

APPROVED

Revised January 6, 2011

**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: Essex County Schools
Mailing Address: P.O. Box 756 Tappahannock, VA 22560
Division Contact: Janice G. Pierson
Telephone (include extension if applicable): (804) 443-4366 Fax: (804) 443-4498
E-mail: jpierson@essex.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: Tappahannock Elementary School
Mailing Address: P.O. Box 399 Tappahannock, VA 22560
School Contact: Stephanie Bassett
Telephone (include extension if applicable): (804) 443-5301 Fax: (804) 443-1176
E-mail: sbassett@essex.k12.va.us

School Name: Essex Intermediate School
Mailing Address: P.O. Box 609 Tappahannock, VA 22560
School Contact: Andrea Roane
Telephone (include extension if applicable): (804) 443-4366 Fax: (804) 445-1079

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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. Joseph Melvin_____

Date: _____

The division will submit one application packet.

SECTION A: SCHOOLS TO BE SERVED

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

1. Tier I and Tier II School Information

School Name	NCES ID #	Check Tier I	Check Tier II	Intervention			
				Turnaround	Restart	Transformation	Closure
				LTP:	LTP:	LTP:	
				LTP:	LTP:	LTP:	
				LTP:	LTP:	LTP:	
				LTP:	LTP:	LTP:	

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

2a. Tier III School Information

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

School Name	NCES ID #
Tappahannock Elementary	510120000421
Essex Intermediate	510120000420

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

SECTION B: REQUIRED ELEMENTS

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

The LEA must provide the following information for each of the Tier I, Tier II, and Tier III school that will be served.
Special Note: An LEA with Tier I schools must serve all of its Tier I schools before serving any eligible Tier III school.

- a. Student achievement data for the past two years (2007-2008 and 2008-2009) in reading/language arts and mathematics: by school for the “all students” category and for each AYP subgroup; and by grade level in the all students category and for each AYP subgroup;
- b. Analyzed student achievement data with identified areas that need improvement;
- c. Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject;
- d. Number of years each instructional staff member has been employed at the school;
- e. Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools;
- f. Information about the demographics of the student population to include attendance rate, total number of students, and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status;
- g. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of the library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess;
- h. Total number of minutes in the school year that all students were required to attend school and any increased learning time (e.g., before- or after-school, Saturday school, summer school);
- i. Total number of days teachers worked divided by the maximum number of teacher working days;
- j. Information about the types of technology that are available to students and instructional staff;
- k. Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that received school improvement funds and services that the Tier III, category 1 school will receive or the activities the school will implement; and
- l. Goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools implementing the State Transformation Model.

Response:									
	Required Information	School 1 Tappahannock Elementary							
a.	Student achievement data for the past	Tappahannock Elementary	2006-07	2007-08	2008-09	Tappahannock Elementary	2006-07	2007-08	2008-09

	2 years (2007-08 and 2008-09) in reading/language arts and mathematics: by school for the “all students” category and for each AYP subgroup; and by grade level in the all students category and for each AYP subgroup.	Reading by School			Math by School				
		All	71	77	75	All	77	82	84
		Black	63	68	68	Black	67	74	82
		Hispanic	40	56	75	Hispanic	90	78	100
		White	84	92	86	White	86	92	87
		SWD	52	48	33	SWD	47	64	52
		Disadvantaged	67	68	69	Disadvantaged	71	73	79
		LEP	44	63	75	LEP	89	88	100
			2006-	2007-	2008-		2006-	2007-	2008-
		Tappahannock Elementary	07	08	09	Tappahannock Elementary	07	08	09
		Reading by Grade 3			Math by Grade 3				
		All	70	77	72	All	92	90	86
		Black	66	67	66	Black	88	82	86
		Hispanic	<	<	<	Hispanic	<	<	<
		White	80	90	80	White	94	100	86
		SWD	42	58	20	SWD	69	67	30
		Disadvantaged	70	64	66	Disadvantaged	93	82	82
		LEP	<	<	<	LEP	<	<	<
			2006-	2007-	2008-		2006-	2007-	2008-
		Tappahannock Elementary	07	08	09	Tappahannock Elementary	07	08	09
Reading by Grade 4			Math by Grade 4						
All	72	78	79	All	60	76	82		
Black	60	68	70	Black	45	67	76		
Hispanic	<	<	<	Hispanic	<	<	<		
White	89	94	93	White	78	86	88		
SWD	58	38	45	SWD	32	62	69		
Disadvantaged	63	71	72	Disadvantaged	48	66	76		
LEP	<	<	<	LEP	<	<	<		
b.	Analyzed student achievement data with areas	Continued contracting of a full time literacy coach and part-time math specialist at the building level to provide leadership, assist with diagnosis and assessment of student learning, and support teacher instruction has led to initial gains in reading from 2006 -07 to 2007-08 and some stabilization overall 2007-08 to 2008-09. This is evidenced in the improvement from 2006 -07 to 2007-08 in reading							

	that need improvement	subgroups: all 71-77%; white 84-92%; black 63-68%. and sustained improvement in these subgroups overall for the 2008-09 school term. Mathematics reflects the same trend. There is an overall concern with the low performance of students with disabilities and the fluctuation in 3 rd grade scores for reading in all from 70 to 77 to 72% which also mirrors the fluctuation in performance of the white and SWD subgroups. The number of economically disadvantaged students increased by approximately 11% from 2006-07 to 2008-09.									
c.	Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject			#							
		Position		teachers		HQ		< 3 yrs			
		PK		1		100		0			
		Kindergarten		6		100		0			
		1st Grade		6		100		2			
		2nd Grade		6		100		2			
		4th Grade (math, science, soc. studies)		6		83%		1			
		Sp. Ed. PK		2		50%		1			
		Sp. Ed.		9		100%		0			
d.	Number of years each instructional staff member has been employed at the school	TES									
		Position	Yrs at TES	Total Yrs	Position	Yrs at TES	Total Yrs	Position	Yrs at TES	Total Yrs	
		PK (VPI)	4	8	3.1 (m, sc, ss)	8	11	Early Int	27	27	
		K1	10	14	3.2 (read)	23	23	Title I	32	32	
		K2	17	17	3.3 (read)	15	15	TI Lit			
		K3	17	1	3.4 (m, sc, ss)	4	6	Coach	32	32	
		K4	1	1	3.5 (m, sc, ss)	4	4	Music	4	17	
		K5	10	22	3.6 (read)	1	1	Art	6	23	
		K6	14	14	4.1 (m, sc, ss)	18	18	PE	13	18	
		1.1	18	21	4.2 (m, sc, ss)	1	1	Media Sp	3	17	
		1.2	18	18	4.3 (read)	4	19	ICT			
		1.3	1	1	4.4 (read)	3	4	Teacher	23	23	
		1.4	23	23	4.5 (m, sc, ss)	23	23	ESL	6	9	

		<table> <tr><td>1.5</td><td>2</td><td>2</td><td>ss)</td><td>4.6 (read)</td><td>2</td><td>2</td></tr> <tr><td>1.6</td><td>23</td><td>23</td><td></td><td>Sped 1</td><td>16</td><td>16</td></tr> <tr><td>2.1</td><td>2</td><td>2</td><td></td><td>Sped 2</td><td>1</td><td>15</td></tr> <tr><td>2.2</td><td>1</td><td>1</td><td></td><td>Sped 3 PK</td><td>2</td><td>9</td></tr> <tr><td>2.3</td><td>4</td><td>4</td><td></td><td>Sped 4 OT</td><td>23</td><td>23</td></tr> <tr><td>2.4</td><td>4</td><td>10</td><td></td><td>Sped 5</td><td>2</td><td>23</td></tr> <tr><td>2.5</td><td>3</td><td>3</td><td></td><td>Sped 6 PK</td><td>1</td><td>1</td></tr> <tr><td></td><td></td><td></td><td></td><td>Sped 7</td><td></td><td></td></tr> <tr><td>2.6</td><td>2</td><td>5</td><td></td><td>Speech</td><td>21</td><td>21</td></tr> <tr><td></td><td></td><td></td><td></td><td>Sped 8</td><td>23</td><td>23</td></tr> <tr><td></td><td></td><td></td><td></td><td>Sped 9</td><td>5</td><td>5</td></tr> <tr><td></td><td></td><td></td><td></td><td>Sped 10</td><td>9</td><td>23</td></tr> <tr><td></td><td></td><td></td><td></td><td>Sped 11</td><td>1</td><td>5</td></tr> </table>	1.5	2	2	ss)	4.6 (read)	2	2	1.6	23	23		Sped 1	16	16	2.1	2	2		Sped 2	1	15	2.2	1	1		Sped 3 PK	2	9	2.3	4	4		Sped 4 OT	23	23	2.4	4	10		Sped 5	2	23	2.5	3	3		Sped 6 PK	1	1					Sped 7			2.6	2	5		Speech	21	21					Sped 8	23	23					Sped 9	5	5					Sped 10	9	23					Sped 11	1	5
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	gender; 2) race or ethnicity; 3) disability status; 4) LEP status; 5) migrant status; 6) homeless status; and 7) economic status	<p>LEP Status 11 96</p> <p>Migrant Status 0 na</p> <p>Homeless 3 95</p> <p>Economically Disadvantaged 397 95</p>
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	<p>Built 1978</p> <p>Renovated 2000</p> <p>54 classrooms</p> <p>Cafetorium: combined use facility for food service and presentations/programs with a stage 44' x 80' = 3,520 sq. feet Occupancy 235</p> <p>Kitchen: typical all electric food pre equipment protected by an exhaust/fire suppression hood and walk in cooler and freezer, 2 serving lines 40' x 44' = 1,760 sq. feet</p> <p>Library: typical library with technology; 15,000+ volumes, 10 computers, Smartboard, screen 39' x 49' = 1,911 sq. feet Occupancy 127</p> <p>MiniGym: carpeted air conditioned open area 33' x 62' = 2,046 sq. feet Occupancy 292</p> <p>Outside Recess Area: 3 separate playgrounds (Head Start, Gr. K-1, Gr. 2-4) Total combined are 204' x 640' = 13,560 sq. feet</p>
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	<p>School day 60120 minutes over 170 days (all students) during 2009-2010 school term.</p> <p>In-school remediation 1512 - 2016 minutes for targeted students per semester (2 to 3- 42 minute remediation sessions in lieu of specials)</p> <p>Afterschool 4320 minutes over 24 weeks</p> <p>Summer School 3300 minutes</p>

	after-school, Saturday school, summer school);																							
i.	Total number of days teachers worked divided by the maximum number of teacher working days;	<p>170 student days plus teacher 8 teacher workdays = 178 teacher days/200 day contract = 89% for 2009-10 school term (10 days missed due to inclement weather)</p> <p>2010-11 calendar contains 183 planned student days, 8 teacher workdays = 191/200 = 95.5%</p> <p style="text-align: center;">TES Teacher Absences</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2" style="text-align: center;">TES</td> </tr> <tr> <td>Total</td> <td>94%</td> </tr> <tr> <td>PK</td> <td>96%</td> </tr> <tr> <td>K</td> <td>96%</td> </tr> <tr> <td>1</td> <td>93%</td> </tr> <tr> <td>2</td> <td>91%</td> </tr> <tr> <td>3</td> <td>93%</td> </tr> <tr> <td>4</td> <td>96%</td> </tr> <tr> <td>Sped</td> <td>95%</td> </tr> <tr> <td>Resource</td> <td>96%</td> </tr> <tr> <td>Specials</td> <td>97%</td> </tr> </table> <p>This section should be done by classroom and resource teachers then by the number of days each missed. Then the data can be rolled up for a percentage of the total number of days teachers worked</p>	TES		Total	94%	PK	96%	K	96%	1	93%	2	91%	3	93%	4	96%	Sped	95%	Resource	96%	Specials	97%
TES																								
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j.	Information about the types of technology that are available to students and instructional staff;	<p>Access:</p> <p>DS3 and Wide Area Network Computers 150 computers (65 lab computers, 30 mobile laptop cart computers for students) Smartboards (1:6 teachers) Teacher computers (1:1)</p> <p>Training:</p> <p>Approximately 30% of instructional personnel are certified in INTEL Essentials and/or INTEL Thinking. Summer technology and school term integrated training in Web 2.0, Multimedia Technologies, Smartboard, Kidspiration, Inspiration, Moviemaker, Macromedia Studio, etc.</p> <p>Software applications are being standardized for ease of training, technical support and procurement. Currently we have the following software applications in use.</p>																						

		<ul style="list-style-type: none"> • Desktop – Microsoft Office 2003 Professional, Microsoft Office 2007 Professional, Microsoft Producer, MovieMaker, Audacity, ReadPlease, SMART Tools, Inspiration, Kidspiration, Macromedia Studio MX (Web publishing & design), The Geometer’s Sketch Pad, Symantec Antivirus Corporate Edition 10.2 Client, Symantec Endpoint Protection Client, Symantec Ghost Client. • Web Applications – Apangea, Plato Lightspan Assessment, Riverdeep Reading and Math K-8, Worldbook On-line, Gale Databases, Compass College Entrance/SAT prep, United Streaming, Teaching Made Easier, Google Earth/Sky, IEP Online, SIF 2.0, Indistar, TeachFirst • Network Applications – TestNav, Follett Circulation Plus, Plato (REACH), Compass Learning, Accelerated Reader, STAR Reading, STAR Math, Star Early Literacy, Inspiredata, Symantec Antivirus Corporate for Netware, Symantec Endpoint Protection, Symantec Backup Exec, Symantec Ghost Enterprise, Faronic’s Deep Freeze Enterprise, SIF Agent for SASIxp, SIF Agent for Follett Circulation Plus.
k.	<p>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</p>	<p>Annual goals for student achievement for 2010-2011 term All students reading: 86% (which indicates an 11% increase) All students math 89% overall. (which indicates a 5 % increase.)</p> <p>Reading Subgroup: Black raise 68% to 78% (a 10% increase) Hispanic & LEP (TS) but goal is to improve by 5% to 80%. White raise 86% to 90% (a 4% increase) SWD raise 33% to 50% (a 17 % increase) Disadvantaged raise 69% to 79 % (a 10% increase)</p> <p>Math Subgroup: Black raise 84% to 90% (a 6% increase) Hispanic & LEP (TS) but goal is to maintain 100% White raise 87% to 92% (a 5% increase) SWD raise 52% to 60% (an 8% increase) Disadvantaged raise 79% to 85% (a 6% increase)</p> <p>School level reading and math activities to increase achievement:</p> <ul style="list-style-type: none"> • Employ full time literacy coach for K-3 and 3-8 to support teachers and classroom instruction, provide targeted instructional strategy training and develop benchmarking items

	<p>activities the school will implement; and</p>	<ul style="list-style-type: none"> • Contract part-time math coach for K-2 and 3-8 to support teachers and classroom instruction, provide targeted instructional strategy training and develop benchmarking items • Use spring benchmark data and SOL scores to target students for small group in-class or pull-out intervention with math and/or reading specialist in lieu of electives • Develop benchmarks for each content area based on pacing guides and a simulated SOL test for the 3rd benchmark • Update and modify (based on teacher feedback) Individual Reading Plans (IRPs) for implementation during summer school and September 2010 for students who did not meet the PALS benchmark. • Contract outside reading specialist and employ school intervention teacher to serve lowest performing 1st grade students during summer school • Provide 2 4-day sessions for grade level unit planning supported by 2 reading coaches and contracted university partner: 1st session for reading teachers and 2nd session will incorporate non-reading core content teachers in grades 4-8 for professional development on reading and writing in the content area strategies partnered with reading teachers to integrate content into interdisciplinary units • Provide 4 day sessions for K-1 and 2-4 math teachers to realign curriculum maps and tweak pacing for revised SOL content – facilitated by math coaches • Establish reading and writing strategy “look fors” for administrative walkthrough data collection and reporting to school improvement team • Provide 3 full days of planning for each grade level under the supervision of the principal, director of instruction, university partner and literacy (and math) coaches. • Attend DOE sponsored formative assessment and leadership training (principals, literacy coaches and division rep) • Implement TeachFirst formative assessment series and monitor • Refocus Instructional Consultant Team’s role in support of students potentially referred for child study and expand role to include support for students with disabilities in least restrictive environment • Identify specific skills, target needs and monitor performance through Riverdeep reading • Utilize database specialist to provide monitoring data on a quarterly basis (to include grades, services provided (including attendance), service provider, benchmark scores and test history) • Restructure the afterschool program to target individual needs and provide small group instruction. • Contract with data disaggregation company to provide online teacher-friendly monitoring and analysis capability along coupled with assessment design training for spring/summer 2011
1.	Goals it has established	<p>Teacher and school leader effectiveness</p> <ul style="list-style-type: none"> • Maintain data on student growth through formative assessment and summative assessment by teacher

<p>(subject to approval by the SEA) in order to hold accountable its Tier III schools implementing the State Transformation Model.</p>	<p>(reviewed quarterly)</p> <ul style="list-style-type: none"> • Maintain achievement and provision of service data by student and provider (monitored quarterly) • Maintain Professional Learning Communities and monitor bi-weekly meeting agendas and plan for administrator or literacy coach to attend grade level planning, PLC, and data meetings • Establish a lesson plan format with specific directions/expectations and a schedule for reviewing plans and providing feedback • Meet weekly with assistant principal and literacy coaches to establish plans, schedules and responsibilities for the week • Increase number of nonfiction and fiction leveled books for use in differentiation • Provide 3 full days of planning by grade level (mid fall and end of next two quarters) • Contract a DOE administrative coach for new principal • Director of Instruction (or other central office representative) will serve on School Improvement Team and attend principal webex training) • Insure School Improvement Plan is updated monthly <p>Comprehensive instructional reform strategies</p> <ul style="list-style-type: none"> • Provide unit planning training (2 4-day sessions) under direction of literacy coaches and university partner and monitor effectiveness with benchmarking results and formative assessments • Monitor student growth through grades, summative and formative assessments and discuss common assessment or benchmarking results at bi-weekly grade level data meetings • Implement Monday morning plans for administrative “walk throughs” tied to school improvement plan strategies each week and report results to team in monthly meeting • Use literacy coaches and ICT teacher to support teachers and administrators in addressing the needs of students with disabilities and ESL students through effective strategies. • Utilize quarterly data and information from bi-weekly grade level data days to identify at-risk students and attain services as documented in grade level team minutes. • Students transitioning to the middle school tour the building with their 4th grade teachers and the middle school 5th grade teachers, principal holds a 5th grade orientation during teacher workdays and elementary students targeted for summer school attend summer school in the middle school <p>Increased learning time</p> <ul style="list-style-type: none"> • Use 2-3 days of electives each week to provide reading or math intervention in small group or 1:1 • Restructure afterschool program for targeted individualized intervention in reading and mathematics • Monitor activities, student engagement and differentiation during the reading/language arts block • Maintain the weekly student folder and establish more self-monitoring activities for inclusion in the parent weekly folder • Continue family nights in association with the targeted afterschool program to insure communication
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	<p>with parents of at-risk students</p> <ul style="list-style-type: none"> • Continue the Effective Schoolwide Discipline program <p>Operational flexibility and sustained support</p> <ul style="list-style-type: none"> • Contract a state designated administrative coach and university partner • Insure division level representation, state coach and university partner on School Improvement Team and attendance at principal webex training • Director of Instruction will meet bi-weekly with principals and review the quarterly reports before submission • Principals will report out to superintendent on a monthly basis (status of school improvement plan, most recent student data and initiatives for improving student achievement.
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	Required Information	School 2 Essex Intermediate School			
a.	Student achievement data for the past 2 years (2007-08 and 2008-09) 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.		2006-07	2007-08	2008-09
		Essex Intermediate			
		Reading by School			
		All	77	80	83
		Black	70	74	76
		Hispanic	67	86	83
		White	86	88	91
		SWD	48	40	75
		Disadvantaged	71	74	76
		LEP	67	90	87
			2006-07	2007-08	2008-09
		Essex Intermediate			
		Math by School			
		All	70	74	86
		Black	60	66	80
		Hispanic	73	57	100
		White	82	87	93
		SWD	48	63	79
		Disadvantaged	62	68	81
		LEP	70	70	100

		<p>Essex Intermediate Reading by Grade 8</p> <p>All 70 83 86 Black 61 79 84 Hispanic < < White 85 88 89 SWD 41 37 62 Disadvantaged 65 81 82 LEP < <</p>	<p>Essex Intermediate Math by Grade 8</p> <p>All 81 93 Black 73 89 Hispanic < < White 91 98 SWD 68 63 Disadvantaged 68 91 LEP < <</p>
			<p>Essex Intermediate Math Algebra I</p> <p>All 100 100 Black < 100 Hispanic White 100 100 SWD Disadvantaged 100 100 LEP < <</p>
			<p>Essex Intermediate Math Geometry</p> <p>All 100 < Black < < Hispanic White 100 < SWD Disadvantaged < < LEP</p>
b.	Analyzed student	Reading scores: for the 2006-07 grade 5 cohort rose minimally in the categories of 6% in all; black 6%; white 5%; and disadvantaged 4% as they progressed through grade 7. The SWD subgroup fluctuated from 83% to 50% to 81%.	

	achievement data with areas that need improvement	<p>(VGLA training was implemented in 2007-08) Although this demonstrates minimal progress, it is evident that the interventions and programs being implemented are improving student achievement. Reading scores for the 2006-07 grade 6 cohort rose over 2 years in all groups except white (89%, 86%, 89%) by double digits: all 9%; black 17%; SWD 12%, disadvantaged 15%. Progress is evidenced over time (3 years). Math scores: with the introduction of an accelerated math program, enabled by the 72 minute block schedule, math scores have risen dramatically. A culture of high expectations and support of math coaches has fostered success in the 6th grade cohort over 3 years: all +33%; black +44%; white 14%; disadvantaged +39% and use of the VGLA has increased SWD by +48%. It will be essential to monitor the curriculum map and pacing guide as the new standards are implemented, therefore the math coach will be contracted for additional days of support. It is also important to address the number of VGLAs in place for SWD based on the phase out of their use by DOE, per USDOE.</p>																																																																																																												
c.	Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject	<table border="1"> <thead> <tr> <th></th> <th>#</th> <th>HQ %</th> <th>< 3 yrs</th> </tr> </thead> <tbody> <tr> <td>5th Reading</td> <td>2</td> <td>50%</td> <td>1</td> </tr> <tr> <td>5th Math</td> <td>2</td> <td>50%</td> <td>0</td> </tr> <tr> <td>6th Reading</td> <td>2</td> <td>100%</td> <td>1</td> </tr> <tr> <td>7th Reading</td> <td>2</td> <td>100%</td> <td>1</td> </tr> <tr> <td>6th Math</td> <td>2</td> <td>50%</td> <td>1</td> </tr> <tr> <td>7th Math</td> <td>2</td> <td>100%</td> <td>1</td> </tr> <tr> <td>5th Science</td> <td>2</td> <td>100%</td> <td>2</td> </tr> <tr> <td>7th Science</td> <td>1</td> <td>100%</td> <td>1</td> </tr> <tr> <td>8th Science</td> <td>2</td> <td>100%</td> <td>1</td> </tr> <tr> <td>7th Sped</td> <td>9</td> <td>67%</td> <td>2</td> </tr> </tbody> </table>											#	HQ %	< 3 yrs	5th Reading	2	50%	1	5th Math	2	50%	0	6th Reading	2	100%	1	7th Reading	2	100%	1	6th Math	2	50%	1	7th Math	2	100%	1	5th Science	2	100%	2	7th Science	1	100%	1	8th Science	2	100%	1	7th Sped	9	67%	2																																																							
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		6 Sc	11	11	Sped 5	3	10
		6 SS	5	7	Sped 6	30	30
		7 Rd	5	11	Sped 7	2	2
		7 Rd	1	1	Sped 8	2	28
		7 M	2	2	Sped 9	1	1
		7 M	32	32			
		7 Sc	2	2			
		7 SS	5	28			
e.	Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools.	Essex High School (not a school in improvement) All 73% Black 69% White 78% SWD 21% Disadvantaged 68%					
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)			#		Attendance	
		<u>Demographics</u>		Students	%	Rate	
		All					
		Gender		460		95	
		Male		221		95	
		Female		239		96	
		Race/Ethnicity					
		Black		253		95	
		White		192		95	
		Hispanic		13		97	
		Other		2		95	
		Students with Disabilities		57		95	
		LEP Status		14		97	

	disability status; 4) LEP status; 5) migrant status; 6) homeless status; and 7) economic status	<table border="0"> <tr> <td>Migrant Status</td> <td>0</td> <td>n</td> </tr> <tr> <td>Homeless</td> <td>4</td> <td>95</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>273</td> <td>95</td> </tr> </table>	Migrant Status	0	n	Homeless	4	95	Economically Disadvantaged	273	95
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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	<p>Built in 1951 Renovated 8th grade wing 1993 Remaining structure renovation 2007 54 classrooms</p> <p>Cafetorium (built 2007): combined use facility for food service and presentations/programs with a stage 59' x 63' = 3,717 sq. ft Occupancy 248 Kitchen (built 2007): typical gas/electric food preparation equipment protected by an exhaust/fire suppression hood and walk-in cooler/freezer 37' x 49' = 1,813 sq. feet Library/Media Center: library with technology, 16,000 volumes, 10 computers, SMartBoard, screen 48' x 50' = 2,400 sq. feet Occupancy 160 Gym: gym space with locker rooms and teacher offices, basketball court with fixed goals and bleachers with an adjoining stage area 68' x 97' = 9,596 sq. feet Occupancy 942 Outside Recess: outside ¼ mile track and open field for soccer 455' x 495' = 225,225 sq. feet</p>									
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,	<p>School day 60120 minutes over 170 days (all students) during 2009-2010 school term.</p> <p>In-school remediation 3240 minutes for targeted students per semester (2 to 3- 72 minute remediation sessions in lieu of elective)</p> <p>Afterschool 4320 minutes over 24 weeks</p> <p>Summer School 3300 minutes</p>									

	summer school);																			
i.	Total number of days teachers worked divided by the maximum number of teacher working days;	<p>170 student days plus teacher 8 teacher workdays = 178 teacher days/200 day contract = 89% for 2009-10 school term (10 days missed due to inclement weather)</p> <p>2010-11 calendar contains 183 planned student days, 8 teacher workdays = 191/200 = 95.5%</p> <p style="text-align: center;">EIS Teacher Absence Data</p> <table style="margin-left: 40px;"> <tr> <td colspan="2" style="text-align: center;">EIS</td> </tr> <tr> <td style="padding-right: 20px;">Total</td> <td>94%</td> </tr> <tr> <td>5</td> <td>94%</td> </tr> <tr> <td>6</td> <td>95%</td> </tr> <tr> <td>7</td> <td>99%</td> </tr> <tr> <td>8</td> <td>92%</td> </tr> <tr> <td>Sped</td> <td>94%</td> </tr> <tr> <td>Resource</td> <td>96%</td> </tr> <tr> <td>Elective</td> <td>95%</td> </tr> </table> <p style="background-color: yellow; padding: 5px;">This section should be done by classroom and resource teachers then by the number of days each missed. Then the data can be rolled up for a percentage of the total number of days teachers worked</p>	EIS		Total	94%	5	94%	6	95%	7	99%	8	92%	Sped	94%	Resource	96%	Elective	95%
EIS																				
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Elective	95%																			
j.	Information about the types of technology that are available to students and instructional staff;	<p>Access:</p> <p>DS3 and Wide Area Network Computers computers (120 lab computers, 80 classroom computers for students) Smartboards (1:2.5 teachers) Teacher computers (1:1)</p> <p>Training:</p> <p>Approximately 30% of instructional personnel are certified in INTEL Essentials and/or INTEL Thinking. Summer technology and school term integrated training in Web 2.0, Multimedia Technologies, Smartboard, Kidspiration, Inspiration, Moviemaker, Macromedia Studio, etc.</p> <p>Software applications are being standardized for ease of training, technical support and procurement. Currently we have the following software applications in use.</p> <ul style="list-style-type: none"> • Desktop – Microsoft Office 2003 Professional, Microsoft Office 2007 Professional, Microsoft Producer, MovieMaker, Audacity, ReadPlease, SMART Tools, Inspiration, Kidspiration, Macromedia Studio MX (Web publishing & design), The Geometer’s Sketch Pad, Symantec Antivirus Corporate Edition 10.2 Client, 																		

		<p>Symantec Endpoint Protection Client, Symantec Ghost Client.</p> <ul style="list-style-type: none"> • Web Applications – Apangea, Plato Lightspan Assessment, Riverdeep Reading and Math K-8, Worldbook On-line, Gale Databases, Compass College Entrance/SAT prep, United Streaming, Teaching Made Easier, Google Earth/Sky, IEP Online, SIF 2.0, Indistar, TeachFirst • Network Applications – TestNav, Follett Circulation Plus, Plato (REACH), Compass Learning, Accelerated Reader, STAR Reading, STAR Math, Star Early Literacy, Inspiredata, Symantec Antivirus Corporate for Netware, Symantec Endpoint Protection, Symantec Backup Exec, Symantec Ghost Enterprise, Faronic’s Deep Freeze Enterprise, SIF Agent for SASIxp, SIF Agent for Follett Circulation Plus.
k.	<p>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</p>	<p>Annual goals for student achievement for 2010-2011 term All students reading: 86% (which indicates an 11% increase) All students math 89% overall. (which indicates a 5 % increase.)</p> <p>Reading Subgroup: Black raise 68% to 78% (a 10% increase) Hispanic & LEP (TS) but goal is to improve by 5% to 80%. White raise 86% to 90% (a 4% increase) SWD raise 33% to 50% (a 17 % increase) Disadvantaged raise 69% to 79 % (a 10% increase)</p> <p>Math Subgroup: Black raise 84% to 90% (a 6% increase) Hispanic & LEP (TS) but goal is to maintain 100% White raise 87% to 92% (a 5% increase) SWD raise 52% to 60% (an 8% increase) Disadvantaged raise 79% to 85% (a 6% increase)</p> <p>School level reading and math activities to increase achievement:</p> <ul style="list-style-type: none"> • Employ full time literacy coach for 5-8 to support teachers and classroom instruction, provide targeted instructional strategy training and develop benchmarking items • Contract part-time math coach for 5-8 to support teachers and classroom instruction, provide targeted instructional strategy training and develop benchmarking items • Use spring benchmark data and SOL scores to target students for assignment to Title I Reading program and/or ARDT math remediation program

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- Use ARDT to as diagnostic for all students in grade 5-7 (students in grade 8 are taking Algebra I or Geometry)
- Develop benchmarks for each content area based on pacing guides and a simulated SOL test for the 3rd benchmark for all content areas (include a writing simulation in lieu of grade 5-8 2nd reading benchmark)
- Update and modify (based on teacher feedback) Individual Reading Plans (IRPs) for implementation during summer school and September 2010 for students who did not pass the reading SOL test.
- Provide 2 4-day sessions for grade level unit planning supported by 2 reading coaches and contracted university partner: 1st session for reading teachers and 2nd session will incorporate non-reading core content teachers in grades 4-8 for professional development on reading and writing in the content area strategies partnered with reading teachers to integrate content into interdisciplinary units
- Implement nonfiction program (Pluggedin to Nonfiction) to introduce and support reading across the content area (4 reading strategies for grade 5 and 8 strategies for grades 6-8). Initial training June 2010 and follow-up August 2010. Monitoring and evaluative summary of use/impact during teacher planning dates
- Increase nonfiction leveled readers aligned with core content and literacy coach will support design of materials to expand use of nonfiction reading strategies for new titles.
- Contract math coaches to provide 1 day of review to check realignment of curriculum maps and pacing for revised SOL content and introduction of statistics into Algebra I.
- Provide 2 days of training on strategies and resources which address the addition of statistics into the Algebra I standards through regional consortium in partnership with local community college.
- Establish reading and writing strategy “look fors” for administrative walkthrough data collection and reporting to school improvement team
- Provide 3 full days of planning for each grade level under the supervision of the principal, director of instruction, university partner and literacy (and math) coaches.
- Attend DOE-sponsored formative assessment and leadership training (principals, literacy coaches and division rep)
- Implement TeachFirst formative assessment series and monitor
- Offer site-based Reading in Content Area course with coaching support during 2010-11 term.
- Identify specific skills, target needs and monitor performance through Riverdeep reading
- Utilize database specialist to provide monitoring data on a quarterly basis (to include grades, services provided (including attendance), service provider, benchmark scores and test history)
- Restructure the afterschool program to target individual needs and provide small group instruction with assistance of principals, literacy and math coaches, and lead teachers.
- Review special education teachers’ schedules August 2010 to insure all students with disabilities are receiving support needed in least restrictive environment.
- Contract with data disaggregation company to provide online teacher-friendly monitoring and analysis

		<p>capability coupled with assessment design training for spring/summer 2011</p> <ul style="list-style-type: none"> • 	
1.	<p>Goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools implementing the State Transformation Model.</p>	<p>Teacher and school leader effectiveness</p> <ul style="list-style-type: none"> • Maintain data on student growth through formative assessment and summative assessment by teacher (reviewed quarterly) • Maintain achievement and provision of service data by student and provider (monitored quarterly) • Maintain Professional Learning Communities and monitor bi-weekly meeting agendas and plan for administrator or literacy coach to attend content planning, PLC, and data meetings • Establish a lesson plan format with specific directions/expectations and a schedule for reviewing plans and providing feedback • Principals will meet weekly with assistant principal and literacy coaches to establish plans, schedules and responsibilities for each week • Increase number of nonfiction and fiction leveled books for use in differentiation • Provide 3 full days of planning by grade level (mid fall and end of next two quarters) • Contract a DOE administrative coach for new principal • Director of Instruction (or other central office representative) will serve on School Improvement Team and attend principal’s webex training) • Insure School Improvement Plan is updated monthly <p>Comprehensive instructional reform strategies</p> <ul style="list-style-type: none"> • Provide unit planning training (2 4-day sessions) under direction of literacy coaches and university partner and monitor effectiveness with benchmarking results and formative assessments • Monitor student growth through grades, summative and formative assessments and discuss common assessment or benchmarking results at bi-weekly content area data meetings • Implement Monday morning plans for administrative “walk throughs” tied to school improvement plan strategies each week and report results to team in monthly meeting • Use literacy and math coaches and TTAC services to support teachers and administrators in addressing the needs of students with disabilities and ESL students through effective strategies. • Utilize quarterly data and information from bi-weekly content data days to identify at-risk students and attain services as documented in grade level team minutes. • Students transitioning to the high school enter the Freshmen in Transition program (FIT). Counselors meet with students at the intermediate school each spring • Implement initial Career Plan beginning with 7th grade in 2010 -11 term <p>Increased learning time</p> <ul style="list-style-type: none"> • Students failing or just above the 400 pass rate in reading or math will be scheduled for reading and/or 	Goals Tier I

		<p>math remediation services in lieu of electives for Sept. 2010</p> <ul style="list-style-type: none"> • Restructure afterschool program for targeted individualized intervention in reading and mathematics • Monitor activities, student engagement and differentiation during the reading/language arts block • Establish more self-monitoring activities and initiate parental communication program • Continue family nights in association with the targeted afterschool program to insure communication with parents of at-risk students • Continue the Carpe Diem discipline program <p>Operational flexibility and sustained support</p> <ul style="list-style-type: none"> • Contract a state designated administrative coach and university partner • Insure division level representation, state coach and university partner on School Improvement Team and attendance at principal webex training • Director of Instruction will meet bi-weekly with principals and review the quarterly reports before submission • Principals will report out to superintendent on a monthly basis (status of school improvement plan, most recent student data and initiatives for improving student achievement. 	

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

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

Describe the following:

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

Response:

- Preparedness for Implementation
 - University coach is contracted for oversight and schedule of 44 days on site has been established.
 - Required personnel (division representative, principals and their literacy coaches) have registered for and will be in attendance for the July DOE mandated training for Formative Assessment and Division Leadership.
 - School Improvement teams (with trained teacher-leaders) meet monthly (August – June).
 - School and Division Improvement Plans are posted in Indistar and will be updated for August 2010.
 - Include representation by division contact, PASS Coach, outside consultant, teachers, parents and/or community
 - Professional Learning Communities are in place and led by School Improvement Team members.
 - Each school has participated in training for development of professional learning communities over the past 3 years under the TeachFirst Program (formative assessment was the focus of the 2009-10 school term training).
 - Data management system has been designed to provide cumulative data for SOL, PALS, benchmarks, grades, service, program participation, etc. for 2010-11 school term.
 - New assessment reporting program and additional content implementation Fall 2010 for teacher use.
- School Community engagement
 - Meeting minutes are maintained in Indistar and provided to the School Board as informational item each month.
 - Quarterly reports are presented to the school board by principals.
 - School Improvement Plan highlights are provided to each parent at the beginning of the school year and featured in the local newspaper.
 - Progress will be reported out to community at PTO programs on a quarterly basis.

- Afterschool program and parent nights will be established by Sept. 7.
- Adequacy of Resources
 - Personnel
 - University coach provides oversight for 44 days, building level administrator coach meets monthly and serves on School Improvement Team, and division coach will be assigned by DOE
 - Literacy coaches (2 fulltime – 11 month on site) receive DOE training in Unit Planning and Formative Assessment, serve on School Improvement Teams and support teachers in implementation of tasks through modeling and training during the summer and school term.
 - Contracted math specialists (2 at 64 days each) support teachers in planning and delivery of instruction.
 - Reading (1 fulltime, 2 part-time) and math specialists (1 fulltime) provide student intervention with small groups based on identified needs.
 - Data specialist assists with maintaining database of grades, benchmark scores, intervention services, and testing data for each team (fulltime part-time) and provides monitoring reports to grade/content teams and administration
 - Afterschool tutoring for targeted students (8 teachers/ 125 days)
 - Benchmark development assistant contracted
 - Materials
 - Teacher/classroom materials for engaged learning, intervention and support of differentiation within the classroom are provided (leveled content readers, manipulatives, etc.).
 - Assessment banks and data disaggregation system for common assessments and benchmarking and hardware in place for September 2010.
 - iStation purchased for grades K-8 for diagnostic reading and prescriptive K-6
 - Time
 - Core content teachers provided 1 full day of planning each quarter to review pacing, assessment data, make recommendations for interventions and plan
 - Stipends paid to School Improvement 10 month employees for additional time served on team
 - Targeted afterschool programs planned for minimum of 3 hours per week with focus on reading and mathematics for identified students.
 - Remediation in lieu of electives during the school day for identified students for reading and mathematics (TES 1.5 hours minimum per week and EIS 2.25 hours minimum per week)
 - Training
 - TeachFirst Formative Assessment series, professional learning communities support continued, unit planning, technology integration, administrative training via DOE for principals and division administrators
 - DOE-provided coaching for building and central office administrations planned (monthly webex/4 additional training)
 - University coach recommended training supported by literacy coaches: reading in the content area and writing across the curriculum; expanded differentiation; responsibility of the learner; and, vocabulary instruction.

- Essex County Public Schools maintains membership in the Rappahannock Community College’s Regional Education Consortium which entitles unlimited slots for summer content and strategy training for teachers and SREB training modules for administrators. Key instructional leader meetings are held bimonthly and principal meetings are held each quarter to identify regional training needs.
- Time and Resources are Sufficient for Implementation
 - Extended language arts blocks and the elementary level and 72 minute class periods at the intermediate school (more than 6 hours per week of reading/language arts instruction)
 - Targeted students for intervention receive services with reading and/or math specialists in lieu of electives/specials.
 - Targeted students for intervention receive services in reading or math afterschool (3.5 hours/week).
 - Literacy coaches for each school support teachers in instructional delivery and planning and monitoring Tier I and Tier II interventions during the school term and through afterschool and summer trainings
 - Professional development and planning proposed for unused contracted days will be considered (by incoming superintendent)
 - Principal schedules for and results of observations reported out monthly to superintendent and/or Director of Instruction (curriculum fidelity, implementation of planned lessons, differentiation, reading in content area strategies and writing evidence) Observations will include DOE coach, Director of Instruction and literacy/math coaches.
 - Peer and/or administrative review of lesson plans scheduled included as item on weekly grade level/content planning meeting agenda
- Capacity for implementation of state transformational model
 - Division level administrator assigned to school improvement, PASS coach, and external oversight specialist partnership established
 - DOE webex training model and external oversight will be a continuation
 - School improvement teams are in place
 - Data administrator and system in place for quarterly reporting and assessment program in place for teachers.
 - Familiarity with the TeachFirst program: reporting, monitoring, and resources.
 -

- 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.

Mark NA here if the LEA selected a LTP from the state's list.

Mark NA here if the selected model does not require a LTP.

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

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

<input type="checkbox"/> Mark NA here if the LEA selected a LTP from the state's list. <input checked="" type="checkbox"/> 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.

Please provide a narrative indicating that a review of division and school policies has been completed to ensure alignment with the selected interventions. The attachments do not clearly indicate that such a review has taken place. Thank you.

Response:
See the following attachments:

2010-2011 Professional Development Calendar: Attachment 1
 DOE provides continuous training and support throughout the year. Principals and literacy coaches (and other required members) participate in mandatory summer training. During the school term the Director of Instruction participates in the principal's webexes with the principal, literacy coach and special ed teacher from each school. At the division level the superintendent, Director of Instruction and Director of Special Ed attend the division webex programs. If appropriate the principals are included in the division webexes. LEA provided professional development is driven by the content of the webex programs, recommendations of the outside evaluator and literacy or math coaches.

Indistar Site Use for School Improvement Plan and Monitoring: Attachment 2
 Principals hold monthly School Improvement Team meetings which are documented on the CII website. The outside evaluator, PASS Coach, Director of Instruction attend the monthly meetings at each school and provide support. Agendas, minutes and plan updates are posted each month.

School Improvement Team Minutes Sample: Attachment 3

School Board Agenda for presentation of Quarterly Reports: Attachment 4

Director of Instruction reports out annually on accreditation and AYP scores. Principals present School Improvement Plans annually and share progress with the superintendent at monthly meetings. Principals report out on the Quarterly Reports each quarter and review their concerns and strategies to address them.

Leadership and Leadership Focus Team Agenda/Minutes: Attachment 5

Principals report out to the Superintendent, Asst. Superintendent, and Director of Instruction each month on their progress in meeting their goals on the school improvement plan and share analysis of any recent benchmarking with strategies to address concerns

Webex calendar: Attachment 6

As described above

TeachFirst Logs: Attachment 7

PLCs are monitored through the TeachFirst website. Agendas, meeting minutes and reflections are maintained for each grade level/content area. These are monitored on the building level as well as the central office level. There is capacity for the trainer, division level administrator, principal, PASS Coach and outside evaluator to comment and offer suggestions to the group in this online program

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

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

Describe the following:

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

Response:

- Indistar tool will be continued or local technology department will design and maintain a web-based intranet capacity for maintaining similar components (Moodle, Ning, etc.)

- Present university partnership will be maintained on a smaller scale (22 – 30 days) and supported with Title IIA funds. Capacity for site-based support through literacy coaches should be well established in next two years.
- Title I , Special Education and/or local funds will be pooled to support continuation of university partnership or other external provider.

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.)

Background: University of Virginia provides the majority of coursework and reading training on site for Essex County Public Schools and neighboring divisions. UVA was contracted to conduct a literacy audit in 2007-08 for grades K-8 due to the school improvement status of the elementary and intermediate school. Based on the analysis and recommendations of the literacy audit and the previous partnership with UVA for coursework and training the university was asked to submit a proposal for providing oversight of the K-8 reading program during the 2008-09 school term.

Contract: The Superintendent, Director of Instruction, Director of UVA Richmond Center and principals of the schools met to discuss the recommendations from the audit and outline a scope of services which would support implementation of training, reorganization, alignment, etc. to address the recommendations. The proposal was reviewed, modified and signed in July 2008.

Services: In 2008-09 UVA coaches were assigned to each school and served approximately 24 days total. (The contract was expanded to include 34 days in 2009-10 and will be expanded to 44 days in 2010-2011.) Summaries of initial observations were shared with literacy coaches, principals and Director of Instruction. UVA coaches met monthly with principal, literacy coach and Director of Instruction and School Improvement Teams. Based on observations and audit recommendations individual, small group and whole group training/modeling and support was provided by UVA coaches and literacy coaches. Intervention programs were monitored and restructured with support of the

UVA coaches. In 2010-2011 one UVA coach will serve in both schools for 44 days. Through Unit Planning sessions, UVA coach training/oversight and literacy coach training/support there will be a focus on the use of reading strategies across the content area, writing across the curriculum, and coordination of alignment of the K-8 reading curriculum, and transition from 4th grade elementary to 5th grade intermediate. Evaluation of the intervention process will continue.

Reporting: UVA coaches provide a monthly report to Superintendent, principals and Director of Instruction which is shared with the School Board. At the conclusion of the year, a summary is provided as well.

In order to bridge the transition from elementary grades PK- 4 to 5-8 at the intermediate school and align the curriculum, strategies and monitoring the program, collection and analysis of data and intervention programs, the coach will serve BOTH schools.

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

School 1;_Tappahannock Elementary School _____ <input checked="" 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 checked="" type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	School 2: ___Essex Intermediate School _____ <input checked="" 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 checked="" 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)
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School 4: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	School 5: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	School 6: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)
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SECTION D: BUDGET - Applicable to Tier I, II, and III Schools

Part 1. Budget Summary (one for the division and one for each school). Description of expenditure codes can be found at the end of Section C. 1003(g) and 1003(a) funding may be expended on any Condition of Award. See Attachment C-g. 1003(g) and 1003(a) funds may also be expended for the purchase of educational vendor/company services to support the implementation of the selected reform model. See Attachment D-g.

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

be used such as personnel, materials, and services to support the selected intervention model.

Division Budget Summary

Division Name: Essex

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: Essex

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

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	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.")
	<p>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]</p>										

1000 - Personnel			197,460		200,710			200,710			598,880
2000 - Employee Benefits			23,252		23,848			23,848			71,009
3000 - Purchased Services			123,500		118,500			118,500			360,500
4000 - Internal Services											
5000 - Other Charges			896		3,600			3,600			8,035
6000 - Materials and Supplies			13,226		11,676			11,676			36,578
8000 - Equipment/Capital Outlay											
Total			358,334		358,334			358,334			(Must Equal Division Allocation) 1,075,002

* If applicable.

School Budget Summary

School Name: Tappahannock Elementary

Virginia Department of Education Grant Expenditure Requirements	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No: Is this school a participant in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute? See Attachment A-g.
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No: Is this school a Tier I or Tier II school? See attachment A-g.
<input type="checkbox"/> Yes	<input type="checkbox"/> No: Is this school a participant in the purchase of I Station and ARDT in its budget.

	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			91,690		91,440			91,440			274,570
2000 - Employee Benefits			7,063		6,508.92			6,508.92			20,080.84
3000 - Purchased Services			74,550		72,050			72,050			218,650
4000 - Internal Services											
5000 - Other Charges			417		1800			1800			4,017
6000 - Materials and Supplies			5,447		7368.08			7368.08			20,183.16
8000 - Equipment/Capital Outlay											
Total			179,167		179,167			179,167			(Must Equal School Allocation) 537,501

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

School Budget Summary

School Name: Essex Intermediate

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.

	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			105,770		109,270			109,270			324,310
2000 - Employee Benefits			16,189		17339.80			17339.80			50,929.60
3000 - Purchased Services			48,950		46450			46450			141,850
4000 - Internal Services											
5000 - Other Charges			479		1800			1800			4,018
6000 - Materials and Supplies			7,779		4307.20			4307.20			16,393.40
8000 - Equipment/Capital Outlay											
Total			179,167		179,167			179,167			(Must Equal School Allocation) 537,501

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: Essex

1. Personal Services (1000)

School Improvement Funds: Salary of part-time data specialist (\$36,000), TeachFirst/PLC leader stipends (\$19,500), reading remediation specialist part-time (\$8,000) Benchmark assessment assistant (\$15,950), Substitute teachers for 3 planning days (36 teachers spread over 1 week) (\$17,160), afterschool targeted remediation program 3 hours per week (\$11,300), Part-time math remediation specialist (\$24,050), employ reading intervention lab personnel (\$23,000), Reading specialist intervention specialist part-time (\$12,000), Algebra Intervention specialist 1 period per day (\$13,800), Teacher training sessions (unit planning, pacing/alignment, center development & common assessments) 40 teachers/4 day trainings (\$16700)

Other funding: 2 Full time literacy coaches (K-3 and 3-8) Title IA, Summer grade 1 reading specialists serving lowest performing 1st graders State funds, stipends for teacher training over summer 2010-11 (77 teachers/4days each) Title I and remaining 2009 school improvement and Title I ARRA, Instructional Consultant Teacher (ICT) full time Special Education funded, ARDT intervention teacher State and local funding, Full time literacy coach Title I

2. Employee Benefits (2000)

FICA, VRS, Health, etc. (if applicable) for the following: Salary of part-time data specialist (\$36,000), TeachFirst/PLC leader stipends (\$19,500), reading remediation specialist part-time (\$8,000) Benchmark assessment assistant (\$15,950), Substitute teachers for 3 planning days (36 teachers spread over 1 week) (\$17,160), afterschool targeted remediation program 3 hours per week (\$11,300), Part-time math remediation specialist (\$24,050), employ reading intervention lab personnel (\$23,000), Reading specialist intervention specialist part-time (\$12,000), Algebra Intervention specialist 1 period per day (\$13,800), Teacher training sessions (unit planning, pacing/alignment, center development & common assessments) 40 teachers/4 day trainings (\$16700)

FICA, VRS, Health, etc from other funding sources for: 2 Full time literacy coaches (K-3 and 3-8) Title IA, Summer grade 1 reading specialists serving lowest performing 1st graders State funds, stipends for trainers over summer 2010 (77 teachers/4days each) Title I and remaining 2009 school improvement and Title I ARRA, Instructional Consultant Teacher (ICT) full time Special Education funded, ARDT intervention teacher State and local funding, Full time literacy coach Title I

3. Purchased Services (3000)

School Improvement Funds: university partners contract (\$75,000), Math Coach K-2 64 days (\$25,600), DOE assigned administrative coach (\$6,000), TeachFirst Formative Assessment (\$3900), iStation Licenses (2 schools @ /\$6,500) (\$13,000)

Other funding: data disaggregation system K-8 Title I and old school improvement funds, content for benchmarking and scanners Title I, Math Coach Gr 3-8 64 days Title I and Title I ARRA, Rappahannock Regional Educational Consortium fees Title I, data disaggregation system K-8 Title I and 2009 school improvement funds, content for benchmarking and scanners Title I

4. Internal Services (4000)

N/A

5. Other Charges (5000)

School Improvement funding: Administrative and School Improvement Team travel/DOE administrative coach travel (\$300) and/or coursework (\$535)
Other funding: administrator and/or literacy and lead teacher training travel Title IA

6. Materials and Supplies (6000)

School Improvement funding: Benchmark printing K-4 (\$3,984), Reading and math training support materials (\$9,242)

Other funding: Summer training materials Title I and Title IARRA and Special Education, Benchmarking resources Title I, Afterschool materials Title IA, software updates and subscription services for web-based content Title I and Title IID

7. Equipment/Capital Outlay (8000)

N/A

SCHOOL NAME: Tappahannock Elementary

1. Personal Services (1000)

School Improvement Funds: Partial salary of data specialist (\$18,000), TeachFirst/PLC leader stipends (\$10,500), reading remediation specialist part-time (\$9,000) Benchmark assessment assistant (\$9,000), Substitute teachers for 3 planning days (36 teachers spread over 1 week) (\$8,640), TES afterschool targeted remediation program 3 hours per week (\$6,800), Part-

time math remediation specialist (\$24,050)
Other funding: 2 Full time literacy coaches (K-3 and 3-8) Title IA, Summer grade 1 reading specialists serving lowest performing 1st graders State funds, stipends for teacher training over summer 2010 (77 teachers/4days each) Title I and remaining 2009 school improvement and Title I ARRA, Instructional Consultant Teacher (ICT) full time Special Education funded

2. Employee Benefits (2000)

FICA for the following: School Improvement Funds: Partial salary of data specialist (\$18,000), TeachFirst/PLC leader (\$10,500), reading remediation specialist part-time (\$9,000) Benchmark assessment assistant (\$9,000), Substitute teachers for 3 planning days (36 teachers spread over 1 week) (\$8,640), TES afterschool targeted remediation program 3 hours per week (\$6,800), Part-time math remediation specialist (\$24,050)
FICA, VRS, Health, etc from other funding sources for: 2 Full time literacy coaches (K-3 and 3-8) Title IA, Summer grade 1 reading specialists serving lowest performing 1st graders State funds, stipends for teacher training over summer 2010 (77 teachers/4days each) Title I and remaining 2009 school improvement and Title I ARRA, Instructional Consultant Teacher (ICT) full time Special Education funded

3. Purchased Services (3000)

School Improvement Funds: 50% of the university partner contract (\$37,500), Math Coach K-2 64 days (\$25,600), DOE assigned administrative coach (\$3,000), TeachFirst Formative Assessment (\$1950), iStation licensing (\$6,500)
Other funding: data disaggregation system 5-8 Title I and old school improvement funds, content for benchmarking and scanners Title I, Math Coach Gr 3-8 64 days Title I and Title I ARRA, Rappahannock Regional Educational Consortium fees Title I

4. Internal Services (4000)

N/A

5. Other Charges (5000)

School Improvement funding: DOE administrative travel and/or tuition assistance for specialists (\$417)
Other funding: administrator and/or literacy and lead teacher training travel Title IA

6. Materials and Supplies (6000)

School Improvement funding: Benchmark printing K-8 (\$2,984), Reading and math training support materials (\$2,463)

Other funding: Summer training materials Title I and Title IARRA and Special Education, Benchmarking resources Title I, Afterschool materials Title IA, software updates and subscription services for web-based content Title I and Title IID

7. Equipment/Capital Outlay (8000)

N/A

SCHOOL NAME: Essex Intermediate

1. Personal Services (1000)

School Improvement Funds: Employ reading intervention lab personnel (\$23,000), 50% of part-time data specialist (\$18,000), TeachFirst and PLC lead stipends (\$9,000), Reading specialist intervention specialist part-time (\$3,000), Algebra Intervention specialist 1 period per day (\$13,800), Benchmark assessment assistant (\$6,950), Subs for 3 planning dates (8,520), Afterschool Program (\$4,500)

Other funding: ARDT intervention teacher State and local funding, Full time literacy coach Title I

2. Employee Benefits (2000)

School Improvement funding FICA, VRS, Health, Retiree Health and Group Life for: Employ reading intervention lab personnel (\$23,000), 50% of part-time data specialist (\$18,000), TeachFirst and PLC lead stipends (\$9,000), Reading specialist intervention specialist part-time (\$3,000), Algebra Intervention specialist 1 period per day (\$13,800), Benchmark assessment assistant (\$6,950), Subs for 3 planning dates (8,520), Afterschool Program (\$4,500)

Other funding FICA, VRS, Health, Retiree Health and Group Life for: Other funding: ARDT intervention teacher State and local funding, Full time literacy coach Title I

3. Purchased Services (3000)

School Improvement Funds: 50% of the university partner (UVA) contract (\$37,500), DOE assigned administrative coach (\$3,000), TeachFirst Formative Assessment (\$1950), iStation license for school (\$6,500)

Other funding: data disaggregation system K-8 Title I and 2009 school improvement funds, content for benchmarking and scanners Title I, Math Coach Gr 3-8 64 days Title I and Title I ARRA, Rappahannock Regional Educational Consortium fees Title I

4. Internal Services (4000)

N/A

5. Other Charges (5000)

School Improvement funding: DOE training travel and or tuition coverage for reading/math specialists (\$418)

Other funding: administrator and/or literacy and lead teacher training travel Title IA

6. Materials and Supplies (6000)

School Improvement funding: Benchmark printing 5-8 (\$1,000), Reading and math training support materials (\$6779)
Other funding: Summer training materials Title I and Title IARRA and Special Education, Benchmarking resources Title I, Afterschool materials Title IA, software updates and subscription services for web-based content Title I and Title IID

7. Equipment/Capital Outlay (8000)

N/A

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. Tappahannock Elementary
2. Essex Intermediate
3. (School Name)
4. (School Name)

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

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

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

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

Strand I

(Mentor Coaching Training and Special Education Training)

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

Strand I:

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

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

Accomack County	Nandua MS	Year I of Title I School Improvement
Accomack County	Arcadia MS	Year I of Title I School Improvement
Accomack County	Kegotank ES	Year I of Title I School Improvement
Accomack County	Metompkin ES	Year I of Title I School Improvement
Alexandria City*	Washington MS	Year I of Title I School Improvement
Alexandria City*	Washington MS 2	Year I of Title I School Improvement
Alexandria City*	Hammond MS	Year I of Title I School Improvement
Alexandria City*	Hammond MS 2	Year I of Title I School Improvement
Alexandria City*	Hammond MS 3	Year I of Title I School Improvement
Alexandria City*	Ramsay ES	Year I of Title I School Improvement
Brunswick County	Red Oak-Sturgeon ES	Year I of Title I School Improvement
Campbell County	Altavista ES	Year I of Title I School Improvement
Charles City County	Charles City County ES	Tier III – 1003g
Franklin City	Franklin HS	Tier III – 1003g
Fredericksburg City*	Walker-Grant MS	Year 1 of Title I School Improvement
Greene County	Nathaniel Greene ES	Year I of Title I School Improvement
Greene County	Greene County Primary	Year I of Title I School Improvement
Greensville County	Greensville ES	Year I of Title I School Improvement
Hampton City*	Mallory ES	Tier III – 1003g
Henrico County*	Highland Springs ES	Year I of Title I School Improvement
Henrico County*	Adams ES	Year I of Title I School Improvement
Lynchburg City	Perrymont ES	Year I of Title I School

		Improvement
Middlesex County	Middlesex ES	Year I of Title I School Improvement
Newport News City*	L.F. Palmer ES	Tier III – 1003g
Roanoke City*	Hurt Park ES	Tier III – 1003g
Roanoke City*	William Fleming HS	Tier III – 1003g
Shenandoah County	Sandy Hook ES	Year I of Title I School Improvement
Smyth County	Marion Intermediate	Year I of Title I School Improvement
Smyth County	Marion Primary	Year I of Title I School Improvement
Staunton City	Ware ES	Year I of Title I School Improvement
Suffolk City*	Benn Jr. ES	Year I of Title I School Improvement
Suffolk City*	Mount Zion ES	Year I of Title I School Improvement
Warren County*	Wilson Morrison ES	Year I of Title I School Improvement

Strand II
(Division Leadership Support Training)

The **Title I Director** or **Director of Instruction of Returning* Divisions** must register for this strand of the summer institute.

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

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

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

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

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

Strand III:

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

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

Albemarle County	Greer ES	Year I of Title I School Improvement
Alexandria City	Mount Vernon ES	Year I of Title I School Improvement
Alexandria City	Patrick Henry ES	Year I of Title I School Improvement
Alexandria City	Cora Kelly Magnet School	Tier III – 1003g
Alexandria City	Jefferson-Houston ES	Tier III – 1003g
Amherst County	Central ES	Tier III – 1003g
Arlington County	Barcroft ES	Year I of Title I School Improvement
Arlington County	Drew Model ES	Tier III – 1003g
Arlington County	Hoffman-Boston ES	Tier III – 1003g
Arlington County	Randolph ES	Tier III – 1003g
Bedford County	Bedford ES	Year I of Title I School Improvement
Bedford County	Bedford Primary	Year I of Title I School Improvement
Craig County	McCleary ES	Tier III – 1003g
Culpeper County	Sycamore Park ES	Tier III – 1003g
Culpeper County	Pearl Sample ES	Tier III – 1003g
Essex County	Essex Intermediate	Tier III – 1003g
Essex County	Tappahannock ES	Tier III – 1003g
Fauquier County	Grace Miller ES	Year I of Title I School Improvement
Fluvanna County	Central ES	Tier III – 1003g
Fluvanna County	Columbia District ES	Tier III – 1003g
Fluvanna County	Cunningham District ES	Tier III – 1003g
Hampton City	Smith ES	Year I of Title I School Improvement
King George County	King George ES	Tier III – 1003g
King George County	Potomac ES	Tier III – 1003g
King and Queen County	King and Queen ES	Tier III – 1003g
Lancaster County	Lancaster Primary School	Tier III – 1003g
Louisa County	Trevilians ES	Year I of Title I School Improvement
Lunenburg County	Victoria ES	Year I of Title I School Improvement
Newport News City	Sedgefield ES	Tier III – 1003g
Norfolk City	Jacox ES	Year I of Title I School Improvement
Norfolk City	Lindenwood ES	Year I of Title I School Improvement
Northampton County	Kiptopeke ES	Tier III – 1003g
Northampton County	Occohannock ES	Tier III – 1003g
Orange County	Orange ES	Tier III – 1003g
Orange County	Lightfoot ES	Year I of Title I School Improvement

Orange County	Unionville ES	Year I of Title I School Improvement
Orange County	Gordon Barbour ES	Year I of Title I School Improvement
Petersburg City	A.P. Hill ES	Tier III – 1003g
Petersburg City	J.E.B. Stuart ES	Tier III – 1003g
Petersburg City	Vernon Johns Junior High	Tier III – 1003g
Pittsylvania County	Dan River MS	Tier III – 1003g
Pittsylvania County	Kentuck ES	Tier III – 1003g
Portsmouth City	Brighton ES	Year I of Title I School Improvement
Portsmouth City	Churchland Academy ES	Tier III – 1003g
Pulaski County	Dublin ES	Year I of Title I School Improvement
Pulaski County	Pulaski ES	Tier III – 1003g
Richmond City	Blackwell ES	Year I of Title I School Improvement
Roanoke City	Addison MS	Tier III – 1003g
Roanoke City	Huff Lane Intermediate	Year I of Title I School Improvement
Roanoke City	Round Hill Montessori	Year I of Title I School Improvement
Rockbridge County	Fairfield ES	Year I of Title I School Improvement
Shenandoah County	Ashby Lee ES	Tier III – 1003g
Stafford County	Kate Waller Barrett ES	Year I of Title I School Improvement
Stafford County	Falmouth ES	Year I of Title I School Improvement
Suffolk City	Elephant's Fork ES	Tier III – 1003g
Warren County	Warren County MS	Year I of Title I School Improvement
Westmoreland County	Washington District ES	Tier III – 1003g
Williamsburg-James City	Montague ES	Year I of Title I School Improvement

Included for Application Completion Only-UVA Lead Turnaround Program

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

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

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

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

Strand IV:

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

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

*These schools have applied for a waiver of identification.

The Reform Models

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

1. Turnaround Model

A turnaround model is one in which a LEA must:

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

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

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

2. Restart Model

A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a nonprofit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or nonprofit organization that provides "whole-school operation")

services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

3. School Closure Model

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

4. Transformation Model

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

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

An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness. *Permissible activities* such as the following are allowed:

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

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

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

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

- Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- Implementing a schoolwide “response-to-intervention” model;
- Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- Using and integrating technology-based supports and interventions as part of the instructional program; and
- In secondary schools--
 - Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - Improving student transition from middle to high school through summer transition programs or freshman academies;
 - Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

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

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

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

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

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

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

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

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

5. State Transformation Model (Tier III Only)

The State Transformation Model requires schools to use funding to hire a coach that will work with the school in the area(s) that caused the school to enter school improvement. The requirements for the state transformation model are listed below.

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

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

An LEA will use comprehensive instructional reform strategies by:

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

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

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

An LEA will provide operational flexibility and sustained support by:

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

Quick Reference Summary of Major Requirements

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

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

SUMMARY OF CONDITIONS OF AWARD

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

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

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

ACHIEVE3000

www.Achieve3000.com

Sonya Coleman, *Regional Director*

301-352-3459

Cambridge Education

Mott MacDonald dba Cambridge Education

Trevor B. Yates, Executive Vice President

717-701-0123

CaseNEX, LLC

<http://www.casenex.com/casenet/index.html>

Griff Fernandez

866- 817- 0726

Classworks

<http://www.classworks.com>

Wayne Brown

804-747-3515

Compass Learning

<http://www.compasslearning.com>

Corey Good

804-651-3508

EdisonLearning, Inc

<http://www.edisonlearning.net/>

Curtiss Stancil, Vice President for Business Development

917-482-4396

Educational Impact

<http://www.educationalimpact.com>

George Elias

215-534-0899

Evans Newton, Inc.

<http://www.evansnewton.com>

Cecily Williams-Blijd

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ISTATION

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Bob Blevins

866-883-7323

Johns Hopkins University

Kathy Nelson (contact for middle schools only)

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Pearson Digital Learning

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Steve Watson
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READ NATURALLY INC
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Research For Better Teaching
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Cynthia Pennoyer
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TeachFirst
<http://www.teachfirst.com>
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Teachscape
<http://www.teachscape.com>
Veronica Tate
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The Flippen Group
<http://www.flippengroup.com>
Brian Whitehead
865-577-6008

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

Attachment I

Professional Development & Summer Programming 2010-11

Workshop Dates	Training	Topic
06/21/2010	Unplugged Nonfiction	Reading
6/22-23/2010	SOL Revision/Pacing Revision	Social Studies
6/22-25/2010	Unit Planning Follow-up	Reading
7/6-7/22/10	Summer School	
7/19-7/24/2010	OSI Training Admin/Lead Tchrs	School Imp
7/26-29/10	Math Workshop (Pacing Revision)	Math
7/26-27/10	Smartboard and Web 2.0	Tech Integration
7/28-29/10	Multimedia and Web 2.0	Tech Integration
8/2-5/2010	Math Workshop (Pacing Revision)	Math
8/9-12/2010	Unit Planning Initial Training (nonreading) PowerSchool Training	Integrated Units
8/9 - 8/10/2010	(Admin/Couns/Attend)	Varied Sections
8/16-17/2010	Scratch Technology Training	Tech Integration
8/18-19/2010	English Vertical Alignment	English 8-12
8/26 or 9/1	Math Workshop (Pacing Revision)	Math
09/01/2010	Unplugged Nonfiction (followup)	Reading
8/23-24/10	New Teacher Orientation	varied
8/26/2010	IA (Interactive Achvmt) Training	Data System Training
08/27/2010	Convocation Day	
8/9-10/2010	PS Refresher (for staff/counselors)	PowerSchool
9/1 - 6/30/2010	DOE Webex Training for Sch Imp (Division)	varied
9/1 - 6/30/2010	DOE Webex Training for Sch Imp	varied
9/1 - 6/30/2010	TeachFirst Formative Assessment Training	Formative Assess.
10/1- 12/15/2010	INTEL Essentials Training	Tech Integration
9/1-11/2010	Book Study (Drive/Daniel Pink)	Motivation/leadership
1/15 - 3/30/2011	INTEL Thinking Training	Tech Integration

*3 Full Planning Days for core content/grade level teachers K-8 TBD

- Planning days are supported by literacy coaches, UVA oversight and if needed, math coaches.

Attachment 2

Division and School Plans maintained in Indistar (www.centerii.org)

Virginia Support for School Improvement (SSI)
Main Menu
Essex County

Resources and Reports
Plan Your Meeting
Coaching Comments
Where are we now? ?

Set Up District	Started	Last Update
Step 1 - Register District	01/07/08	01/07/08
Step 2 - Provide District Information	01/09/08	01/09/08
Step 3 - Form District Team	01/09/08	09/22/09
		7 (count)

Assess - Create - Monitor	Started	Last Update	Progress
Step 4 - Assess District Indicators	01/30/08	03/13/09	25 of 38
Step 5 - Create District Plan	01/27/08	12/30/09	15 of 14
Step 6 - Monitor District Plan	02/07/08	12/31/09	11 of 15

Set Up Schools and School Coaches

[Step 1 - Add District Liaisons, Mentors, and Consultants](#) * District Liaisons, Mentors, and Consultants must be added before registering Schools.
[Step 2 - Register a School](#)

* Schools shown in Red have responded to a Coaching Comment.

School	Track	Started Dates (1-3)					Last Update (4-6)		
		Step 1	Step 2a	Step 2b	Step 3	Step 4	Step 5	Step 6	
Tappahannock Elementary School	VA SIP	10/10/08	01/05/09	01/05/09	01/05/09	10/28/09	05/10/10	04/06/10	
Essex Intermediate School	VA SIP	10/10/08	12/02/08	12/02/08	12/04/08	08/06/09	12/17/09	12/07/09	

For technical questions concerning this tool contact us at Indistar@adi.org

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Center on Innovation and Improvement

Tappahannock Elementary

Monitor Restructuring
Tappahannock Elementary School
Monitor School Plan

The objectives you see listed below are those you've chosen to include in your plan. Select an objective to update the progress of tasks, or to remove a task from an objective. Once all the tasks for an objective are complete, tell about the work that you've done.

Objectives shown in Blue have tasks that are not complete.
Objectives shown in Green have all the tasks completed and the Objective has been met.
Objectives shown in Red need a task added in Step 5 or you were undecided if the task was complete.

ID	Select Objective to update task progress.	Assigned to	Target Date	Tasks	% Tasks Completed	Objective Met
ID03	All teams will operate with work plans for the year and specific work products to produce. (38)	Mike Daddario	06/17/2010	2	50 %	
IE10	The principal will celebrate individual, team, and school successes, especially related to student learning outcomes. (61)	Mike Daddario	11/20/2009	4	50 %	
IP08	Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (22)	Mike Daddario	06/20/2010	3	66 %	
IFB04	Teachers will individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)	Maureen Dunn	06/20/2010	5	80 %	
II011	Instructional Teams will review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)	Maureen Dunn	06/20/2010	4	50 %	
III402	All teachers will develop weekly lesson plans based on aligned units of instruction. (111)	Mike Daddario	06/20/2010	2	50 %	
III409	All teachers will clearly state the lesson's topic, theme, and objectives. (118)	Mike Daddario	06/03/2010	2	50 %	
III426	All teachers will encourage students to check their own comprehension. (135)	Maureen Dunn	06/20/2010	4	75 %	
III006	All teachers will systematically report to parents the student's mastery of specific standards-based objectives. (155)	Teresa Harris	09/08/2009	3	100 %	04/06/2010

Essex Intermediate School

Center on Innovation and Improvement

Dashboard - Windows Internet Explorer

Monitor Restructuring - Windows Internet Explorer

http://www.centeri.org/SchoolRestructuring/SchoolMonitor.aspx

File Edit View Favorites Tools Help

Center on Innovation and Improvement

Monitor Restructuring

Virginia

Monitor School Plan

Essex Intermediate School

Monitor School Plan

School Process Main

Print

The objectives you see listed below are those you've chosen to include in your plan. Select an objective to update the progress of tasks, or to remove a task from an objective. Once all the tasks for an objective are complete, tell about the work that you've done.

Objectives shown in Blue have tasks that are not complete.

Objectives shown in Green have all the tasks completed and the Objective has been met.

Objectives shown in Red need a task added in Step 5 or you were undecided if the task was complete.

School Plan (22 objectives)

ID	Select Objective to update task progress.	Assigned to	Target Date	Tasks	% Tasks Completed	Objective Met
ID01	A team structure will be officially incorporated into the school improvement plan and school governance policy. (36)	Wendy Ellis	09/30/2009	2	100 %	10/07/2009
ID04	All teams will prepare agendas for their meetings. (39)	Wendy Ellis	04/15/2009	3	100 %	08/10/2009
ID05	All teams will maintain official minutes of their meetings. (40)	Wendy Ellis	04/15/2009	2	100 %	08/10/2009
ID06	The principal will maintain a file of the agendas, work products, and minutes of all teams. (41)	Wendy Ellis	01/31/2010	2	50 %	
ID10	The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (45)	Wendy Ellis	09/30/2009	4	50 %	
ID13	Instructional Teams will meet for blocks of time (4 to 6 hour blocks, once a month, whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (49)	Wendy Ellis	09/01/2010	7	42 %	
IE08	The principal will spend at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (53)	Wendy Ellis	06/01/2010	2	50 %	

School Officers (CCSSO)

Academy of Pacesetter States

Scaling Change Through

Quick Links

State Education Agencies
(State Departments of Education)

Start TES_EIS 10036 Applicat... Center on Innovation an... Dashboard - Windows In... Monitor Restructurin... 11:54 PM

School Improvement Team Minutes Sample

The image displays two screenshots of a web-based meeting minutes application. Both screenshots are viewed in a Windows Internet Explorer browser window.

Top Screenshot: Virginia Essex Intermediate School
3/4/2010 - EIS Library
 Meeting Minutes
Team Members in Attendance:
 Princess Blanding Sheila Cooper Shannon Deshazo Gayle Dungee Wendy Ellis
 Amanda Freeman Jill Gilbert Renee Hilton Ashley Marlow Louisa Mitchell
 Peggy Norman Janice Pierson Andrea Roane RuthE Tobey Joel Urban
Guests in Attendance:
 Jamie Hertel
Action Taken:
 Essex Intermediate School SIP Meeting
 March 4, 2010
 Present: Wendy Ellis, Judy Johnston, Andrea Roane, Ashley Marlow, Amanda Freeman, Jill Gilbert, Louisa Hammond, Shannon Deshazo, S. Cooper, Princess Blanding, Joel Urban, Gayle Dungee, Peg Norman (Guest: Jamie Hertel)
 (Not in attendance: Renee Hilton, Joyce Johnson, Community Representative)
 At the last meeting two weeks ago, suggestions for additional tasks were placed into the SIP before the DOE webcast. IIIA02, ID1, IE06, ID13, IF07
 World History status:
Adjourned Time: 4:45 p.m.
Next Meeting Date: 4/15/2010
Next Meeting Time: 3:30 p.m.
Next Meeting Location: EIS Library

Bottom Screenshot: Virginia Tappahannock Elementary School
4/12/2010 - TES Library
 Meeting Minutes
Team Members in Attendance:
 Michelle Atkins Jami Carneal Lynn Cutright Mike Daddario Patrick Dispirito
 Maureen Dunn Ernestine Fautleroy Tammy Fulford Denise Hammond Elise Hanson
 Teresa Harris Judy Johnston Janice Pierson
Guests in Attendance:
 Jessica Emery (gr. 2) and Sandy Gladding (gr. 3) are filling in for the grade 2 and 3 teachers who are out for an extended period of time.
Action Taken:
 1. Celebrations were celebrated
 2. Pass out and review updated plan
 Mike Daddario asked the teachers to review the indicators and the evidence he has updated on the plan and email him any other evidence or tasks which have been completed or need to be added. The plan will be reviewed at the May meeting.
 3. PLC Updates
 Teams reported out
 K - blending and segmenting sounds, lower performing students are still struggling and this focus will be continued for the time being. Maureen Dunn, literacy coach, is going to assist them with moving these students into concept of word
 L - guided reading, group was not as attentive and there was some negativity, not as attentive during the video and Mr. Daddario suggested reviewing PLC rules and if there were a

School Board Agenda Sample for Quarterly Report Sharing and Minutes

Essex County School Board
March 8, 2010
7:00 p.m.
Agenda

I.	Call to Order, Roll Call, Pledge of Allegiance	
II.	Consent Agenda	
	A. Approval of February 8 and 16, 2010 Minutes	2
	B. Approval of January 31, 2009 Financial Report	5
	C. Approval of Monthly Claims	24
	D. Approval of Use of Facilities Requests	40
	E. Approval of Fund Raising Requests	44
	F. Approval of Field Trip Requests	45
	G. Approval of Personnel Action	46
III.	Action Items	
	A. Additional Appropriations	47
	B. Adopt 2010-11 Budget	48
	C. Calendar Adjustments	50
IV.	Informational Items	
	A. Instructional Highlights: Youth Art Month/Music in Our Schools	51
	B. Essex Stars Employee Recognition	52
	C. School Principals Appreciation Week, March 8-12, 2010	53
	D. TES/EIS Restructuring Quarterly Report	54
	E. 2010-11 Proposed School Calendar	116
	F. 2010-11 Budget Presentation	117
	Note: Public and staff comments are welcome during the discussion of each informational item.	
V.	New Business	
	Note: Public and staff may offer new agenda items for board consideration at next meeting.	

ADOPT 2010-2011 BUDGET CALENDAR

On a motion by Mrs. Gaskins, seconded by Mr. Whitaker, the Board approved the 2010-2011 Budget Calendar (see attached).

APPOINT SCHOOL BOARD MEMBER TO ECPS 2010-2016 COMPREHENSIVE PLAN COMMITTEE

On a motion by Mr. Whitaker, seconded by Mr. Bullis, the Board appointed Mary Gaskins to the Steering Committee and Carl Slaughter to the Capital Improvement Committee.

APPOINT SCHOOL BOARD MEMBER TO BUDGET COMMITTEE

On a motion by Mrs. Gaskins, seconded by Mr. Slaughter, the Board appointed Ray Whitaker and Larry Bullis to the Budget Committee.

INSTRUCTIONAL HIGHLIGHTS: MATH COACHES

Mrs. Pierson introduced Brenda Jordan and Joyce Curry as the two math specialist at TES and EIS. They presented a powerpoint presentation explaining their approach with students in teaching math.

TES & EIS SCHOOL IMPROVEMENT QUARTERLY REPORTS

Mr. Daddario informed the Board of the TES school improvement quarterly report (see attached).

Mrs. Ellis informed the Board of the EIS school improvement quarterly report (see attached).

ECPS COMPREHENSIVE CALENDAR

Mr. Saville presented the Essex County Public Schools Comprehensive Calendar (see attached).

TECHNOLOGY COMPREHENSIVE GRANT PROPOSAL

Mrs. Pierson informed the Board of the Technology Comprehensive Grant (see attached).

SPECIAL EDUCATION TRANSITION PROGRAM THRIFT SHOP

Mr. Saville informed the Board that the lease had been signed for the thrift shop (see attached) and plans are moving ahead on the project.

H1N1 INOCULATION PROGRAM

Mr. Saville informed the Board that TES students are scheduled to receive their inoculation tomorrow (see attached).

VSBA ANNUAL CONFERENCE: NOVEMBER 18-20, 2009

Mr. Saville reminded the Board of the upcoming VSBA Annual Conference on November 18-20, 2009 in Williamsburg, Virginia.

BUDGET REPORT

Mr. Saville reported on the budget.

Leadership Team and Focus Team Agenda/Minutes

Leadership Team Meeting Dec. 16, 2009

Attendees: Tom Saville, Wayne Lewis, Janice Pierson, Debbie Johnson, Lori Lenz, Larry Lenz, Wendy Ellis, Andrea Roane, Mike Daddario, Patrick Dispirito, Ron Largett, Jane Kurczak

1. Instant Alert Training 10:00 a.m. to 12:00 p.m., Leadership Team meeting to convene at 1:00 p.m.
2. Instructional Highlights
 - a. Jan TES: Parent Involvement
 - b. Feb EIS
 - c. March (Music/Arts in Schools)
 - d. April
 - e. May
3. Spending Freeze effective immediately, 2009-10
4. 2011-12 Budget Issues Total Reduction: \$1,972,000
 - a. Composite Index change: ability to pay rose to \$1,000,000
 - b. Reduction in state aid estimate \$200,000
 - c. Loss of Stimulus Funds \$572,000
 - d. Reduction in local funds approx \$200,000
 - e. Board's priority cut whatever we can prior to personnel (80% of our budget is tied up in personnel)
 - f. See handout
 - g. Principals should call Tom the first week in January to discuss budget specifics in regards to their school
5. Reduction in Force (RIF) Policy
 - a. School Board will declare RIF at January board meeting
 - b. Tom asked team members to review the policy
 - c. Tom will provide a list of personnel and status of their certifications to principals.
6. Winter Break
 - a. Check freezers, etc.
7. Star Award
 - a. Final due date, Friday, Dec. 18
8. Instruction/Staff Development
 - a. See handout
9. Report from principals
 - a. TES
 - b. EIS
 - c. EHS
10. Special Education Issues



Essex County Public Schools
Leadership Team Meeting
August 5, 2009

Attendees: Tom Saville, Wayne Lewis, Janice Pierson, Debbie Johnson, Lori Lenz, Larry Lenz, Jeff Oberg, Wendy Ellis, Andrea Roane, Mike Daddario, Patrick Dispirito, Jon Barnes

Minutes

1. Welcome
2. School Accreditation Ratings/AYP
 - a. Congrats on three schools fully accredited!!
 - b. Janice made brief comments on AYP status and subgroups suggested a strong focus by teachers and administrators on monitoring of these subgroups in reading/math and graduation for 2009-10
 - c. Janice needs OAI by Thursday p.m.
3. Fall Newsletter
 - a. Send highlights for fall newsletter to Wayne by
4. School Board policies
 - a. On ECPS website
 - i. Jane keeps policy manual current on website and this will continue
 - ii. Updated policy manual for each school – principals please print the manual from the website and hard copies will be provided after updates are adopted
 - b. Code of Student Conduct/School Handbooks
 - i. Please review by Thursday and give Tom the changes/modifications
 - ii. Cell phones – no suspensions for cell phone use unless connected to other more serious offense and the incident should be written up under the more serious offense
 - c. Required Notifications
 - i. Title I Parent Compact to Code Conduct
 - ii. Title I Parental Involvement Policy – note in Code of Conduct of availability on website
 - iii. Teacher Qualification Letters
 1. Notice of opportunity to request info
 2. Initial letter for provisional and 4 wk long term sub
5. Summer School Report
6. School Improvement Plans
 - a. Each principal provided an overview of their SIP focus for 2009-10
7. Personnel Update
 - a. Wayne provided a report on new personnel
8. School Calendar
 - a. Minor revision for Jane to do on website with holiday (emailed to Jane)
9. New Teacher Mentoring



Webex Schedule (2009-2011)**Webinar Schedule - Conditionally Accredited and PASS (New and Returning)**

Divisions	Dates	Time	Instructor(s)	OSI Facilitator(s)
Essex County	Tuesday, September 22, 2009	All meetings in this group will begin at 10:00 am	Pat Fisher Brenda Cowlback	Yvonne Holloman and Mike Hill
Grayson County	Thursday, October 15, 2009 at 1:00 p.m, not 10:00 a.m.			
Northampton County	Thursday, November 12, 2009			
Portsmouth City	Thursday, January 14, 2010			
Rockbridge County	Thursday, February 11, 2010			
Pulaski County	Thursday, March 11, 2010 Thursday, April 15, 2010			

Schools	Dates	Time	Instructor(s)	OSI Facilitator(s)
Brighton Elementary (Portsmouth City)	Wednesday, September 23, 2009	All meetings in this group will begin at 1:00 pm	Greg Wheeler Yvonne Holloman	Mike Hill
Thomas Boushall Middle (Richmond City)	Monday October 19, 2009 at 10:00 a.m.			
Brown Middle (Richmond City)	Tuesday, November 3, 2009			
Elkhardt Middle (Richmond City)	Tuesday, January 5, 2010			
Addison Middle (Roanoke City)	Tuesday, February 2, 2010			
Ellen Chambliss Elementary (Sussex County)	Tuesday, March 2, 2010			
Sussex Central Middle (Sussex County)	Tuesday, April 6, 2010			
Thompson Middle School (Richmond)				
Vernon Johns Middle				
Peabody Middle				
Essex Intermediate (Essex County)				
Lake Taylor Middle				

(Norfolk City)				
Schools	Dates	Time	Instructor(s)	OSI Facilitator(s)
J.P. King Middle (Franklin City)	Wednesday, September 23, 2009	All meetings in this group will begin at 10:00 am	Greg Wheeler Mike Hill	Yvonne Holloman
Tappahannock Elementary (Essex County)	Friday, October 16, 2009 Tuesday, November 3, 2009			
Lafayette-Winona Middle (Norfolk City)	Tuesday, January 5, 2010 Tuesday, February 2, 2010			
Northside Middle (Norfolk City)	Tuesday, March 2, 2010 Tuesday, April 6, 2010			
Kiptopeke Elementary (Northampton County)				
Occohannock Elementary (Northampton County)				
Prince Edward Middle (Prince Edward County) Prince Edward High School Prince Edward Elementary (Prince Edward County) New PASS				

TeachFirst Logs

TeachFirst Online Tools Page 1 of 2

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"because a great education starts with great teachers"

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PLC Meeting Summaries: Tappahannock Elementary School 

Whole School

- 09/17/2008: "Assessing our School's Collaborative Culture"
- 10/15/2008: The What and Why of Professional Learning Communities
- 09/23/2009: Why Facilitators Matter
- 02/17/2010: Assessing Student Comprehension
- 03/17/2010: Checking Student Comprehension

first grade

- 10/01/2009: Setting Team Agreements
- 10/27/2009: Building Trust
- 11/09/2009: What is assessment for learning?

fourth grade

- 09/29/2009: Setting Team Agreements
- 10/08/2009: Having Productive Conversations: Building Trust
- 10/22/2009: What is Assessment FOR Learning?
- 12/01/2009: Questioning: QAR: Four Types of Questions - Part 1
- 01/19/2010: Questioning: QAR: Four Types of Questions - Part 2
- 03/02/2010: Questioning: QAR: Modeling with Fiction (Part 1 of 3)
- 03/19/2010: Questioning: QAR: Modeling with Fiction 2nd part of Part 1
- 03/30/2010: Questioning: QAR: Student Practice with Fiction (Pt 2 of 3) Part 1

<http://secondary.teachfirst.com/authenticated/index.cfm?fuseaction=myteachfirst.schoolSummaryReport...> 07/01/2010



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PLC Meeting Summaries: Essex Intermediate School

5th grade

- 11/18/2008:** Interactive Notebooks/Independent Learning Contracts
- 12/16/2008:** Learning Stations
- 11/03/2009:** Formative Assessment
- 11/09/2009:** Tracking students and formative assessment
- 12/01/2009:** Student tracking & Formative Assessment
- 01/26/2010:** Student Tracking and Formative Assessments
- 03/11/2010:** Student tracking and formative assessment
- 03/30/2010:** "A Private Universe" & preconceived notions

6th grade

- 08/26/2008:** Time Management - Adjusting to 75 minute periods
- 09/10/2008:** Revisit bellwork and begin note taking discussions.
- 11/05/2008:** Discuss Whole Group Meeting from 11/4
- 12/03/2008:** Note Taking Revisited
- 10/22/2009:** Formative Assessment
- 11/10/2009:** Formal Assessment Revisited
- 01/26/2010:** Assessment

7th grade

- 09/16/2008:** Revisiting Time Management