

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: Danville Public Schools - 108
Mailing Address: 341 Main Street, Suite 100 Danville, VA 24541
Division Contact: Andrew Tyrrell, Assistant Superintendent
Telephone (include extension if applicable): 434-799-6434 ext 240 Fax: 434-799-5267
E-mail: atyrrell@mail.dps.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: John M. Langston Focus School
Mailing Address: 228 Cleveland Street Danville, VA 24541
School Contact: Kevin Whitlock (effective July 1, 2010)
Telephone (include extension if applicable): 434-799-5249 Fax: 434-797-8925
E-mail: kwhitloc@mail.dps.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. Sue B. Davis

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
John M. Langston Focus	510111002750		X	LTP:	LTP: Pearson Education	LTP:	
				LTP:	LTP:	LTP:	
				LTP:	LTP:	LTP:	
				LTP:	LTP:	LTP:	

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

2a. Tier III School Information

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

School Name	NCES ID #

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.

**Danville Public Schools - 108
School Improvement Grant 1003(g)
John M. Langston Focus School - Tier II**

Part 1. Student Achievement and Demographic Data

Part 1. - a. Student Achievement Data

Table a.

School Data		
Data Source	2007 - 2008	2008 - 2009
1. AYP status	Did Not Make AYP	Made AYP
2. Reading/Language Arts		
a. All	41.86	57.74
b. Black	40.78	57.14
c. Economically Disadvantaged	39.72	52.72
d. Students w/ Disabilities	50	50
e. White	50	100
3. Mathematics		
a. All	14.56	51.57
b. Black	13.18	48.31
c. Economically Disadvantaged	14.77	56.00
d. Students w/ Disabilities	14.28	44.44
e. White	25.00	100
4. Science		
a. All	40	60.71
b. Black	35.93	60.52
c. Economically Disadvantaged	40.90	60.86
d. Students w/ Disabilities	25	50
e. White	63.63	71.42

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School Data		
Data Source	2007 - 2008	2008 - 2009
6. History		
a. All	42.34	60.34
b. Black	41.41	59.81
c. Economically Disadvantaged	41.57	56.12
d. Students w/ Disabilities	28.57	38.46
e. White	50	57.14
5. Attendance Rate		
a. All	90.61	80.14
b. Black	91.39	80.89
c. Economically Disadvantaged	91.32	79.23
d. Students w/ Disabilities	89.25	78.51
e. White	83.13	73.86
6. Graduation Rate - AYP	New School	
a. All		69.44
b. Black		71.88
c. Economically Disadvantaged		79.17
d. Students w/ Disabilities		57.14
e. White		50
7. Fall Membership	133	131

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John M. Langston Focus School
Self-Assessment of Practices High-Performing Schools

- The following table lists the research and best practices of effective schools, especially those of high-poverty, high-performing schools. These practices are embedded in the school intervention/improvement models as well.
- Using the Alternate Governance Committee, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

Table b.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school.		X			1. Spends a great deal of time in classrooms.
2. Is rarely in the classrooms.		X			2. Conducts frequent walk-throughs.
3. Is not knowledgeable about English/language arts or mathematics instruction.		X			3. Knows E/LA and mathematics instruction well and is able to assist teachers.
4. Serves as lone leader of the school.		X			4. Utilizes various forms of leadership teams and fosters teachers' development as leaders.
5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.		X			5. Is not bound by seniority rule in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered.		X			1. Includes a variety of methods that are student-centered.
2. Places the same cognitive demands on all learners (no differentiation).	X				2. Provides various levels of cognitive demands (differentiation; Response to Instruction- RTI).
3. Is primarily textbook-oriented.		X			3. Uses multiple sources beyond textbooks.
4. Does not include technology.			X		4. Includes frequent use of technology.
5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.		X			5. Works in teams, discussing student learning and instructional ideas.
6. Instruction is rarely evaluated and connections to student learning growth or increased		X			6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account

graduation rates are not made. 7. Instruction is not increased to allow for more student learning time.		X			student growth and increased graduation rates. 7. Schedules and strategies provide for increased student learning time.
Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or cognitively demanding. 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. 6. Is not differentiated for struggling students.	X	X	X		1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
Data- Formative Assessments	1	2	3	4	Data-Formative Assessments
1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies	X	X			1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work.
Professional Development	1	2	3	4	Professional Development
1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or		X			1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. 4. Is developed long-term; focuses on

monitoring of classroom implementation.					improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
<ol style="list-style-type: none"> 1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children. 	X	X			<ol style="list-style-type: none"> 1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.
	X				

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Part 1. - b. Analysis of Student Achievement Data

The mission of John M. Langston Focus School is to educate all students to their maximum potential by providing high expectations for success. Additionally, the school will provide a safe, orderly learning environment that encourages self-worth, family support, and community involvement. Our ultimate goal is to prepare all our graduates to be productive citizens.

John M. Langston Focus School serves as the division's alternative school for students in grades 6 - 12. Students may opt-in, be placed by the division's Hearing Board, Assistant Superintendent of Instruction, or the School Board. Most students enrolled have academic, behavioral, or social issues impacting their achievement. Many are over-aged, under-credited, and have identified attendance or truancy issues before enrollment. Utilizing the block schedule and serving approximately 200 students throughout the school year, the school worked under an Alternate Governance Committee facilitated by an assigned State Auditor for the 2009 - 2010 school year.

Although the school has made achievement improvements based on AYP reporting categories, including making AYP based on the 2008 - 2009 data through Safe Harbor, it still meets the State's definition of a persistently low performing school with an "accredited with warning rating".

The division implements a Continuous School Improvement Process which clearly defines specific goals and strategies for targeted populations (NCLB subgroups and homeless students). Each individual school develops and implements a long-range plan that involves collaboration with teachers, analyzing data that impacts curriculum, instructional, and assessment decisions aimed at increasing student learning and achievement. The improvement of student achievement is based on establishing measurable goals supported by specific strategies and best instructional practices.

The Virginia Standards of Learning EOC results indicate that achievement gains were made in each subject area as well as each subgroup reported. In Reading/Language Arts students made significant gains, 15 percentage points or higher, in the all category as well as the black and economically disadvantaged. Students with disabilities remain constant at 50 percent passing, while the subgroup

white increased to 100 percent but was represented by an N of one.

In the area of mathematics, students increased mastery of the defined skills and content in the all category and each subgroup. The all category gained 36.91 percentage points, while the subgroups black (35 percent gain), economically disadvantaged (41.23 percent gain) and students with disabilities (30.16 percent gain) each made significant gains. The subgroup white with an N of 6 had 100 percent passing. In the assessed areas of science and history, notable gains were noticed in all subgroups reported.

The fall membership has remained consistent over the last two years, 133 in 2007 and 131 in 2008, with the majority of the students being minority (90.1 %) and economically disadvantaged (68.7%). With the change in administration during the 2008-2009 school year, the school witnessed a significant rise in reported discipline cases when compared to previous years. The increase was an attempt to create a safe learning environment conducive to learning and the administration utilized the division's Student Code of Conduct to enhance the learning environment. Analysis of the Virginia's On-time Graduation Cohort Report revealed the school has an overall graduation rate of 35% for the all category and lower rates 25.00% for male students, black 32.35%, disabilities 33.33%, and economically disadvantaged 29.63%.

The significant gains in student achievement noted from 2007 – 2008 as compared to 2008 – 2009 allowed the school to make AYP based on the requirements of Safe Harbor. In analyzing the achievement data and comparing both years reported, the low success rate in 2007 – 2008 masks the achievement gains noted in 2008 – 2009. Further analysis indicates curriculum and pacing needs greater alignment with State Standards, assessments used in the classroom need to be aligned with the rigor of the Virginia Standards of Learning Assessment Program, teachers need professional development in collecting, organizing, and using data to direct instruction due to student enrollment patterns, as well as professional development in differentiating instruction, creating common assessments, using manipulatives in mathematics, building content knowledge, and collaboration.

Based on **table a.** Student Achievement Data, **table b.** Self-Assessment of Practices High Performing Schools, and findings from the State Auditor, the following areas have been identified as areas needing improvement:

1. develop instructional leadership from within the school based on collaboration;
2. create and monitor the School Improvement Plan using the Center on Innovation and Improvement website;

3. align curriculum and resources with State standards;
4. use data, historical and action, to inform and differentiate instruction;
5. develop and implement common assessments that match the rigor of state assessments;
6. provide appropriate professional development for teachers and principals;
7. provide embedded achievement support and extended learning opportunities for students; and
8. create a climate conducive to learning integrated with parent and community support.

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Part 1. - c. and d. Number and Percentage of Highly Qualified Teachers and Years of Employment at the school

Staffing	
Data Source	Based on 2009 - 2010 Data
Total Number of Staff	13 - 100%
Number of Highly Qualified Teachers	11 - 84%
Teachers with less than three years experience	7 - 54%
a. Teachers with less than three years experience in English	0
b. Teachers with less than three years experience in Mathematics	3
c. Teachers with less than three years experience in Science	1
d. Teachers with less than three years experience in History	2
Number of Years each Instructional Staff has been employed at the school	
a. First Year	6
b. Two Years	1
c. Three Years	6
d. Four Years	0*
e. Five Years	0*
f. Six Years	0*
g. Seven Years	0*
h. Eight Years	0*
i. Nine Years	0*

k. Ten Years	0*
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* Opened as a new school (6-12) in 2007.

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Part 1. - e. and f. Graduation Rate and Demographics

School Data		
Data Source	2007 - 2008	2008 - 2009
5. Attendance Rate		
a. All	90.61	80.14
b. Black	91.39	80.89
c. Economically Disadvantaged	91.32	79.23
d. Students w/ Disabilities	89.25	78.51
e. White	83.13	73.86
6. Graduation Rate		
a. All	69.44%	77%
b. Black	71.88%	77%
c. Economically Disadvantaged	79.17%	82%
d. Students w/ Disabilities	57.14%	NA
e. White	50%	NA
7. Fall Membership		
a. All	133	131
b. Black	91%	90.1%
c. Economically Disadvantaged	84.2%	68.7%
d. Students w/ Disabilities	17.29%	13%
e. White	9%	9.9%

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Part 1. g. - Physical Plant of the School Facility

John M. Langston's main building was built on 27 acres in 1958. Needing more instructional space, an addition was added in 1962 to accommodate the increase in enrollment. There are currently 35 classroom spaces on the campus in four separate buildings. The campus has a full size gym, football field and track used by physical education classes, large grassy recreation area, and auditorium with stage. The cafeteria, serving breakfast and lunch daily, is a full service operation with on site storage, food preparation capability, and service capacity for 250 students. The school has a media center complete with computer lab and offers two additional labs as well as a mobile wireless computer cart.

Part 1. - h. and i. Instructional Time and Teacher Workdays

School Data		
Data Source	2007 - 2008	2008 - 2009
Number of days in School Calendar	182	182
Number of Minutes in School Day	360	360
Number of Minutes in School Year	65,520	65,520
Middle School Summer Opportunities (Optional)	18 Days/ 4 hours per day	18 Days/ 4 hours per day
Secondary Summer School Opportunities (Optional)	12 Days/ 6 hours per day	12 Days/ 6 hours per day
After-School Credit Recovery (Optional)	360 hours	360 hours
After-School Tutoring (Optional)	30 hours	40 hours
Total Number Days/ Teacher Working days	200/194	200/194

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Part 1. j. - Technology Available for Students and Staff

Technology Hardware

- Type of Operating System - Windows XP
- 213 Classroom Computers
- 65 Gateway (41-E4610, 24 E4300)
- 55 HP (DC-7800)
- Dell (75-D*#)
- Dell Wireless Laptop Cart (18 - D5500)
- 10 Dell Mini Laptops (2100)
- 2 Smart Portable Boards

Internet Capability

- all computers have internet connectivity with 7 - 10Mb/s

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Annual Goals: The LEA must establish annual goals for student achievement on the State’s assessments in both Reading/English Language Arts and Mathematics to monitor Tier I and Tier II schools.

Reading/English Language Arts
2010 – 2011 School Year Increase the percentage of students who meet or exceed standards by 15 % in all subgroups as measured by the Virginia Standards of Learning Assessments from 2009 – 2010 with a 95% participation rate. The numerical goal is from 57.74% to 72.74%.
2011 – 2012 School Year Increase the percentage of students who meet or exceed standards by 15 % in all subgroups as measured by the Virginia Standards of Learning Assessments from 2010 – 2011 with a 95% participation rate. The numerical goal is from 72.74% to 87.74%.
2012 – 2013 School Year Increase the percentage of students who meet or exceed standards by 10 % in all subgroups as measured by the Virginia Standards of Learning Assessments from 2011 – 2012 with a 95% participation rate. The numerical goal is from 87.74% to 97.74%.
Mathematics
2010 – 2011 School Year Increase the percentage of students who meet or exceed standards by 15 % in all subgroups as measured by the Virginia Standards of Learning Assessments from 2009 – 2010 with a 95% participation rate. The numerical goal is from 51.57% to 66.57%.
2011 – 2012 School Year Increase the percentage of students who meet or exceed standards by 15 % in all subgroups as measured by the Virginia Standards of Learning Assessments from 2010 – 2011 with a 95% participation rate. The numerical goal is from 66.57% to 81.57%.
2012 – 2013 School Year Increase the percentage of students who meet or exceed standards by 15 % in all subgroups as measured by the Virginia Standards of Learning Assessments from 2011 – 2012 with a 95% participation rate. The numerical goal is from 81.57% to 97.00%.
Graduation Rate
2010 – 2011 School Year Increase the graduation rate by 10% from 69.44% to 79.44%.
2011 – 2012 School Year Increase the graduation rate by 10% from 79.44% to 89.44%.
2012 – 2013 School Year Increase the graduation rate by 5% from 89.44% to 94.44%.

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.

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Part 2. Design and Implement the Intervention for Each School

Indicators of LEA Commitment

1. The LEA has a plan in place to implement the intervention by the beginning of the 2010 – 2011 school year.

Background

The division participated in an overview of the 1003(g) School Improvement Grant program on February 18, 2010, at the Virginia Department of Education. At that time, John M. Langston Focus School met the definition of a *persistently low-performing school*. The initial meeting was followed by a webinar on February 24, 2010, regarding the requirements for implementation of one of the four USED reform models. The division participated in the State's rigorous process of identifying potential lead partners to implement one of the four models. The process included participating in State meetings and workshops, participating in webinars with a defined purpose, individual interviews of external providers, and research of implementation in other divisions and states.

The division has committed to serve one Tier II School, John M. Langston Focus School, through the *Restart Model*. After careful review of each of the reform models, review of current School Board policy, analysis of program and student achievement data, the *Restart Model* provides the structure and flexibility to improve student achievement. This commitment has been approved by the Local School Board.

Planning Timeline - Year One

April 2010

The division considered the School Improvement Grant (SIG) and the associated reform models defined by USED. Participating in webinars, information sessions, and an analysis of school level achievement data, the division chose to implement the restart model. The Virginia Department of Education provided the division with the results from their Request for Proposals (RFPs) which included four vendors.

May 2010

The division developed a selection process to recommend a Lead Turn Around Partner including a timeline, interview process, and associated rubric. A recommendation would be made to the School Board in June 2010 for approval.

June 2010

Based on the current achievement data of the school, information provided by the Virginia Department of Education, additional independent webinars and discussions, and selection process, Danville Public Schools' School Board approved the restart model and identified Pearson Education as the division's Lead Turn Around Partner on June 4, 2010. The division's SIG will be submitted to the Virginia Department of Education by June 14, 2010, indicating the Lead Turn Around Partner. An initial data review, review of current programs and resources, and identification of the Internal Lead Partner will be established. A draft Memorandum of Understanding (MOU) will be developed prior to July 1, 2010.

The division has contracted with Mr. Dave Wymer, State Auditor, to review the John M. Langston Alternate Governance Structure for 2009 – 2010 and associated achievement data with the new administration.

July 2010

At the Summer Institute sponsored by the Virginia Department of Education, the final MOU with Pearson Education will be developed.

Initial parent and community meeting describing the implementation process, accountability actions including improving student performance, curriculum, and parental involvement activities. The proposed School Improvement Plan and process will be presented.

August 2010

Pearson Education (Lead Turn Around Partner) in conjunction with the division will begin implementing Pearson's STEP Model to increase student achievement, align instructional practices with State standards, and provide associated professional development for administrators and teachers.

Second public meeting will be scheduled to review School Improvement Plan.



Matrix of Behaviors and Practices for Whole School Reform: The following goals, objectives, and strategies reflect the operational framework for the reform model being implemented.

Goal : All programs and practices implemented will lead to maintaining an Instructional Focus.

Objectives	Strategies
Identify barriers to success	Engaging all relevant parties student achievement data, observation of teaching practices, disciplinary and attendance data and parent feedback strengths and needs for change will be identified and strategies to address specific needs will be defined in the School Improvement Plan. Professional development in guiding group processes for initiating reform will be provided prior to the initiation of this process.
Define the school’s vision and mission and communicate it to all stake holders	Through a collaborative process, leadership will establish a sense of urgency and vision for change based on data and Division and state expectations that will be communicated to all stakeholders All stakeholders will be required to affirm support for the vision.
Re-culture approaches and understanding of students’ barriers to success	Establish norms of management and relationship practices engaged in by teachers that lead to increased achievement
Review the structure of the school day to maximize learning opportunities and time on task	Chart and remove learning time interrupters. Plan for before, during and after school assistance for students and parents
Ensure that all resources are utilized efficiently & effectively	Review the effectiveness of all instructional materials and programs; Eliminate any that do not serve the schools mission; Add any materials or programs deemed necessary to the school’s mission; Create ways for teachers to share resources; Identify any technology needs and request assistance in putting these resources in place; Choose academic assistance models that are proven to be effective.
Evaluate teachers & teaching assignments in terms of student success.	Ensure that teachers are highly qualified in the field to which the are assigned; Hold teachers accountable for student achievement progress; Ensure that all teachers are continuously engaged in collaborative professional development and continual personal professional growth relative to the school’s mission.

Monitor classroom practices and student achievement to determine effective practices and to define issues for further study

The principal will use data from frequent informal and formal monitoring of classroom instructional practices and student behaviors to help teachers grow professionally.

Use group data to identify instructional and individual issues that warrant interventions and assistance from instructional coaches, external coaches, or other peers or that support the need for specific professional development.

Goal: All Curriculum, Pacing & Assessment will be aligned with State Standards.

Objectives	Strategies
<p>Base instruction on published Division curriculum and pacing guides that are aligned with state standards.</p> <p>Develop an evaluation component that factors in accountability for instructing and assessing within these parameters.</p> <p>Use regular on-going achievement data to guide interventions that will support student achievement</p>	<p>Ensure that all teachers have a thorough knowledge of the published curricula, pacing guides, and available resources.</p> <p>Lesson plans must be developed collaboratively and reviewed by the principal and in grade/team meetings.</p> <p>A notebook of team meeting minutes must be maintained and made available to the principal to ensure focus on instructional fidelity in planning</p> <p>The textbook may be only one resource used by the teacher.</p> <p>Mid-nine-week and nine-week assessment data will be reviewed to examine any re-teaching needs.</p> <p>Instructional coaches will meet with teachers by grade levels and by vertical teams to review progress toward achievement goals and to ensure vertical alignment of the curricula.</p> <p>All staff will contribute to core curricular instruction.</p> <p>Tutoring will support classroom instruction.</p> <p>A team of teachers and other representatives will collaborate with the principal and Division personnel to develop an evaluation component related to student achievement.</p>
<p>Monitor instruction for accuracy, quality and high engagement strategies.</p>	<p>Formal and Informal observations will be used to provide feedback and coaching in high quality instructional strategies.</p> <p>Effective instructional practices will be share in horizontal and vertical team meetings.</p> <p>Professional development in effective instructional practices will be provided based on implementation</p>

	needs for new resources and content delivery needs as identified in observational data.
Ensure that all teachers have a high degree of content knowledge and are able to use effective instructional practices.	<p>Teachers who exhibit lack of content knowledge will be mentored and monitored by instructional coaches, grade level mentors, and external coaches.</p> <p>Teachers identified with specific needs may be required to attend classes or review strategies through online or face-to-face professional development activities.</p> <p>Structured college courses and programs leading to further certification or degrees may be offered or required to build content knowledge.</p>
Goal: Data will be used to monitor instruction and make program changes.	
Objectives	Strategies
All assessments will be based on aligned curricula and will be administered frequently so that results can be used to guide instructional decisions.	<p>Nine-week and mid-nine-week assessments that are aligned with the published pacing guide will be administered.</p> <p>Professional development will be provided to support the use of data to plan instruction</p> <p>Results of assessments will be reviewed in administrator and teacher teams.</p> <p>Results will be used in strategic planning for instruction, re-teaching, and professional development.</p> <p>Remediation, tutoring and other pupil support programs will be aligned with needs identified in the data analysis.</p> <p>Professional development in intervention strategies will be provided.</p>
Assessment and other data will be reviewed with central office personnel to determine strategic planning needs.	Central office personnel will review data with principals and make recommendations for strategic planning.
Individual student progress will be communicated to parents or guardians, the student, and any support persons responsible for interventions and remediation.	<p>Report cards, portfolios, and goal setting conferences will be used to help students and parents plan for achievement progress.</p> <p>Parents and the community will be informed of grade level progress toward achievement goals through newsletters, fliers, or other tools.</p> <p>Professional development in effective communication strategies will be provided.</p>
Effective instructional intervention programs and	Use data and research to select all intervention programs and strategies.

practices. will be identified and implemented.	Use before, during and after school time for academic interventions. Reward academic progress and achievement.
Collaboration with community agencies will support student achievement	Identify community agencies available to lend support to students. Maintain open lines of communication with community agencies and seek their support for student achievement through incentives and recruitment strategies

Goal: Build leadership capacity in order to implement the School Improvement Plan.

Objectives	Strategies
Professional development supporting student achievement will be provided that is targeted systematic and on-going.	Collaboratively plan professional development by identifying needs based on analyzing achievement data. Identify specific instructional improvement targets.
Professional development fostering a professional learning community climate will be offered.	Use the School Improvement Plan as a working document to strategically plan for instructional improvement. Use school leadership teams to guide the professional development process.
Professional development to increase content knowledge and the use of effective, research-based strategies will be provided	Use highly trained experts to coach the implementation of any new learning processes. Sustain new practices through provision of resources and recognition of teacher effort and progress. Use the expertise of staff and outside experts to build capacity. Provide professional development for and use peer coaching and modeling to improve instructional practices.
Principals will serve as role models and instructional coaches by being involved in all professional development identified as needed by the school.	Principals will review and report to the central office on all professional development activities Principals will participate in and assist in evaluating professional development that is targeted to school reform issues. Principals will model new instructional practices as often as possible.

	Principals and instructional coaches will participate in leadership seminars to hone their leadership skills.
Community and parent partners will support professional development goals.	<p>Communicate professional development needs and goals to parents and community partners and seek their input and support.</p> <p>Establish and seek the counsel of parent and community members through PTO and other formal and informal groups.</p> <p>Develop and implant parenting programs that meet the needs of the school's community.</p>
School expectations and behavioral plans will support and encourage a climate for student achievement.	<p>Develop school-wide behavioral expectations that encourage student achievement.</p> <p>Use professional development to re-culture the school and support teachers' implementation of behavioral expectations.</p>

Implementation Timeline

Year One – Implement Pearson Education STEP Model

- Formalize an understanding between Lead Turnaround Partner and the division in the form of a MOU;
- Build school wide commitment to an understanding of the goals of the turnaround program;
- Establish goals and accountability benchmarks for both partners;
- Develop instructional leadership model;
- Create collaborative education partnerships with parents and the community at-large;
- Assess school culture and learning environment;
- Align curriculum with State standards;
- Create a rigorous on-going assessment system that matches the State's in content and skill acquisition;
- Foster a knowledge-driven decision making system based on data to inform instruction;
- Develop weekly schedule for leadership team, content, and vertical team meetings;
- Develop a bi-monthly review structure to include agendas, notes, and recommendations;
- Provide coaching in using data to drive instruction, implementing best practices in reading and math, lesson planning, maximizing instructional time, differentiating instruction, and embedding technology into instruction;
- Integrate Algebra readiness assessments and *ISTATION (K-10)* into the instructional program;
- Create "data room" to house individual student data in the areas of reading and mathematics;
- Employ a highly qualified instructional staff;
- Provide high quality, embedded professional development to improve student achievement based on needs

assessment and model;

- Develop Early Warning Tracking System to track students achievement, attendance, discipline, and graduation requirements;
- Develop instructional indicators for teacher evaluations and observations;
- Develop incentives for recruitment and retention of staff;
- Implement the Indistar™ school improvement planning tool; and
- Increase learning time by providing opportunities for remediation and enrichment.

Year Two – Continue Implementation of Pearson Education STEP Model

- Lead Turnaround Partner will work with school staff to review longitudinal data, program evaluations, and resource analysis;
- Review the alignment of materials and assessments to the curriculum and address pacing issues;
- Continue to provide coaching in using data to drive instruction, implementing best practices in reading and math, lesson planning, maximizing instructional time, differentiating instruction, and embedding technology into instruction;
- Integrate Algebra readiness assessments and *ISTATION (K-10)* into the instructional program;
- Review and revise School Improvement Plan using Indistar™ school improvement planning tool;
- The School Improvement Team, principal, and LTP should review and evaluate the CII indicators in the areas of effective leadership team structures, scheduling and conducting observations on a pre-determined set of criteria, and using data to improve student achievement;
- Provide high quality, embedded professional development to improve student achievement based on needs assessment and model;
- Increase learning time by providing opportunities for remediation and enrichment;
- Continue to provide coaching in using data to drive instruction, implementing best practices in reading and math, lesson planning, and embedding technology into instruction;
- Continue implementation of Early Warning Tracking System to track students achievement, attendance, discipline, and graduation requirements;
- Continue weekly leadership team, content, and vertical team meetings;
- Continue the bi-monthly review structure to include agendas, notes, and recommendations; and
- Continue to implement the “data room” structure to house individual student data in the areas of reading and mathematics.

Year Three – Continue Implementation of Pearson Education

STEP Model

- Lead Turnaround Partner will work with school staff to review longitudinal data, program evaluations, and resource analysis;
- Review the alignment of materials and assessments to the curriculum and address pacing issues;
- Continue to provide coaching in using data to drive instruction, implementing best practices in reading and math, lesson planning, maximizing instructional time, differentiating instruction, and embedding technology into instruction;
- Integrate Algebra readiness assessments and *ISTATION (K-10)* into the instructional program;
- Review and revise School Improvement Plan using Indistar™ school improvement planning tool;
- The School Improvement Team, principal, and LTP should review and evaluate the CII indicators in the areas of effective leadership team structures, scheduling and conducting observations on a pre-determined set of criteria, and using data to improve student achievement;
- Increase learning time by providing opportunities for remediation and enrichment;
- Continue to provide coaching in using data to drive instruction, implementing best practices in reading and math, lesson planning, and embedding technology into instruction;
- Provide high quality, embedded professional development to improve student achievement based on needs assessment and model;
- Continue implementation of Early Warning Tracking System to track students achievement, attendance, discipline, and graduation requirements;
- Continue weekly leadership team, content, and vertical team meetings;
- Continue the bi-monthly review structure to include agendas, notes, and recommendations; and
- Continue to implement the “data room” structure to house individual student data in the areas of reading and mathematics.

**Danville Public Schools – 108
School Improvement Grant 1003(g)
John M. Langston Focus School – Tier II**

Part 2. Design and Implement the Intervention for Each School

Indicators of LEA Commitment

2. 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 for input.

The division will identify the barriers associated with success engaging parents and the community at-large. Parents of students enrolled at John M. Langston will participate in summer information meetings prior to implementation of the Pearson STEP Model. An initial letter will describe the implementation process, accountability actions including improving student performance, revising curriculum, and parental involvement activities. John M. Langston will present proposed School Improvement Plan, the process and seek input from parents. The School Improvement Plan will also be posted on the division’s website with an attached comment sheet. Comments may be provided by returning a comment sheet or by submitting comments by way of the school’s webpage or division website. In addition, a public meeting will be held prior to the opening of school to discuss the plan and receive input.

All relevant parties will participate in reviewing student achievement data by receiving copies of the school’s vision, expectations as defined by the State, the division, and the school, VDOE report card, school improvement plan, quarterly reports, and specific programs implemented at the school, including those provided in the partnership. Parents and community members will be active members of the School Improvement Team and provide input in developing the School Improvement Plan. Quarterly parent meetings will be conducted to review data represented in the quarterly report.

In addition, the school will establish a Parent Resource Center and develop relevant programs and seek council from the Community Input Forum, the Ministerial Alliance, PTO, and other formal and informal committees and groups. Parents will be given opportunities to participate in parent-teacher conferences and SOL workshops to keep abreast of student learning and achievement and to learn strategies they can use to help their children master SOLs in the core areas of reading and math.

Instructional materials designed for parents to use with children at home will be purchased for grades 6 through 12. Monthly communications/newsletters will be forwarded to parents so that they can keep abreast of parenting tips and other barriers that keep students from being successfully academically.

**Danville Public Schools – 108
School Improvement Grant 1003(g)
John M. Langston Focus School – Tier II**

Part 2. Design and Implement the Intervention for Each School

Indicators of LEA Commitment

3. The LEA has adequate resources to research and design the selected intervention as intended.

The division reviewed all four Requests for Proposals received by the State and established a professional relationship with two external providers on the State’s approved list that met the requirements to implement the *Restart Model* in a high poverty, minority/majority alternative school. The division further explored the selected two vendors engaging in discussions that went beyond the submitted proposals and used a set of guiding questions and interviews to determine the best program to implement.

The division’s supervision and evaluation model and organizational structure facilitates opportunities for effective communication between division level personnel and individual schools. This model enhances clarity while providing transparency as we work collaboratively in meeting federal, state, and district goals, specifically, increasing student achievement and the graduation rate.

The Department of Instruction will be reorganized to provide structure and support to the school participating in the 1003(g) grant with the Assistant Superintendent of Instruction taking the lead as the school implements *The Virginia Model* for rapid improvement. *The Virginia Model* is based on creating a school environment supporting a readiness to learn, a readiness to teach, and a readiness to act. The readiness levels provide a turnaround zone supported by the local School Board, the Superintendent, division staff, Internal Lead Partner, and the Lead Turnaround Partner providing reform support.

Understanding the value of data organization, management, and analysis in making informed instructional decisions, the division has set a student management structure headed by the Director of Accountability and Accreditation. Utilizing assessment software, data management protocols, and on-demand reporting structures, the director will support the data needs of the participating school on an on-going basis.

The division, in conjunction with the State’s Office of School Improvement and designated State Auditor, has participated in a *Rapid Improvement Model* designed to rapidly improve achievement levels of students at designated schools with an *Accredited with Warning* rating. Designed as an Alternate Governance Structure using an Alternate Governance Committee, a team of highly trained and skilled division professionals with varying levels of expertise implemented school-wide reform strategies for improvement at one of the division’s lowest performing middle schools.

The Alternate Governance Committee included the following persons; Assistant Superintendent of Instruction, Director of Exceptional Children, Director of Accountability and Accreditation, Staff Development Specialist, and Math Content Specialist. Working as a consultant during year-two, the State Auditor continued to work as part of this group on a monthly basis providing guidance. Each member has been trained in data organization, management and interpretation, conducting effective classroom observations, curriculum alignment, assessments, and the school improvement process as defined by the Center on Innovation and Improvement. This team provided oversight in the selection of the LTP and will continue in this role during the implementation phase of the program.

As part of the Lead Turn Around Partnership (LTP), the Assistant Superintendent of Instruction will serve as the division's Internal Lead Partner having significant operating autonomy and performance-based responsibility for the identified school.

The Internal Lead partner will:

1. serve as the liaison between the LTP and Superintendent;
2. develop and manage the Memorandum of Understanding between the LTP and the division;
3. make instructional decisions at the site level including oversight of personnel and providing additional funding and resources;
4. accountable for student performance level at the district level; and
5. integrate an aligned program of instruction supported by the appropriate resources.

**Danville Public Schools – 108
School Improvement Grant 1003(g)
John M. Langston Focus School – Tier II**

Part 2. Design and Implement the Intervention for Each School

Indicators of LEA Commitment

4. The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.

The Danville Public School System (DPS) has the sufficient capacity, time, and resources to support the *Restart Model* at John M. Langston Focus School (Tier II). The Department of Human Resources, using Title II and local funds, will recruit, hire, and retain highly qualified teachers whose performance data identifies their effectiveness in their area of instruction and in the classroom. Following a revision, teacher effectiveness will be determined by the division’s Teacher Performance Evaluation Plans and indicators associated with the school’s walkthrough instrument.

Teachers assigned to John M. Langston Focus School receive a signing bonus, already in place, to instruct and performance bonuses associated with specific learning targets will be in place for the 2010 – 2011 school year.

The Assistant Superintendent of Instruction will act as the division’s Internal lead Partner monitoring the academic achievement levels on an on-going basis. Additional monitoring will occur through conducting walkthrough observations, the Center on Innovation and Improvement’s Indistar™ school improvement planning document, submission of quarterly reports, reports from the Prevent™ tracking software, ARDT assessment results, and *ISTATION (K-10)* reading assessment program.

Danville Public Schools Instructional Directors and Specialists (Director of Exceptional Children, Director of Accountability and Accreditation, Staff Development Specialist) will provide professional support to accomplish school goals and implementation of specific programs associated with their area of responsibility. Areas include meeting the needs of unique learners including best inclusion and resources practices, scheduling, implementing state standards with fidelity, conducting or facilitating professional development activities, conducting classroom walkthroughs and providing feedback, and curriculum alignment, pacing, and assessment.

The Director of Accountability and Accreditation will collect and organize data for analysis at the school level. Data will be reviewed by the school’s leadership Team and used as the platform for teacher conferences, vertical team meetings, content specific meetings, student conferences, and keeping all stakeholders informed.

Danville Public Schools has established a strong relationship with the Virginia Department of Education's office of School Improvement participating in conferences, webinars, and other professional development activities. The VDOE will be providing a five day Summer Institute in July 2010 for participating school divisions to meet with their selected Lead turnaround Partner, formulate the goals of the Memorandum of Understanding, and provide specific training to build leadership at the division and school levels.

Although the *Restart Model* does not mandate the changing of the principal, the division has replaced the presiding principal effective July 1, 2010. The new principal, with a background in special education, has the background, skill set, and experience to make rapid improvements in the school's climate and academic achievement. In addition, based on scores from the 2009 – 2010 Virginia Standards of Learning Assessments, teachers have been replaced in key content areas. This is in addition to adding new staff that is below the mandated teacher to student ratio defined in Virginia's *Standard of Quality*. The school will also be adding an additional guidance position and a Student Assistance Coordinator to facilitate a program to increase attendance, address truancy, and involve parents. With local funds, the school will be allocated funding for summer improvement planning to include the administration, teachers, and parents. The summer process will include reviewing and analyzing data, reviewing existing programs, and completing a needs assessment. Initial work on the School Improvement Plan will be conducted.

The division has also partnered with Dr. Lisa Myers, *Simply Achieve*, to revise current mathematic pacing guides and associated assessments to be aligned with current State revisions. In addition, the division continues to partner with the University of Virginia, year two, in providing a professional development series aimed at integrating the use of manipulatives into mathematics instruction K - 8. Finally, the division has contracted with Mr. Dave Wymer, State Auditor, to review the Alternate Governance Structure for 2009 – 2010 and achievement data with the new administration.

**Danville Public Schools – 108
School Improvement Grant 1003(g)
John M. Langston Focus School – Tier II**

Part 2. Design and Implement the Intervention for Each School

Indicators of LEA Commitment

5. 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.

Andrew Tyrrell, Assistant Superintendent of Instruction and the division’s Internal Lead Partner, attended the SEA sponsored strategic planning session on April 7, 2010, conducted by Dr. Lauren Morando Rhim.

**Danville Public Schools – 108
School Improvement Grant 1003(g)
John M. Langston Focus School – Tier II**

Part 2. Design and Implement the Intervention for Each School

Indicators of LEA Commitment

6. The LEA has demonstrated adequate capacity to implement the selected intervention model.

The division has examined all relevant data and policies to identify the barriers pertaining to implementing the *Restart Model* and utilizing a Lead Turn Around Partnership structure beginning with school year 2010 - 2011. Based on the model chosen, the experience in working with an outside auditor supported by the State’s Office of School Improvement and available resources (funding, personnel, and time), there are no identifiable barriers that would prevent the division and the school from successfully implementing the selected model.

- 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.
--

- Detailed and relevant criteria for selecting external providers that take into account the specific needs of the Tier I and/or Tier II schools to be served by external providers. These criteria may include, but are not limited to:
 - A proven track record of success in working with a particular population or type of school;

- Alignment between external provider services and needs of the LEA;
- Capacity to and documented success in improving student achievement; and
- Capacity to serve the identified school or schools with the selected intervention model.

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

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

The LEA will provide evidence that a review of division and school policies have been completed to ensure alignment with the selected interventions. Evidence will include copies of division meeting agenda and accompanying notes. If changes are needed to existing policies and/or procedures, additional documentation will be requested such as revisions to policy manuals, local board of education meeting minutes, and/or other appropriate division communication.

Part 4. Modify Practices and/or Policies, If Necessary, to Enable Implementation of the Intervention Fully and Effectively.

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.

The Department of Instruction reviewed all existing School Board policies in Section 2000 - Student Services, Section 3000 - Instruction, Section 5000 - General Administration, and Section 6000 - Fiscal Management in reference to the School Improvement Grant (1003g), grant applications, and Educational Management Organizations (EMO). School Board policy requires that all grant applications and letters of support receive School Board approval before submitting. After reviewing current policy, it was determined that applying for the School Improvement Grant 1003 g and partnering with an EMO was not prevented by current policy. The 1003 g grant, the selection of Pearson Education as the Lead Turnaround Partner, and three year funding information was presented to the School Board on June 4, 2010, for approval. The School Board unanimously approved. Attached is the agenda of the official School Board meeting and associated minutes.



DANVILLE SCHOOL BOARD
June 3, 2010
Rev. George Wilson, Chairman
Dr. Edward Polhamus, Vice-Chairman
Dr. Sue B. Davis, Division Superintendent
School Board Office—Danville Room
341 Main Street
7:00 p.m.

AGENDA

- I. CALL TO ORDER AND ROLL CALL Rev. Wilson
- II. APPROVAL OF AGENDA..... Rev. Wilson
- III. APPROVAL OF MINUTES (May 6 Regular Meeting, May 21 Work Session)
Rev. Wilson
- IV. RECOGNITION
- A. Presentation of Service Awards..... Rev. Wilson
- B. Recognition of Retiring Employees Rev. Wilson
- C. DPS Educators of the Year..... Mr. Tyrrell
- V. COMMENTS BY THE PUBLIC..... Rev. Wilson
- VI. CONSENT
- A. Buildings and Grounds/Construction Dr. Osborne
- B. Recommendations from Disciplinary Hearing Panel Mr. Tyrrell
- VII. ACTION
- A. Human Resources
- 1. Personnel Recommendations..... Dr. Jennings
- B. Administrative Services
- C. Instruction

1. Title I Program Overview, 2010-11 Mr. Tyrrell
2. Title II Program Overview, 2010-11 Mr. Tyrrell
3. Gifted Education Annual Report, 2010-11Mrs. Joyce
4. 1003(g) School Improvement Grant Overview Mr. Tyrrell

D. School Board Policy Committee

1. Proposed Policy Revisions, P4210.25*, Sick Leave Bank, Second Reading Dr. Polhamus
2. Proposed Policy Revision, P4210.26*, Voluntary Donation of Sick Leave Days, Second Reading Dr. Polhamus
3. Proposed Revision of Personnel Policies, P4000.00*-P4210.20* and P4210.30*-P4605.00, Second Reading Dr. Polhamus

VIII. COMMUNICATIONS/REPORTS

A. Human Resources

B. Administrative Services

C. Instruction

D. School Board Policy Committee

1. Discussion of Proposed New Policy, P4015.10*, Attendance Expectations Dr. Polhamus

E. Comments by Attorney..... Mr. Spencer

F. Comments by the Division Superintendent..... Dr. Davis

IX. CLOSING ROLL CALL/CommentsSchool Board

X. CLOSED MEETING

- A. Motion to Convene in Closed Meeting
- B. Motion to Reconvene in Open Meeting
- C. Motion to Certify Closed Meeting

XI. ACTION ON MATTERS CONSIDERED IN CLOSED MEETING

XII. ADJOURNMENT

DANVILLE SCHOOL BOARD
REGULAR MEETING
June 4, 2010

MINUTES

The Danville School Board held its regular monthly meeting on Thursday, June 3, 2010, in the School Board Office, Danville Room, at 341 Main Street. Chairman George Wilson called the meeting to order at 7:00 p.m. with all Board members present: Mrs. Rebecca Bolton, Miss Millie Dunston, Dr. Malcom Huckabee, Miss Renee Hughes, Mr. Alonzo Jones, Dr. Ed Polhamus, and Rev. Wilson. Staff members included Dr. Sue Davis, Division Superintendent; Dr. Juliet Jennings, Assistant Superintendent for Human Resources; Dr. Kathy J. Osborne, Assistant Superintendent for Administrative Services; Andrew Tyrrell, Assistant Superintendent for Instruction; Alan Spencer, Attorney; Carrie Merricks, clerk; and Connie Watson, Deputy Clerk. A large number of principals and other administrators also attended.

Unless otherwise noted, all votes were by roll call.

APPROVAL OF AGENDA

The Board unanimously approved a motion by Dr. Huckabee to accept the agenda as presented.

APPROVAL OF MINUTES

The Board unanimously approved a motion by Mr. Jones to accept the minutes of the May 6 Regular Meeting and the May 21 Work Session as presented.

RECOGNITIONS

Presentation of Service Awards

As Rev. Wilson read their names, Dr. Davis recognized and presented service awards to 19 central office, IAT, and maintenance employees for 5, 10, 15, 25, and 30 years of service. Dr. Davis also presented a 10-year service award to Mrs. Bolton

and a 13-year award to Rev. Wilson. Dr. Davis was recognized for 35 years of service. Mr. Jones was thanked for his service to Danville Public Schools and presented a gift.

Recognition of Retiring Employees

Rev. Wilson read the names of 32 retiring employees, and Dr. Davis presented certificates to those who were present. A reception for retiring employees was held prior to the meeting.

DPS Educators of the Year

Mr. Tyrrell stated that the Danville Pittsylvania County Chamber of Commerce, believing that strong schools are built on the foundation of dedicated educators, students, and parents, each year recognizes educators who represent a high degree of professionalism, care, and concern. He recognized the Educator of the Year from each school and also the Elementary School Educator of the Year, Joan Reynolds; Middle School Educator of the Year, Laura Lowe; and High School Educator of the Year, Ruby Hovatter. Mr. Tyrrell expressed appreciation for all teachers do and will continue to do.

COMMENTS BY THE PUBLIC

Ms. Kim Robertson, President of the Danville Education Association, requested that action on Proposed Policy Revision P4210.25* Sick Leave Bank, be delayed at this time.

CONSENT

Buildings and Grounds/Construction Report (Appendix A)

Recommendations from Disciplinary Hearing Panel (Appendix B)

The Board unanimously passed a motion by Mr. Jones to approve the Consent items as presented.

ACTION

Human Resources

Personnel Recommendations (Appendix C)

The Board unanimously approved a motion by Dr. Huckabee to accept the personnel recommendations as presented by Dr. Jennings. Dr. Jennings stated during her presentation that she was happy to report all of the paraprofessionals that previously not been renewed now have all been recalled.

Instruction

Title I Program Overview, 2010-11 (Appendix D)

Mr. Tyrrell explained Title I is a federal funded program that provides financial assistance to state and local educational agencies and public schools to improve the academic achievement of the disadvantaged. Danville Public Schools uses Title I funds to support pre-school education, elementary reading programs, parental involvement programs, professional development for teachers and administrators, and extended learning activities. The purposed of these funds is to develop, implement, and evaluate instructional programs that ensure students identified to receive services in Title I Targeted Assistance programs and all children in Title I Schoolwide programs have the opportunity to obtain a high-quality education and reach proficiency on state academic achievement standards. The anticipated Title I funding for the 2010-11 school year is \$3,820,385.00. The Board unanimously passed a motion by Dr. Huckabee to approve the Title I overview.

Title II Program Overview, 2010-11 (Appendix E)

Title II is a federally funded program that provides financial assistance to state and local educational agencies and public schools. The funds are used to enhance teacher quality by providing high quality staff development based on student achievement data, maintaining staff development content specialists, and assisting licensed and classified staff in becoming highly qualified as defined by NCLB. The funds provide high quality professional development activities for teachers, administrators, and paraprofessionals that ensure increased achievement for all students, improve teacher effectiveness, promote continuous improvement, provide mentors for new teachers, and promote teacher retention. Anticipated funding for the 2010-11 school year is \$627,874.00. The Board unanimously passed a motion by Mrs. Bolton to approve the Title II overview.

Gifted Education Annual Report, 2010-11 (Appendix F)

Mrs. Ellen Joyce, Gifted Lead Teacher, referred Board members to the Gifted Education Annual Report for the 2010-11 school year and invited questions. There were none, and the Board unanimously passed a motion by Mr. Jones to approve the report as presented.

1003(g) School Improvement Grant Overview (Appendix G)

Mr. Tyrrell explained that the Virginia Department of Education is providing 1003(g) School Improvement Grant funding for identified schools throughout the Commonwealth. J. M. Langston Focus School is eligible to receive funding. Grant funds will be allocated to implement a Lead Turnaround Partner program designed to increase student achievement in schools currently not meeting state accreditation benchmarks. These funds, provided through the American Recovery and Reinvestment Act (AARA) of 2009, will be allocated to implement one of the four required models for improvement as defined by the United States Department of Education. Under the direction of the division's Internal Lead Partner (Assistant Superintendent of Instruction), the division will partner with Pearson Education in a School Turnaround Education Partnership (STEP) to implement a rapid improvement model over the next three years at J. M. Langston Focus School. After clarification on the program evaluation, the Board unanimously passed a motion by Dr. Huckabee to approve the 1003(g) School Improvement Grant.

School Board Policy Committee

Proposed Policy Revision, P4210.25, Sick Leave Bank, Second Reading (Appendix H)

Dr. Polhamus noted that the proposed policy revision, which was presented for first reading in April, had been on the website for more than 30 days and a public hearing was held with no comments. However, Dr. Polhamus noted that the next policy revision was a companion to this one and he recommended delaying action at this time. Rev. Wilson stated that this would be delayed upon consensus of the Board.

Proposed Policy Revisions, P4210.26, Voluntary Donation of Sick Leave Days, Second Reading (Appendix I)

Dr. Polhamus noted although the two policy revisions had been on the web site and were scheduled for second reading, the revisions are not quite in the final form, and thus requested the approval be postponed. He also asked Ms. Roberson with the DEA to bring a letter from the DEA regarding their recommendations. Dr. Polhamus stated he welcomed input and suggestions on these revisions.

Proposed Revision of Personnel Policies, P4000.00-P2410.20 and P4210.30-P4605.00, Second Reading (Appendix I)

The Board unanimously approved a recommendation by Dr. Polhamus to approve the revision of Personnel Policies, P4000.00-P2410.20 and P4210.30-P4605.00

COMMUNICATIONS

School Board Policy Committee

Proposed New Policy, P4015.10*, Attendance

Dr. Polhamus noted this new policy was presented for first reading last month. It has been on the website for more than 30 days. He welcomed comments and communication regarding this new policy.

Comments by Attorney

No comments.

Comments by the Division Superintendent

CLOSING ROLL CALL/Comments

Dunston

Hughes

Polhamus

Bolton

Jones

Huckabee

Wilson

CLOSED MEETING

At 8:50 p.m. Mrs. Bolton moved to convene in closed meeting to consider the performance of division personnel as permitted in Subsection (A) (1) of Section 2.2-3711 of the Code of Virginia. The Board unanimously approved the motion (Appendix M). At 9:15 p.m., the Board unanimously approved a motion by Mrs. Bolton to reconvene in open meeting and a motion to certify the closed meeting (Appendix N).

ADJOURNMENT

At 9:17 p.m. the Board unanimously approved a motion by Mrs. Bolton to adjourn.

Chairman

Clerk

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.

**Danville Public Schools – 108
School Improvement Grant 1003(g)
John M. Langston Focus School – Tier II**

Part 5. Sustain the Reform Effort After the Funding Period Ends.

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.

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

The Indistar™ tool was implemented on a pilot basis in 2008 - 2009 as a requirement of the school’s State Accreditation Rating. The administration, as well central office personnel, were trained in the implementation of the school planning tool. In 2009 – 2010, one additional school was trained and the tool was implemented. The sustainability of using the Indistar™ tool will be embedded into the turnaround and improvement process occurring over a three-year time period. As we increase the effectiveness of the principal and teachers at John M. Langston, we build the capacity to sustain and monitor the improvements efforts implemented. The continued implementation of the Indistar™ tool will be imperative in promoting, monitoring and providing evidence the reform efforts over time.

2. Implementation of contract with external provider, if applicable.

The division is committed to supporting a reform model that has increased the student achievement level in reading and mathematics, recruiting and retaining a highly qualified staff, providing relevant, high quality professional development, increasing learning time or all students, and using data to inform instruction and programs. To that end, after building capacity in the principal and teachers over a three-year contractual period, we are committed to develop a new Memorandum of Understanding with the external provider based on these tenants. Additional funding sources, including local, state, federal funds, and grant opportunities, will be utilized to maintain reform and improvement efforts.

3. Division plan and budget for sustaining the reform effort.

After completion of the three-year contract, the division will renegotiate a new Memorandum of Understanding (MOU) with the external provider on a per pupil basis. The MOU will focus on the following:

Program/Personnel/Item	Funding Source Expenditure Description	Amount
Incentives for Recruitment and Retention of Staff	Local Funds The division will provide a stipend for	\$20,000.00

	<p>teachers signing a contract to instruct at John M. Langston Focus School.</p> <p>Title II Funds Title II funding will be used to train instructional coaches at the selected site and provide on-going coaching support.</p>	\$15,000.00
Indistar™ tool	The Indistar™ tool, provided by the Center for Innovation and Improvement, will be implemented and reviewed by assigned Instructional Department personnel.	\$0
Algebra Readiness Diagnostic Testing	<p>Local Funds The division will provide local funding to supplement State funding (Algebra Readiness Funds) to continue to implement the ARDT mathematics initiative.</p>	\$2,000.00
<i>ISTATION</i> Reading Program	<p>Local Funds The division will allocate local funds from the secondary instructional account to implement the reading assessment program for students in grades 6 - 12.</p>	\$6,500.00
Increase Learning Time	<p>Local Funds Opportunities for increased learning time will be provided before school and afterschool for at-risk students in reading and/or mathematics. An after-school credit recovery program for under-credited students and an extended year program will be provided in which identified students are provided with targeted interventions based on formative</p>	\$25,000

	<p>assessments.</p> <p>State Funds Funds will also be provided through the State's Project Graduation Program for tutoring and SOL test preparation for identified students at-risk of dropping out.</p>	\$5,000.00
Embedded Professional Development	<p>Title II Funds Professional Development activities supporting student achievement and increasing teacher effectiveness will be supported through designated Title II funds.</p>	\$15,000
External Provider	<p>Local Funds Local funding stream will be allocated to meet the goals of the negotiated MOU and associated fees.</p> <p>Title II Funds Programs and activities required in the MOU addressing improving teacher effectiveness and implementing best practices will be provided.</p>	<p>\$40,000.00</p> <p>\$15,000.00</p>

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. Not Applicable		
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)

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: Danville Public Schools - 108

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: Danville Public Schools - 108

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	596,546				609,546			609,546			1,815,638
2000 - Employee Benefits	166,912				169,182			169,182			505,276
3000 - Purchased Services	150,450				150,000			150,000			450,450
4000 - Internal Services											
5000 - Other Charges	25,190				25,690			26,006			76,886
6000 - Materials and Supplies	7,100				7,100			7,100			21,300
8000 - Equipment/Capital Outlay											
Total	946,198				961,518			961,834			2,869,550

* If applicable.

School Budget Summary
School Name: John M. Langston

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	596,546				609,546			609,546			1,815,638
2000 - Employee Benefits	166,912				169,182			169,182			505,276
3000 - Purchased Services	150,450				150,000			150,000			450,450

4000 - Internal Services										
5000 - Other Charges	25,190				25,690			26,006		76,886
6000 - Materials and Supplies	7,100				7,100			7,100		21,300
8000 - Equipment/Capital Outlay										
Total	946,198				961,518			961,834		2,869,550

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: Danville Public Schools - 108

1. Personal Services (1000)

In an effort to create smaller learning communities at each grade level and reduce the student to teacher ratio in content areas, funds will be allocated to hire eleven (11) new highly qualified teachers and specialists for the duration of the grant period. Additional staff will allow the school to reduce class size under the enrollment ratios defined by Virginia's Standards of Quality. Due to the grade configuration of the school and its designation as an Alternative School, additional content area teachers will include two highly qualified math teachers, two highly qualified social studies teachers, one science teacher, and one inclusion middle school specialist.

To address the under-credited and over-aged student, the school will implement a self-contained accelerated graduation program for students who are behind their designated 4-year graduation target. The program, utilizing block scheduling, extended year program, and computer assisted instruction, will create an individual graduation plan embedded with assistance in literacy and mathematics skills, as well as organization and study skills. Staffed by two highly qualified teachers, the program will accommodate thirty-five identified and screened students. In addition, one highly qualified middle school guidance counselor will provide career and social-emotional counseling in identified areas. A student assistance coordinator will be employed to monitor school attendance, grades, discipline, and serve as a liaison between the school and home.

To assist in the instructional oversight of the school's instructional program and provide instructional support in the classroom, an Instructional Facilitator will assist the principal in observing and monitoring classroom instruction, organizing and analyzing historic and action data, coordinating horizontal and vertical team meetings, and developing a program to engage parents and the community.

The division will develop and implement strategies to provide teachers financial incentives to attract and retain teachers and to reward teachers for increasing student achievement and the graduation rate.

To increase the learning time for students, funds will be allocated to support an after-school credit recovery program, an extended summer program, and before and after school remediation program. Staff will be compensated for working outside of their defined contract schedule for each of these programs. Teachers will receive either a supplement or compensated by the hour.

2. Employee Benefits (2000)

Fringe benefits including the employer's portion of FICA, retirement, and insurance (life and health).

3. Purchased Services (3000)

The division will partner with a Lead Turnaround Partner (LTP) to implement the USED *Restart Model* over the next three years. The LTP was selected through a rigorous process, including the Virginia Department of Education's Request for Proposal policy, and approved by the Danville School Board. The LTP has a defined start-up cost for year one in addition to a per pupil implementation fee. In contract years two and three, the LTP only charges a per pupil expense for their services. All aspects of the LTP's implementation plan and services provided will be negotiated through a Memorandum of Understanding signed by approved and signed by both parties.

4. Internal Services (4000)

5. Other Charges (5000)

Indirect costs associated with expenditures that support the program including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, Indirect Cost, and other.

6. Materials and Supplies (6000)

In an effort to improve student achievement in reading and math and create a data management structure capable of providing data to inform instructional decisions, the *ISTATION*TM Reading Assessment Program (K-10) and the Algebra Readiness Diagnostic Testing (ARDT) program will be implemented. The *ISTATION*TM Reading Assessment Program assesses the four critical domains of reading: word analysis, fluency, vocabulary, and comprehension, while providing reports to differentiated reading instruction based on the student's identified areas of weakness. The ARDT math program is aligned with Virginia's grade level math strands and allows teachers to access the skill and mastery level of each student. Using the ARDT reporting mechanism, differentiating and remedial instruction can be design based on individual or group results.

7. Equipment/Capital Outlay (8000)

(SCHOOL NAME: John M. Langston Focus School)

1. Personal Services (1000)

In an effort to create smaller learning communities at each grade level and reduce the student to teacher ratio in content areas, funds will be allocated to hire eleven (11) new highly qualified teachers and specialists for the duration of the grant period. Additional staff will allow the school to reduce class size under the enrollment ratios defined by Virginia's Standards of Quality. Due to the grade configuration of the school and its designation as an Alternative School, additional content area teachers will include two highly qualified math teachers, two highly qualified social studies teachers, one science teacher, and one inclusion middle school specialist.

To address the under-credited and over-aged student, the school will implement a self-contained accelerated graduation program for students who are behind their designated 4-year graduation target. The program, utilizing block scheduling, extended year program, and computer assisted instruction, will create an individual graduation plan embedded with assistance in literacy and mathematics skills, as well as organization and study skills. Staffed by two highly qualified teachers, the program will accommodate thirty-five identified and screened students. In addition, one highly qualified middle school guidance counselor will provide career and social-emotional counseling in identified areas. A student assistance coordinator will be employed to monitor school attendance, grades, discipline, and serve as a liaison between the school and home.

To assist in the instructional oversight of the school's instructional program and provide instructional support in the classroom, an Instructional Facilitator will assist the principal in observing and monitoring classroom instruction, organizing and analyzing historic and action data, coordinating horizontal and vertical team meetings, and developing a program to engage parents and the community.

The division will develop and implement strategies to provide teachers financial incentives to attract and retain teachers and to reward teachers for increasing student achievement and the graduation rate.

To increase the learning time for students, funds will be allocated to support an after-school credit recovery program, an extended summer program, and before and after school remediation program. Staff will be compensated for working outside of their defined contract schedule for each of these programs. Teachers will receive either a supplement or compensated by the hour.

2. Employee Benefits (2000)

Fringe benefits including the employer's portion of FICA, retirement, and insurance (life and health).

3. Purchased Services (3000)

The division will partner with a Lead Turnaround Partner (LTP) to implement the USED *Restart Model* over the next three years. The LTP was selected through a rigorous process, including the Virginia Department of Education’s Request for Proposal policy, and approved by the Danville School Board. The LTP has a defined start-up cost for year one in addition to a per pupil implementation fee. In contract years two and three, the LTP only charges a per pupil expense for their services. All aspects of the LTP’s implementation plan and services provided will be negotiated through a Memorandum of Understanding signed by approved and signed by both parties.

4. Internal Services (4000)

5. Other Charges (5000)

Indirect costs associated with expenditures that support the program including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, Indirect Cost, and other.

6. Materials and Supplies (6000)

In an effort to improve student achievement in reading and math and create a data management structure capable of providing data to inform instructional decisions, the *ISTATION*™ Reading Assessment Program (K-10) and the Algebra Readiness Diagnostic Testing (ARDT) program will be implemented. The *ISTATION*™ Reading Assessment Program assesses the four critical domains of reading: word analysis, fluency, vocabulary, and comprehension, while providing reports to differentiated reading instruction based on the student’s identified areas of weakness. The ARDT math program is aligned with Virginia’s grade level math strands and allows teachers to access the skill and mastery level of each student. Using the ARDT reporting mechanism, differentiating and remedial instruction can be design based on individual or group results.

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. (School Name) John M. Langston Focus 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) John M. Langston Focus School
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) _____ 1
2. (School Name) _____
3. (School Name) _____
4. (School Name) _____