges	16,000				16,000			16,000			\$48,000.00
6000 - Materials and Supplies	23,527.33				28,827.33			28,727.34			\$81,082.00
8000 - Equipment/ Capital Outlay											
Total	\$490,820.33				\$426,920.33			\$410,580.34			(Must Equal Division Allocation) \$1,328,321

* If applicable.

School Budget Summary

School Name: Russell Middle School

Virginia Department of Education Grant Expenditure Requirements

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

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

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

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

School Budget Summary (One Per Applicant School)

Complete using all applicable funding sources.

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	ESE A (100 3g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESE A (100 3g)	Other Funds	ARRA (1003g)	ESE A (100 3g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here. [1003(a) funds must be encumbered by September 30, 2011]										
1000 - Personnel	155,720				145,720			145,720			\$447,160.00
2000 - Employee Benefits	30,413				30,413			30,413			\$91,239.00
3000 -	265,160				205,960			189,720			\$660,840.00

Purchased Services											
4000 - Internal Services											
5000 - Other Charges	16,000				16,000			16,000			\$48,000.00
6000 - Materials and Supplies	23,527.33				28,827.33			28,727.34			\$81,082.00
8000 - Equipment/Capital Outlay											
Total	\$490,820.33				\$426,920.33			\$410,580.34			(Must Equal Division Allocation) \$1,328,321.00

Complete a budget form for each school – one for each school.

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

DIVISION NAME: Brunswick

1. Personal Services (1000)

Year 1 – 2010-2011

Internal Lead Partner: \$75,000.00

Signing bonus for new principal: \$5,000.00

End-of-the-year bonus for new principal upon meeting goals: \$5,000

Stipends for summer professional development: 43 teachers x 5 days @ \$100 per day = \$21,500.00

Stipends for Lead Teachers: 9 x \$500.00 = \$4,500.00

Stipends for after school professional development: 43 teachers x 2 hours @\$20.00 per hour = \$1,720.00

Substitutes for professional development: 150 substitutes x \$60.00 per day = \$9,000.00

Professional staff incentives for meeting goals: 59 teachers x \$500.00 each = \$29,500.00

Classified staff incentives for meeting goals: 18 classified positions x \$250 each = 4,500.00

Year 2 – 2011-2012

Internal Lead Partner: \$75,000.00

Stipends for summer professional development: 43 teachers x 5 days @ \$100 per day = \$21,500.00

Stipends for Lead Teachers: 9 x \$500.00 = \$4,500.00

Stipends for after school professional development: 43 teachers x 2 hours @\$20.00 per hour = \$1,720.00

Substitutes for professional development: 150 substitutes x \$60.00 per day = \$9,000.00

Professional staff incentives for meeting goals: 59 teachers x \$500.00 each = \$29,500.00

Classified staff incentives for meeting goals: 18 classified positions x \$250 each = 4,500.00

Year 3 – 2012-2013

Internal Lead Partner: \$75,000.00

Stipends for summer professional development: 43 teachers x 5 days @ \$100 per day = \$21,500.00

Stipends for Lead Teachers: 9 x \$500.00 = \$4,500.00

Stipends for after school professional development: 43 teachers x 2 hours @\$20.00 per hour = \$1,720.00

Substitutes for professional development: 150 substitutes x \$60.00 per day = \$9,000.00

Professional staff incentives for meeting goals: 59 teachers x \$500.00 each = \$29,500.00

Classified staff incentives for meeting goals: 18 classified positions x \$250 each = 4,500.00

2. Employee Benefits (2000)

Year 1 – 2010-2011

Benefits to include FICA, VRS, HMP, RHIC & GLIP for the Internal Lead Partner: \$25,000.00

FICA for summer professional development: \$1,645.00

FICA for Lead Teachers: \$345.00

FICA for after school professional development: \$132.00

FICA for substitutes: \$689.00

FICA for professional staff incentives for meeting goals: \$2,257.00

FICA for classified staff incentives for meeting goals: \$345.00

Year 2 – 2011-2012

Benefits to include FICA, VRS, HMP, RHIC & GLIP for the Internal Lead Partner: \$25,000.00

FICA for summer professional development: \$1,645.00

FICA for Lead Teachers: \$345.00

FICA for after school professional development: \$132.00

FICA for substitutes: \$689.00

FICA for professional staff incentives for meeting goals: \$2,257.00

FICA for classified staff incentives for meeting goals: \$345.00

Year 3 – 2012-2013

Benefits to include FICA, VRS, HMP, RHIC & GLIP for the Internal Lead Partner: \$25,000.00

FICA for summer professional development: \$1,645.00

FICA for Lead Teachers: \$345.00

FICA for after school professional development: \$132.00

FICA for substitutes: \$689.00

FICA for professional staff incentives for meeting goals: \$2,257.00

FICA for classified staff incentives for meeting goals: \$345.00

3. Purchased Services (3000)

Year 1 – 2010-2011

Cambridge (LTP): 480 students x \$487 = \$233,760.00

PD 360 onsite training: \$8,400.00

Teacher Performance Evaluation (Cambridge): \$15,000.00

Consultants: \$3,000.00

Attorney fee for reviewing contract with Cambridge: \$5,000.00 (Reed & Smith – D. Patrick Lacy)

Year 2 – 2011-2012

Cambridge (LTP): 480 students x \$402 = \$192,960.00

Teacher Performance Evaluation (Cambridge): \$10,000.00

Consultants: \$3,000.00

Year 3 – 2012-2013

Cambridge (LTP): 480 students x \$389 = \$186,720

Consultants: \$3,000.00

4. Internal Services (4000)

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5. Other Charges (5000)

Year 1 – 2010-2011

Refreshments for professional development: \$1,000.00

Travel expenses for professional development (mileage, meals & accommodations): \$10,000.00

Parental/Community Involvement Activities: \$2,000.00

Student Award Ceremony: \$1,000.00

Refreshments for after school activities: \$2,000.00

Year 2 – 2011-2012

Refreshments for professional development: \$1,000.00

Travel expenses for professional development (mileage, meals & accommodations): \$10,000.00

Parental/Community Involvement Activities: \$2,000.00

Student Award Ceremony: \$1,000.00

Refreshments for after school activities: \$2,000.00

Year 3 – 2012-2013

Refreshments for professional development: \$1,000.00

Travel expenses for professional development (mileage, meals & accommodations): \$10,000.00

Parental/Community Involvement Activities: \$2,000.00

Student Award Ceremony: \$1,000.00

Refreshments for after school activities: \$2,000.00

6. Materials and Supplies (6000)

Year 1 – 2010-2011

ISTATION: \$6,500.00

ARDT: 200 students x \$4.00 per student = \$800.00

PD 360 site license: \$6,857.00

Parental/Community Involvement activities: \$2,000.00

Student Award Ceremony (prizes & awards): \$2,500.00

Classroom materials: \$4,870.33

Year 2 – 2011-2012

ISTATION: \$6,500.00

ARDT: 175 students x \$4.00 per student = \$700.00

Interactive Achievement site license: \$5,400.00

PD 360 site license: \$6,857.00

Parental/Community Involvement activities: \$2,000.00

Student Award Ceremony (prizes & awards): \$2,500.00

Classroom materials: \$4,870.33

Year 3 – 2012-2013

ISTATION: \$6,500.00

ARDT: 150 students x \$4.00 per student = \$600.00

Interactive Achievement site license: \$5,400.00

PD 360 site license: \$6,857.00

Parental/Community Involvement activities: \$2,000.00

Student Award Ceremony (prizes & awards): \$2,500.00

Classroom materials: \$4,870.34

7. Equipment/Capital Outlay (8000)

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SCHOOL NAME: James S. Russell Middle

1. Personal Services (1000)

Year 1 – 2010-2011

Internal Lead Partner: \$75,000.00

Signing bonus for new principal: \$5,000.00

End-of-the-year bonus for new principal upon meeting goals: \$5,000

Stipends for summer professional development: 43 teachers x 5 days @ \$100 per day = \$21,500.00

Stipends for Lead Teachers: 9 x \$500.00 = \$4,500.00

Stipends for after school professional development: 43 teachers x 2 hours @\$20.00 per hour = \$1,720.00

Substitutes for professional development: 150 substitutes x \$60.00 per day = \$9,000.00

Professional staff incentives for meeting goals: 59 teachers x \$500.00 each = \$29,500.00

Classified staff incentives for meeting goals: 18 classified positions x \$250 each = 4,500.00

Year 2 – 2011-2012

Internal Lead Partner: \$75,000.00

Stipends for summer professional development: 43 teachers x 5 days @ \$100 per day = \$21,500.00

Stipends for Lead Teachers: 9 x \$500.00 = \$4,500.00

Stipends for after school professional development: 43 teachers x 2 hours @\$20.00 per hour = \$1,720.00

Substitutes for professional development: 150 substitutes x \$60.00 per day = \$9,000.00

Professional staff incentives for meeting goals: 59 teachers x \$500.00 each = \$29,500.00

Classified staff incentives for meeting goals: 18 classified positions x \$250 each = 4,500.00

Year 3 – 2012-2013

Internal Lead Partner: \$75,000.00

Stipends for summer professional development: 43 teachers x 5 days @ \$100 per day = \$21,500.00

Stipends for Lead Teachers: 9 x \$500.00 = \$4,500.00

Stipends for after school professional development: 43 teachers x 2 hours @\$20.00 per hour = \$1,720.00

Substitutes for professional development: 150 substitutes x \$60.00 per day = \$9,000.00

Professional staff incentives for meeting goals: 59 teachers x \$500.00 each = \$29,500.00

Classified staff incentives for meeting goals: 18 classified positions x \$250 each = 4,500.00

2. Employee Benefits (2000)

Year 1 – 2010-2011

Benefits to include FICA, VRS, HMP, RHIC & GLIP for the Internal Lead Partner: \$25,000.00

FICA for summer professional development: \$1,645.00

FICA for Lead Teachers: \$345.00

FICA for after school professional development: \$132.00

FICA for substitutes: \$689.00

FICA for professional staff incentives for meeting goals: \$2,257.00

FICA for classified staff incentives for meeting goals: \$345.00

Year 2 – 2011-2012

Benefits to include FICA, VRS, HMP, RHIC & GLIP for the Internal Lead Partner: \$25,000.00

FICA for summer professional development: \$1,645.00

FICA for Lead Teachers: \$345.00

FICA for after school professional development: \$132.00

FICA for substitutes: \$689.00

FICA for professional staff incentives for meeting goals: \$2,257.00

FICA for classified staff incentives for meeting goals: \$345.00

Year 3 – 2012-2013

Benefits to include FICA, VRS, HMP, RHIC & GLIP for the Internal Lead Partner: \$25,000.00

FICA for summer professional development: \$1,645.00

FICA for Lead Teachers: \$345.00

FICA for after school professional development: \$132.00

FICA for substitutes: \$689.00

FICA for professional staff incentives for meeting goals: \$2,257.00

FICA for classified staff incentives for meeting goals: \$345.00

3. Purchased Services (3000)

Year 1 – 2010-2011

Cambridge (LTP): 480 students x \$487 = \$233,760.00

PD 360 onsite training: \$8,400.00

Teacher Performance Evaluation (Cambridge): \$15,000.00

Consultants: \$3,000.00

Year 2 – 2011-2012

Cambridge (LTP): 480 students x \$402 = \$192,960.00

Teacher Performance Evaluation (Cambridge): \$10,000.00

Consultants: \$3,000.00

Year 3 – 2012-2013

Cambridge (LTP): 480 students x \$389 = \$186,720

Consultants: \$3,000.00

4. Internal Services (4000)

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5. Other Charges (5000)

Year 1 – 2010-2011

Refreshments for professional development: \$1,000.00

Travel expenses for professional development (mileage, meals & accommodations): \$10,000.00

Parental/Community Involvement Activities: \$2,000.00

Student Award Ceremony: \$1,000.00

Refreshments for after school activities: \$2,000.00

Year 2 – 2011-2012

Refreshments for professional development: \$1,000.00

Travel expenses for professional development (mileage, meals & accommodations): \$10,000.00

Parental/Community Involvement Activities: \$2,000.00

Student Award Ceremony: \$1,000.00

Refreshments for after school activities: \$2,000.00

Year 3 – 2012-2013

Refreshments for professional development: \$1,000.00

Travel expenses for professional development (mileage, meals & accommodations): \$10,000.00

Parental/Community Involvement Activities: \$2,000.00

Student Award Ceremony: \$1,000.00

Refreshments for after school activities: \$2,000.00

6. Materials and Supplies (6000)

Year 1 – 2010-2011

ISTATION: \$6,500.00

ARDT: 200 students x \$4.00 per student = \$800.00

PD 360 site license: \$6,857.00

Parental/Community Involvement activities: \$2,000.00

Student Award Ceremony (prizes & awards): \$2,500.00

Classroom materials: \$6,537.00

Year 2 – 2011-2012

ISTATION: \$6,500.00

ARDT: 175 students x \$4.00 per student = \$700.00

Interactive Achievement site license: \$5,400.00

PD 360 site license: \$6,857.00

Parental/Community Involvement activities: \$2,000.00

Student Award Ceremony (prizes & awards): \$2,500.00

Classroom materials: \$6,537.00

Year 3 – 2012-2013

ISTRATION: \$6,500.00

ARDT: 150 students x \$4.00 per student = \$600.00

Interactive Achievement site license: \$5,400.00

PD 360 site license: \$6,857.00

Parental/Community Involvement activities: \$2,000.00

Student Award Ceremony (prizes & awards): \$2,500.00

Classroom materials: \$6,537.00

7. Equipment/Capital Outlay (8000)

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Complete a budget narrative for each applicant school.

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. James S. Russell Middle School
2. (School Name)
3. (School Name)
4. (School Name)

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

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

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

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

BRUNSWICK COUNTY SCHOOL BOARD
INFORMATION SHEET - AGENDA ITEM

DATE: Monday, May 24, 2010
CATEGORY: New Business
ITEM: Approval of Lead Turnaround Partner

Information Only
YES-Action Needed Now
Future Action Needed

YES-Attachment

I am recommending approval of Cambridge Education as the Lead Turnaround Partner for school reform at Russell Middle School.

<input checked="" type="checkbox"/> APPROVED → → → → → → → → → →	MOTION <i>Reekes</i>
<input type="checkbox"/> NOT APPROVED	SECOND <i>Mose</i>
<input type="checkbox"/> TABLED	

Selection of Cambridge Education as the Lead Turnaround Partner in School Improvement for

Russell Middle School

The Virginia Department of Education established criteria for organizations/companies that could serve as providers for the transformation model of school improvement through the USED School Improvement Grant process.

VDOE then sent out RFPs and from the respondents selected four (4) vendors that met the criteria and were recommended to school divisions to serve as lead turnaround partners.

On April 1, 2010, DOE met with representatives from each identified school division and part of the presentation consisted of presentations from the four (4) approved vendors.

One of the vendors did not have any previous experience in working with schools in the state of VA and also had the highest per pupil basic cost. We considered these two factors (especially the lack of experience with reform in VA) to be significant enough to eliminate that vendor. An interview panel consisting of CS administrators,, an administrator from RMS, and a parent from RMS interviewed representatives of the other three (3) state-approved reform providers. Each interview panel member scored each of the vendors using a question and response scoring rubric that had been developed with input from CS administrators and an administrator from RMS. At the end of the interviews the same vendor had received the highest ratings from each of the panelists. Upon discussion, that vender was the unanimous choice of the committee.

Cambridge Education was the selected vender. Cambridge has the best approach to school reform and improvement to meet our needs. Cambridge will customize its services to help improve student performance by strengthening the content, the pedagogy, and relationships. Its process is begun with an appraisal of the current school climate and dynamics with special emphasis on the curriculum, the staff, the students, the parents and community, teaching practices, and data. It focuses on building the capacity to be successful beyond the reform process.

We recommend that you approve Cambridge Education as the Lead Turnaround Partner for

school reform at Russell Middle School. This approval will be asked for as part of the new business.

Components for Cambridge Contract

1. Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline.
2. Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement.
3. Work with the school division to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement.
4. ~~Recommend necessary restructuring of teacher and leader contracts.~~
5. Develop and engage teachers and the leader in professional development aligned to programmatic goals.
6. Promote student motivation for learning.
7. ~~Secure parental commitment and involvement through school choice.~~
8. Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community.
9. Work with the school division to expand community support to garner human resources needed for reform.
10. Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly.
11. Develop constructive relationships with existing school personnel.
12. Recommend changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day.
13. Require commitment from parents to allow for additional time for instruction (such as after school support).
14. Work with the school division to obtain a commitment from teachers to allow for additional time for instruction and professional development.
15. Provide comprehensive, coherent, manageable and integrated instructional and support programs.
16. Recommend which existing programs are to be continued and which programs are to be eliminated.
17. Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.
18. Organize programming to engage students' sense of adventure, camaraderie, and competition.
19. Develop and implement evidence-based discipline programs that minimize time out of school and/or class.
20. Identify and recommend supporting partners to address social, emotional and behavioral issues (e.g., over-age students).

21. Identify and obtain adequate materials from school system resources (such as the Algebra Readiness Diagnostic Assessment (ARDT) or benchmark assessments).
22. Identify and recommend outside resources needed in the reform effort.
23. ~~Develop and recommend a budget to the School Board based on available per pupil amounts of local, basic Standards of Quality (SOQ), school improvement, appropriate Title monies, and special education funding in addition to other sources identified and aligned specifically for the turnaround zone.~~
24. Work with school division to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort.
25. Integrate all academic and support services.

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.

Strand II:

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

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

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

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

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

Strand III:

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

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

Albemarle County	Greer ES	Year I of Title I School Improvement
Alexandria City	Mount Vernon ES	Year I of Title I School Improvement
Alexandria City	Patrick Henry ES	Year I of Title I School Improvement
Alexandria City	Cora Kelly Magnet School	Tier III – 1003g
Alexandria City	Jefferson-Houston ES	Tier III – 1003g
Amherst County	Central ES	Tier III – 1003g
Arlington County	Barcroft ES	Year I of Title I School Improvement
Arlington County	Drew Model ES	Tier III – 1003g
Arlington County	Hoffman-Boston ES	Tier III – 1003g
Arlington County	Randolph ES	Tier III – 1003g
Bedford County	Bedford ES	Year I of Title I School Improvement
Bedford County	Bedford Primary	Year I of Title I School Improvement
Craig County	McCleary ES	Tier III – 1003g
Culpeper County	Sycamore Park ES	Tier III – 1003g
Culpeper County	Pearl Sample ES	Tier III – 1003g
Essex County	Essex Intermediate	Tier III – 1003g
Essex County	Tappahannock ES	Tier III – 1003g
Fauquier County	Grace Miller ES	Year I of Title I School Improvement
Fluvanna County	Central ES	Tier III – 1003g
Fluvanna County	Columbia District ES	Tier III – 1003g
Fluvanna County	Cunningham District ES	Tier III – 1003g
Hampton City	Smith ES	Year I of Title I School Improvement
King George County	King George ES	Tier III – 1003g
King George County	Potomac ES	Tier III – 1003g
King and Queen County	King and Queen ES	Tier III – 1003g
Lancaster County	Lancaster Primary School	Tier III – 1003g
Louisa County	Trevilians ES	Year I of Title I School Improvement
Lunenburg County	Victoria ES	Year I of Title I School Improvement
Newport News City	Sedgefield ES	Tier III – 1003g
Norfolk City	Jacox ES	Year I of Title I School Improvement
Norfolk City	Lindenwood ES	Year I of Title I School Improvement
Northampton County	Kiptopeke ES	Tier III – 1003g
Northampton County	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
Roanoke City	Round Hill Montessori	Year I of Title I School Improvement
Rockbridge County	Fairfield ES	Year I of Title I School Improvement
Shenandoah County	Ashby Lee ES	Tier III – 1003g
Stafford County	Kate Waller Barrett ES	Year I of Title I School Improvement
Stafford County	Falmouth ES	Year I of Title I School Improvement
Suffolk City	Elephant's Fork ES	Tier III – 1003g
Warren County	Warren County MS	Year I of Title I School Improvement
Westmoreland County	Washington District ES	Tier III – 1003g
Williamsburg-James City	Montague ES	Year I of Title I School Improvement

Included for Application Completion Only-UVA Lead Turnaround Program

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

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

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

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

Strand IV:

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

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

*These schools have applied for a waiver of identification.

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

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

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

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

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