

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: Colonial Beach Public Schools

Mailing Address: _16 N. Irving Avenue
Colonial Beach, VA 22443

Division Contact: ___Dr. Donna M. Power

Telephone (include extension if applicable): _804-224-0906 _____ Fax: 804-224-8357

E-mail: [_dpower@cbschools.net](mailto:dpower@cbschools.net)

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: _Colonial Beach High School

Mailing Address: 100 First Street
Colonial Beach, VA 22443

School Contact: Mr. Clint Runyan

Telephone (include extension if applicable): _804-224-7166

Fax: ____ 804-224-7465 _____
E-mail: crunyan@cbschools.net

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

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

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

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

Superintendent's Signature: _____
Superintendent's Name: _____
Date: _____

The division will submit one application packet.

SECTION A: SCHOOLS TO BE SERVED

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

1. Tier I and Tier II School Information

School Name	NCES ID #	Check Tier I	Check Tier II	Intervention			
				Turnaround	Restart	Transformation	Closure
Colonial Beach High School	2020021		X			William & Mary	
				LTP:	LTP:	LTP: Mary Dotson	
				LTP:	LTP:	LTP: Mary Whitley	
				LTP:	LTP:	LTP: Harriet Dawson	
				LTP:	LTP:	LTP:Teressa Caldwell	

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 #

2b. Tier III School Information

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

School Name	NCES ID #	Intervention			
		Turnaround	Restart	Transformation	Closure

		LTP:	LTP:	LTP:	
		LTP:	LTP:	LTP:	

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

SECTION B: REQUIRED ELEMENTS

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

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

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

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

Response:

- a. (2007-2008) Reading/LA:
All Students: 86%; Black- 69%; White- 94%; Disab.- too small; Econ. Dis.- 76%
(Grade Level)
8th - 75%; EOC- 96%

(Subgroups)

8th Reading: Black- 53%; White- 91%; Disab.- too small; Econ. Dis.- 59%

8th Writing: Black- 53%; White- 88%; Disab.- too small; Econ. Dis.- 65%

EOC Reading: Black- 91%; White- 97%; Disab.- too small; Econ. Dis.- 94%

EOC Writing: Black- too small; White- 97%; Disab.- too small; Econ. Dis.- 100%

(2007-2008) Mathematics:

All Students: 69%; Black- 53%; White- 74%; Disab.- 29%; Econ. Dis.- 64%

(Grade Level)

8th- 44%; Alg. I- 84%; Geometry- 76%; Alg. II- 72%

(Subgroups)

8th: Black- 29%; White- 54%; Disab.- too small; Econ. Dis.- 42%

Alg. I: Black- 91%; White- 82%; Disab.- too small; Econ. Dis.- 81%

Geometry: Black-too small; White- 83%; Disab.- too small; Econ. Dis.- too small

Alg. II: Black-too small; White- 76%; Econ. Dis.- 77%

(2008-2009) Reading/LA:

All Students- 76%; Black- 60%; White- 81%; Disab.- too small; Econ. Dis.- 56%

(Grade Level)

8th- 81%; EOC- 91%

(Subgroups)

8th Reading: Black- 36%; White- 78%; Disab.- too small; Econ. Dis.- 47%

8th Writing: Black- too small; White- 100%; Disab.- too small; Econ. Dis.- 75%

EOC Reading: Black- too small; White- 85%; Disab.- too small; Econ. Dis.- too small

EOC Writing: Black- too small; White- 91%; Disab.- too small; Econ. Dis.- 100%

(2008-2009) Mathematics:

All Students- 73%; Black- 56%; White- 79%; Disab.- 9%; Econ. Dis.- 64%

(Grade Level)

8th- 52%; Alg. I- 84%; Geometry- 71%; Alg. II- 81%

(Subgroups)

8th: Black- too small; White- 59%; Disab.- too small; Econ. Dis.- 42%

Alg. I: Black- 57%; White- 94%; Disab.- too small; Econ. Dis.- 76%

Geometry: Black- too small; White- 69%; Disab.- too small; Econ. Dis.- 53%

Alg. II: Black- too small; White- 86%; Econ. Dis.- 82%

b. Area of mathematics needs improvement
c. Highly qualified teachers- 20 teachers- 96.97% Less than 3 years experience- Special Ed. (2); Social Studies (1) Science (1)
d. Math- 9 years; 8 years English- 12 years; 8 years Science- 6 years; 2 years Social Studies- 10 years; 2 years
e. Graduation rate- 81% Standard Diploma- 42.1%; Advanced Diploma- 52.6%; Modified Standard Diploma- 5.2%
f. Attendance rate- 96.08% Total # of students- 225
g. Colonial Beach High School- built 1989; 16 classrooms; very small library/media center with 5 PCs, literature for grades 8-12; cafeteria doubles as meeting areas and drama classroom; one gym for physical education, softball and baseball field, football field
h. Students attend school for 82,800 minutes per year. Since April 12 th , 45 minutes have been added to each day, totaling 84,915 minutes for the 2009-2010 school year.
i. 170 days divided by 200 = 0.85
j. Teacher computer in every classroom and student computers as well; Smartboards in nearly every classroom; 4 computer labs plus a wireless laptop cart; many online instructional programs for remediation of skills and videostreaming clips for SOL objectives
k. N/A
l. N/A
For the past several years, Colonial Beach Public Schools has experienced a lack of instructional leadership from the central office, new principals who have not had the benefit of a mentor, and few faculty members with expertise in curriculum and instruction. Highly qualified special education and math teachers were not available to this school district, resulting in fragmented teaching and no alignment of the standards of learning to the present courses of study. Textbook adoption committees were non-existent, there were tremendous financial difficulties at central office, and school principals' hands were tied when attempting to innovate teachers and staff. The high school configuration is grades 8-12 with high school teachers teaching 6-7 subjects per day. It is only in the last two years that instructional technology has been implemented, such as the purchase of SmartBoards and Tests for Higher Standards. Vertical curriculum committees have been established to align all curriculum.

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:

- Colonial Beach High School has enlisted the help of six top educational experts that have been invited to be part of the Lead Turnaround Partners team. These members are: Dr. Jan Rozzelle and Dr. Valerie Gregory (The College of William & Mary) Teacher and Classroom Instruction and Improvement; Dr. Teressa Caldwell (Fairfax County Public Schools) Principal Mentor/Scheduling/Professional Development; Mrs. Mary Dotson (Colonial Beach Public Schools) Special Education; Mrs. Mary Whitley (Private Consultant) EWS Early Warning System Tool; Harriet Dawson (Rappahannock Community College) Teacher and Administrator Evaluation. The LTP team met June 1, 2010 to define roles in the implementation of the School Improvement Model. On Wednesday, June 9th, they will be introduced to the school board by the superintendent. Several of the LTP members will attend The College of William & Mary Leadership Conference in Williamsburg on June 20-22 with the principal, Clint Runyan. All members of the LTP will attend the mandatory LTP Conference on July 19-22 in Williamsburg with the principal, superintendent, and assistant superintendent for school reform. The newly defined high school improvement advisory team will attend the Vision to Practice Conference in Richmond, July 13-15. This team will have representatives from all departments and the guidance counselors. Four two-hour work sessions will be held during July and August, 2010 to create the scope of work that will detail all of the reform interventions as well as the measurable outcomes. The contract for Lead Turnaround Partners will specify how the partners will meet and report to the Department of Education measurable success.
- Two town hall/parent meetings have been held during the month of May to inform and seek input from the community and parents on the reform efforts for Colonial Beach High School. Community and parent input was recorded and shared with the school board members at the June 9, 2010 school board meeting. This report was also shared with the LTP and the faculty of Colonial Beach High School at the faculty meeting on Monday, June 14, 2010. Quarterly benchmarks will be shared with parents on the student data system (PowerSchool) as well as published in the principal's monthly newsletters. The principal will report to the school board the measured success for each student on a quarterly basis. The purchase of IStation will assist with the measurement of assessment of learning objectives that will be used to provide appropriate data to improve instruction.
- Funding through the Title I School Improvement Grant will be used to update technology equipment and assist in the improvement of classroom and teacher instruction as well as teaching tools used by the LTP in their professional development.
- During the summer of 2010, the LTP, along with the internal lead partner and assistant as well as the high school principal, have created a master calendar so that each one of the six partners in the LTP effectively collaborate and implement an ongoing plan of school improvement for the 2010-2011 school year. The Google calendar will be used as the master scheduler to avoid redundancy

and to ensure communication among all members of the high school and the LTPs. The LTPs will be an integral part of all faculty meetings and will be working with teams of teachers throughout the school day as well as meeting the expectations of professional reading and attending professional conferences.

- The division superintendent attended the SEA sponsored strategic planning session on April 7, 2010, conducted by Dr. Lauren Morando Rhim representing the Center for Innovation and Improvement.
- Before the present administration, there was no direction toward increased rigor, alignment of curriculum to the standards of learning, or teacher knowledge of curriculum. Colonial Beach High School has reached out with the help of the new superintendent to form a hybrid LTP model that will address all of the areas of deficiencies in Colonial Beach High School. Reform efforts will center around teacher and classroom instruction, special education, high school scheduling, principal mentorship, assessment, and identification of at-risk students.

- 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:

N/A 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;

Response:

Colonial Beach High School has enlisted the help of six top educational experts that have been invited to be part of the Lead Turnaround Partners team. These members are: Dr. Jan Rozzelle and Dr. Valerie Gregory (The College of William & Mary) Teacher and Classroom Instruction and Improvement; Dr. Teressa Caldwell (Fairfax County Public Schools) Principal Mentor/Scheduling/Professional Development; Mrs. Mary Dotson (Colonial Beach Public Schools) Special Education; Mrs. Mary Whitley (Private Consultant) EWS Early Warning System Tool; Harriet Dawson (Rappahannock Community College) Teacher and Administrator Evaluation. The LTP team met June 1, 2010 to define roles in the implementation of the School Improvement Model.

- 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.

Response:

Jan Rozzelle from The College of William & Mary will be the team coordinator. All 25 of the requirements for the LTP service agreement will be coordinated by Dr. Rozzelle. All six partners will identify their area of intervention as it relates to the identified weaknesses of Colonial Beach High School in their area of expertise. Each partner will be responsible on a monthly basis to report to the Department of Education those objectives that are their area of responsibility as defined by the Scope of Work.

<input 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.

- 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;

Response:

The principal of the high school was hired on a provisional license and never provided a basis of support or networking. Dr. Teresa Caldwell is a highly acclaimed former high school principal in Fairfax County and has recently retired as director of accountability in Fairfax. She will be the principal’s personal mentor as well as the advisor on high school scheduling and the adoption of the new block 4x4 instructional model. In special education, both teachers are on provisional licenses and have never had a source of mentoring or networking. Mrs. Mary Dotson, former special education director for Mathews County and a part-time employee of the Department of Education in special education, will provide a mentoring model and inservice the special education teachers on compliance and IEP issues. Dr. Jan Rozzelle and Dr. Valerie Gregory will work directly with teachers in their classrooms on effective teaching strategies based on research-based models. Currently, the high school teachers are teaching too many classes during the school day. Ms. Harriet Dawson from Rappahannock Community College will work collaboratively with Dr. Rozzelle and Dr. Gregory on the implementation of a teacher/administrator evaluation tool.

- Capacity to and documented success in improving student achievement; and

Response:

Tests for Higher Standards

IStation

ARDT assessment and testing

Benchmark testing based on SOL released test items

- Capacity to serve the identified school or schools with the selected intervention model.

<p>_____ Mark NA here if the LEA selected a LTP from the state’s list.</p> <p>_____ Mark NA here if the selected model does not require a LTP.</p>
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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:
Note: Documents included as attachments must be scanned and attached to this application.
***Add in April’s board meeting minutes and agenda and June’s. Add PowerPoint on transformation model.**

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:

- 1) Mary Whitley, an LTP, will work with the Colonial Beach High School School Improvement Advisory Team in the use of the Indistar Tool. After three years of data and reported school improvement, Colonial Beach Public Schools administration and superintendent will have a definite vision and data to identify students at risk and begin to address their needs in grade 9. By grade 12, all of the strategies and implementation of the LTP will be reduced due to the low number of identified at-risk students.
- 2) By year 3, the services of each LTP will be greatly reduced and/or eliminated due to the high success rate of student achievement, a high on-time graduation rate, and a zero dropout rate.
- 3) The use of Indistar and IStation will allow Colonial Beach Public Schools to maintain the data trail of students identified at-risk in grades 9-12 and to fully implement the strategies learned to improve student achievement over the three years of the LTP involvement.
- 4) Implement a train-the-trainer model for the mentorship of new teachers after the 3-year grant period ends.
- 5) Continue to work with Harriet Dawson's Region Three Professional Development Consortium to provide continual inservice in the areas of special education, teacher effectiveness, and administrative workshops.
- 6) Continue the newly established school business partnerships that will be established over the next three years to provide transitional and on-the-job training in the community in the area of career and technical courses such as culinary, teachers for tomorrow, and business.

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

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

Assisting the School Improvement Team in:

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

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

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

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 <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 2: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe) _____	School 3: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <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) _____

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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: Colonial Beach

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: Colonial Beach

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

	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include division total for these schools. [1003(a) funds must be encumbered by September 30, 2011]										
Expenditure Codes	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
1000 - Personnel	200,000				200,000			200,000			600,000
2000 - Employee Benefits	50,000				50,000			50,000			150,000
3000 - Purchased Services	236,900				236,900			125,000			598,800
4000 - Internal Services											
5000 - Other Charges											
6000 - Materials and Supplies	75,000				75,000			50,000			200,000
8000 - Equipment/Capital Outlay	9,600				9,600			20,000			39,200
Total	571,500				571,500			445,000			(Must Equal Division Allocation) 1,588,000

* If applicable.

Only one eligible “school” meaning the division budget and the school budget are the same.

School Budget Summary

School Name: Colonial Beach

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.

	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here. [1003(a) funds must be encumbered by September 30, 2011]										
Expenditure Codes	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include “other funds.”)
1000 - Personnel											
2000 - Employee Benefits											

3000 - Purchased Services											
4000 - Internal Services											
5000 - Other Charges											
6000 - Materials and Supplies											
8000 - Equipment/Capital Outlay											
Total											(Must Equal School Allocation)

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: _____ Colonial Beach _____

1. Personal Services (1000)

Four additional high school teachers in English, Math, Library/Media Specialist, Special Ed.

2. Employee Benefits (2000)

All Federal and State benefits for personnel

3. Purchased Services (3000)

LTP team members for the three-year period; IStation and ARDT purchases

4. Internal Services (4000)

5. Other Charges (5000)

6. Materials and Supplies (6000)

Textbooks for English, Math, Social Studies, Career and Tech, and Library/Media Center

7. Equipment/Capital Outlay (8000)

Wireless laptops and carts and SmartBoards

SCHOOL NAME: _____

1. Personal Services (1000)

2. Employee Benefits (2000)

3. Purchased Services (3000)

4. Internal Services (4000)

5. Other Charges (5000)

6. Materials and Supplies (6000)

7. Equipment/Capital Outlay (8000)

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. Colonial Beach High 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)

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

ACHIEVE3000

www.Achieve3000.com

Sonya Coleman, *Regional Director*
301-352-3459

Cambridge Education
Mott MacDonald dba Cambridge Education
Trevor B. Yates, Executive Vice President
717-701-0123

CaseNEX, LLC
<http://www.casenex.com/casenet/index.html>
Griff Fernandez
866- 817- 0726

Classworks
<http://www.classworks.com>
Wayne Brown
804-747-3515

Compass Learning
<http://www.compasslearning.com>
Corey Good
804-651-3508

EdisonLearning, Inc
<http://www.edisonlearning.net/>
Curtiss Stancil, Vice President for Business Development
917-482-4396

Educational Impact
<http://www.educationalimpact.com>
George Elias
215-534-0899

Evans Newton, Inc.
<http://www.evansnewton.com>
Cecily Williams-Blijd
240-695-2479

ISTATION
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866-883-7323

Johns Hopkins University
Kathy Nelson (contact for middle schools only)
410-516-8800

Pearson Digital Learning
www.pearsonschool.com
Matt Robeson
804-836-3906
Pearson Education

<http://www.pearsoned.com/>
Fred Bost, Regional VP
Phone: 877-873-1550, x1617
Pearson Tapestry
www.pearsontapestry.com
Steve Watson
843-538-3834

READ NATURALLY INC
<http://www.readnaturally.com>
Ben Weisner
Director, Sales and Marketing
800-788-4085, ext. 8722 (desk)
612-710-5697 (cell)

Research For Better Teaching
<http://www.rbteach.com>
Cynthia Pennoyer
978-263-9449

TeachFirst
<http://www.teachfirst.com>
John Mullin
206.453.2445

Teachscape
<http://www.teachscape.com>
Veronica Tate
757-289-6192

The Flippen Group
<http://www.flippengroup.com>
Brian Whitehead
865-577-6008

Voyager Learning
<http://www.voyagerlearning.com/about/index.jsp>
Ron Klausner
888-399-1995