

APPROVED

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

1003(g)

Application for School Improvement Funds

[Complete this application if any of the school's three-year allocation is from 1003(g).]

Under the *No Child Left Behind Act of 2001*, PL 107-110 and the *American Recovery and Reinvestment Act of 2009*, PL 111-5

Due June 14, 2010

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DIVISION INFORMATION

School Division Name: Fairfax County Public Schools
Mailing Address: 8115 Gatehouse Road, Falls Church, VA 22042
Division Contact: Teddi Predaris, Director, Office of Language Acquisition and Title I
Contact Address: 3877 Fairfax Ridge Road, Fairfax, VA 22030
Contact Telephone (include extension if applicable): 571-423-4650 Fax: 571-423-4657
E-mail: Teddi.Predaris@fcps.edu

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: Dogwood Elementary School
Mailing Address: 12300 Glade Drive, Reston, VA 20191
School Contact: Robyn Cochran, Principal
Telephone (include extension if applicable): 703-262-3100 Fax: 703-262-3197
E-mail: Robyn.Cochran@fcps.edu

School Name: Hybla Valley Elementary School
Mailing Address: 3145 Lockheed Blvd., Alexandria, VA 22306
School Contact: Lauren Sheehy, Principal
Telephone (include extension if applicable): 703-718-7000 Fax: 703-718-7097
E-mail: Lauren.Sheehy@fcps.edu

School Name: Mount Vernon Woods Elementary Schools
Mailing Address : 4015 Fielding Street, Alexandria, VA 2230
School Contact: Marie Lemmon, Principal
Telephone (include extension if applicable): 703-619-2800 Fax: 703-619-2897
E-mail: Marie.Lemmon@fcps.edu

School Name: Washington Mill Elementary School
Mailing Address: 9100 Cherrytree Dr., Alexandria, VA 22309
School Contact: Tish Howard, Principal
Telephone (include extension if applicable): 703-619-2500 Fax: 703-619-2597
E-mail: Tish.Howard@fcps.edu

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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: Jack D. Dale
Date: June 14, 2010

The division will submit one application packet.

SECTION A: SCHOOLS TO BE SERVED

Divisions are aware of the "tier" identification of schools that are eligible for 1003(g) funding. This information is also included in Appendix

A-g. Complete the “Intervention” request by placing under the heading Turnaround, Restart, or Transformation the name of the “vendor” your division will employ.

1. Tier I and Tier II School Information

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 #
Dogwood ES	510126000458
Hybla Valley ES	510126000503
Mount Vernon Woods ES	510126000543
Washington Mill ES	510126000582

2b. Tier III School Information

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

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

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

SECTION B: REQUIRED ELEMENTS

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

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

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

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

Response:

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

SCHOOL NAME:		Dogwood Elementary 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:				
WHOLE SCHOOL (percentages)	Reading / Language Arts		Mathematics	
	2007-2008	2008-2009	2007-2008	2008-2009

All Students	84	89	76	85
Black	72	71	68	83
Hispanic	87	92	72	80
White	89	100	91	98
Students with Disabilities	80	87	79	83
Economically Disadvantaged	79	87	69	81
Limited English Proficient	79	83	73	81

BY GRADE LEVEL (percentages)	Reading / Language Arts								Mathematics							
	2007-2008				2008-2009				2007-2008				2008-2009			
	Gr3	Gr4	Gr5	Gr6	Gr3	Gr4	Gr5	Gr6	Gr3	Gr4	Gr5	Gr6	Gr3	Gr4	Gr5	Gr6
All Students	74	87	87	86	93	82	90	89	86	78	83	55	84	86	85	79
Black	54	61	81	92	73	56	85	67	69	83	75	38	76	63	95	94
Hispanic	73	98	85	88	96	85	89	94	85	67	83	62	82	89	76	72
White	100	<	87	80	100	100	<	100	100	<	93	<	100	100	<	<
Students with Disabilities	<	67	91	83	94	73	93	85	<	83	80	55	88	70	92	77
Economically Disadvantaged	62	80	82	87	91	75	89	88	74	73	80	54	81	78	81	79
Limited English Proficient	73	96	90	90	96	87	88	95	87	69	81	59	84	91	76	72

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

Dogwood students met all 2008-2009 AMO of 83% in Reading EXCEPT for students in the Black subgroup.

- Student achievement in grades 3-6 on the Reading SOL will meet or exceed the 2009-2010 AMO Target of 85%.
- The percentage of Dogwood 3-6 grade Black students passing the Reading SOL assessment in the Spring of 2010 will increase from 71%-85%.

Dogwood students in grades 1 and 2 did not make expected gains in Reading EXCEPT for students in the Black subgroup.

- The percentage of Dogwood students in grades 1 and 2 reading at or above grade level will increase at least 5% from 56% as measured by the DRA-2.

c. Number and percentage of highly qualified (HQ) teachers and teachers with less than 3 years' experience by grade or subject:

Total # of Teachers	Total # of HQ teachers	Percentage of HQ Teachers (divide 2 nd column by the 1 st column)	Number of Teachers with less than 3 yrs teaching experience (by grade)						
			PK-K	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6
66	66	100%	3	5	0	3	2	0	0

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

Number of years	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Number of	13	8	2	5	13	7	3	4	3	4	0	2	0	0	2										

at least 5 computer workstations. Filtered internet access is wireless throughout the school.

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:

Services and activities are delineated in the attached “Assurances” document and the Priority School Proposal. (attached)

l. Goals it has established in order to accountable its Tier III schools:

Fairfax County’s goal is to support schools in making AYP for each subgroup. We ensure accountability with the Virginia State Transformation Model as delineated in the “Assurances” document, the Title I School in School Improvement Requirement Chart, and the Priority School Proposal. (all attached)

SCHOOL NAME:	Hybla Valley Elementary School
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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:

WHOLE SCHOOL (percentages)	Reading / Language Arts				Mathematics			
	2007-2008		2008-2009		2007-2008		2008-2009	
All Students	74 %		84.82%		60 %		75.2%	
Black	70 %		84.81%		53 %		75%	
Hispanic	74 %		84.42%		58 %		73.14%	
White	75 %		86.66%		75 %		80%	
Students with Disabilities	55 %		94.33%		32 %		84.9%	
Economically Disadvantaged	74 %		84.26%		59 %		73.02%	
Limited English Proficient	75 %		85.24%		58 %		73.14%	

BY GRADE LEVEL (percentages)	Reading / Language Arts								Mathematics							
	2007-2008				2008-2009				2007-2008				2008-2009			
	Gr3	Gr4	Gr5	Gr6	Gr3	Gr4	Gr5	Gr6	Gr3	Gr4	Gr5	Gr6	Gr3	Gr4	Gr5	Gr6
All Students	70.8%	66.2%	71.2%	81.7%	81.7%	78.9%	88.3%	68.8%	68.3%	50.6%	69.4%	51.4%	85.2%	73.6%	80%	57%
Black	61%	67%	74%	89%	83%	78%	89%	78%	54%	41%	68%	59%	72%	64%	78%	78%
Hispanic	75%	66%	73%	76%	78%	74%	89%	81%	71%	49%	63%	43%	86%	71%	81%	48%
White	75%	100%	<	--	83%	80%	<	<	75%	100%	<	--	100%	80%	<	<
Students with Disabilities	54%	20%	67%	<	<	100%	80%	20%	33%	13%	47%	<	<	75%	78%	60%
Economically Disadvantaged	73%	66%	76%	81%	85%	76%	85%	67%	68%	46%	69%	49%	87%	65%	77%	51%

Limited English Proficient	79%	65%	78%	78%	87%	86%	82%	77%	67%	48%	64%	51%	88%	78%	74%	64%
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b. Analyzed student achievement data with identified areas that need improvement:

Reading: Hybla Valley scores increased from 2007-2008 to 2008-2009 school year in grades 3, 4, and 5. Scores decreased in grade six. Due to the success in grades 3-5, we continued with some of the same programs such as Reading Recovery, Literacy Collaborative, and Responsive Classroom and improved upon by adding Individual Learning Plans, a computerized reading program, tutors, and Leveled Literacy Intervention for grades 2-4. Five sixth grade teachers took Literacy Collaborative and hosted the Intermediate Literacy Collaborative coordinator. The LC coordinator and SIP coach attended the sixth grade PLCs throughout the year. Targeted students in grades 4-6 were selected to participate in a computerized reading program 3-5 times a week. Retired teachers worked with targeted students in grade 4-6 in a small group and one on one setting. Leveled Literacy Intervention provided students in grades 2-4 supplemental reading and writing instruction.

c. Number and percentage of highly qualified (HQ) teachers and teachers with less than 3 years' experience by grade or subject:

Total # of Teachers	Total # of HQ teachers	Percentage of HQ Teachers (divide 2 nd column by the 1 st column)	Number of Teachers with less than 3 yrs teaching experience (by grade)						
			PK-K	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6
69	69	100%	2	2	0	4	3	4	1

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

Number of years	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Number of teachers	15	24	4	4	5	3	6	3	0	2	0	2	0	1	0	0	0	1	0	0	0	0	0	0	0

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

n.a.

f. Information about the demographics of the student population to include:

Attendance Rate:	95%	Total Number of Students:	780
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Total Numbers by the following categories:

Gender:	Male	382	Female	396	
Ethnicity:	Amer Indian or Alaskan Native	Asian or Pacific Islander	Black, not of Hispanic origin	Hispanic	White, not of Hispanic origin
Number:	1	32	159	543	19
Students with disabilities:	98				
LEP Students:	511				
Migrant Students:	NA				

Homeless Students:	18		
Free/Reduced Meal Students:	684		
g. Information about physical plant of the school facility to include:			
Date Built:	1965	Number of Classrooms:	General Ed: 40 SPED/ESOL: 9 Music: 2 Resource: 4 Art: 2 Gym: 1 Computer lab: 1
Descriptions of the following:			
Library Media Center:	Multimedia room, 12 round tables, fiction section, nonfiction section, teacher resources, a few bean bag chairs, student magazine section, Smartboard, two TV's, projector screen, projector four offices (librarian, TSPEC, counselor, and psychologist), 1 ELMO		
Cafeteria:	Located in front of school, rectangle tables that seat 16 students, two lunch lines A new addition is being added to the front of the cafeteria		
Areas for Physical Education and/or Recess:	PE is located in the back of the school, new flooring, two basketball hoops Recess is located in the back of the school behind the PE room, blacktop with two basketball hoops, playground with wood chips for ground cover, three slides, five swings (one handicap swing) new within the last four years. Once construction is complete, classroom trailers will be removed and we will expand the blacktop and add more basketball hoops.		
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 schools:			
For 2009-2010, 57,750 minutes required. Extended day, summer school, after school, and Saturday school: 12,210 minutes (21% more instruction time)			
i. Total number of days teachers worked divided by the maximum number of teacher working days:			
.959			
j. Information about the types of technology that are available to students and instructional staff:			
Each classroom has a TV, overhead, VCR and listening center for students to read and listen to books on tape. All grade levels have one laser disc player. Video cameras: 7 Digital cameras: 9 Flip cameras: 2 Web cameras: 1 Document Cameras: 2 All teachers are provided with a laptop (82). Student desktops: 180			

Library desktops: 13
 Senteo system with 32 clickers
 Airliner: 5
 Projectors: 50
 Smartboards: 32

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:

Services and activities are delineated in the attached “Assurances” document and the Priority School Proposal. (attached)

l. Goals it has established in order to accountable its Tier III schools:

Fairfax County’s goal is to support schools in making AYP for each subgroup.
 We ensure accountability with the Virginia State Transformation Model as delineated in the “Assurances” document, the Title I School in School Improvement Requirement Chart, and the Priority School Proposal. (all attached).

SCHOOL NAME:

Mt. Vernon Woods ES

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:

WHOLE SCHOOL (percentages)	Reading / Language Arts TS=too small <10 students				Mathematics TS=too small <10 students											
	2007-2008		2008-2009		2007-2008		2008-2009									
All Students	73		78		54		64									
Black	56		69		48		57									
Hispanic	79		82		53		67									
White	82		TS		73		TS									
Students with Disabilities	72		60		44		35									
Economically Disadvantaged	73		76		52		61									
Limited English Proficient	76		81		46		63									
BY GRADE LEVEL (percentages)	Reading / Language Arts TS=too small <10 students								Mathematics TS=too small <10 students							
	2007-2008				2008-2009				2007-2008				2008-2009			
	Gr3	Gr4	Gr5	Gr6	Gr3	Gr4	Gr5	Gr6	Gr3	Gr4	Gr5	Gr6	Gr3	Gr4	Gr5	Gr6
All Students	69	74	71	77	80	73	84	75	65	46	67	36	85	47	76	52
Black	58	55	50	57	78	63	76	55	58	42	64	29	83	46	56	TS

Hispanic	75	80	76	83	83	77	85	83	60	49	66	40	96	43	82	50
White	TS															
Students with Disabilities	TS	TS	TS	73	TS	50	TS	TS	TS	TS	TS	40	TS	0	TS	TS
Economically Disadvantaged	67	72	76	80	82	72	81	72	47	47	62	37	89	44	70	46
Limited English Proficient	70	81	73	80	88	75	86	73	40	40	66	30	88	33	77	47

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

Based on trend data from SOLs as well as Mathematical Reasoning Assessment (MRA) data, our focus areas for improvement in 2009-2010 include mathematics number sense and writing. Although we have multiple reporting categories in math with a low average percent correct as well as numerous students who score below 30, the SIP committee decided that the biggest factor impacting across multiple reporting categories is a weakness in number sense. For reading, the SIP committee decided that a focus on writing would benefit across multiple subject areas and would especially impact student reading. Our SOL scores in writing have been declining, and the committee felt that a focus on the reading-writing connection would strengthen student skill in both areas.

c. Number and percentage of highly qualified (HQ) teachers and teachers with less than 3 years' experience by grade or subject:

Total # of Teachers	Total # of HQ teachers	Percentage of HQ Teachers (divide 2 nd column by the 1 st column)	Number of Teachers with less than 3 yrs teaching experience (by grade)						
			PK-K	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6
57	57	100%	3	2	2	2	0	0	1

d. Number of years each instructional staff member has been employed at the school (Note: if you have employees with more than 25 years at your school, please renumber the next row as needed (i.e., skip numbers as needed):

Number of years	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Number of teachers	18	13	7	4	2	5	1	1	4				1			1									

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

n.a.

f. Information about the demographics of the student population to include:

Attendance Rate (from school report card '09-'10):	96%	Total Number of Students (April 2010):	537
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Total Numbers by the following categories (all are from April 2010, unless noted):

Gender:	Male	265	Female	272
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Ethnicity:	Amer Indian or Alaskan Native	Asian or Pacific Islander	Black, not of Hispanic origin	Hispanic	White, not of Hispanic origin
Number:	0	33	172	318	14
Students with disabilities:	73				
LEP Students:	382				
Migrant Students:	0				
Homeless Students:	5				
Free/Reduced Meal Students:	410				
g. Information about physical plant of the school facility to include:					
Date Built:	1965		Number of Classrooms:	47	
Descriptions of the following:					
Library Media Center:	Area not calculated				
Cafeteria:	3,244 square feet with a 1,548 square foot kitchen with two serving lines				
Areas for Physical Education and/or Recess:	Gymnasium 3,498 square feet; baseball field 1 31,416 square feet; baseball field 2 31,416; rectangle field 1 29,760 square feet; paved play area 11,632; playground 3,370 square feet				
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 schools:					
For 2009-2010, 57,750 minutes required.					
i. Total number of days teachers worked divided by the maximum number of teacher working days: (answer provided)					
.959					
j. Information about the types of technology that are available to students and instructional staff:					
<p>Mount Vernon Woods ES has an amazing technological infrastructure. Our teachers base effective student learning partially on technology rich integrated instruction and student performance assessments. The technologies we offer teachers allows them to create motivational, higher thinking level lessons and provide a range of tools to collect and analyze data to guide instructional decisions. The students benefit from innovative, hands-on, student centered learning that is proven to enhance test scores. Every classroom, specialist and resource teacher is equipped with a teacher laptop, classroom desktops or laptops, a SmartBoard, and a data projector to promote learning and instruction. In addition to this hardware, desktops and laptops hold instructional software. The list below specifies software and hardware Mount Vernon Woods faculty and students utilize.</p> <p>Software</p> <p>Destination Math (Riverdeep): An Integrated Learning System (ILS) that provides step by step math instruction and aids in critical thinking skills, math reasoning, and problem solving skills. The lessons are directly correlated with SOL benchmarks, assigned by teachers and can be differentiated</p> <p>Geometer's Sketchpad: A dynamic construction, demonstration, and exploration tool that adds a powerful dimension to the study of mathematics</p>					

Imagination Suite: The Imagination Suite is a set of three programs published by Tech4Learning. The suite consists of: Pixie (primary drawing software), Image Blender (image editor similar to Photoshop Elements), Web Blender (a tool for creating web sites which integrates with material created in the other two programs).

Inspiration & Kidspiration: Helps students create webs, idea maps, mind maps, concept maps, graphic organizers, process flows, and other diagrams for thinking, organizing and writing.

Math Type Font ware/123 Math Fonts: Math Type and 123Math Fonts was purchased for all 5th and 6th grade teachers to use to create SOL like assessment items.

Read About: Online course that defines the essential elements of guided reading. Read aloud addresses the needs of teachers who are using guided reading to help all students become strategic, independent readers.

Waterford: Waterford Early Reading Program is a software-based curriculum for students in Kindergarten. The curriculum is designed to promote reading, writing, and typing, incorporating literacy skills such as letter mastery, language stories, spelling, basic writing skills, reading and listening development, and comprehension strategies.

eCART/Aspire: EDLS eCART is the FCPS warehouse for longitudinal eCART assessment data. Currently, it contains student data from division and catalog assessments

SMART Notebook: The interactive nature of the Smart Board provides many practical uses for the classroom. The flexibility of use in the classroom, including the multiple ways in which teachers can display information (interactive text, images, sound and video files), has been shown to facilitate ESL instruction and support both differentiated learning and universal design for learning .

Blackboard 24/7: The Blackboard Learning System is a Web-based server software platform. Features include course management, a customizable open architecture, and a scalable design that allows for integration with student information systems.

MVW Website: Our school website has links to educational websites, FCPS public site, as well as FCPS 24/7. (Blackboard)

IE 7.0: Students and teachers use this web browser to access web sites for educational use.

Discovery Streaming: Discovery Education streaming provides over 9000 educational videos for teacher use with students.

Mircosoft Office: Used by teacher and students, Office helps teachers plan and collaborate and assists students with projects and reports.

Photo Story: Students use this software to create projects using digital photos.

Hardware

Desktop/Laptop computers: All teachers have their own laptop for creating, researching, developing lessons, analyzing student data to inform instruction and use in conjunction with a classroom SmartBoard.

Computer Lab/4 Mobile Carts holding laptops: Classrooms have the ability to do whole class instruction in the lab or take the mobile carts in their classroom for centers and group projects. These allow students and teachers to have the world at their fingertips.

SmartBoards/Data Projectors: Every classroom is equipped with an electronic interactive board. The flexibility of use in the classroom, including the multiple ways in which teachers can display information (interactive text, images, sound and video files), has been shown to facilitate ESL instruction and support both differentiated learning and universal design for learning .

Document Viewer/Video cameras (Flip Cams)/Digital cameras: Electronic devices that digitize images and aid the educational process

Alpha Smarts: A portable word processor that makes text viewable and is commonly used by students who have difficulties with written language or fine motor skills to assist them in written assignments and allows better communication between the student and

teacher

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:

Services and activities are delineated in the attached “Assurances” document and the Priority School Proposal. (attached)

l. Goals it has established in order to accountable its Tier III schools:

Fairfax County’s goal is to support schools in making AYP for each subgroup. We ensure accountability with the Virginia State Transformation Model as delineated in the “Assurances” document, the Title I School in School Improvement Requirement Chart, and the Priority School Proposal. (all attached).

SCHOOL NAME:

Washington Mill Elementary 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:

WHOLE SCHOOL (percentages)	Reading / Language Arts				Mathematics											
	2007-2008		2008-2009		2007-2008		2008-2009									
All Students	86.44		81.78		76.83		79.64									
Black	70.66		68.75		60.81		70.73									
Hispanic	85.45		79.03		78.18		73.77									
White	97.77		92.47		85.55		90.42									
Students with Disabilities	80		50		65		78.72									
Economically Disadvantaged	74.31		73.01		64.22		74.41									
Limited English Proficient	86.88		78.20		75		72.72									
BY GRADE LEVEL (percentages)	Reading / Language Arts								Mathematics							
	2007-2008				2008-2009				2007-2008				2008-2009			
	Gr3	Gr4	Gr5	Gr6	Gr3	Gr4	Gr5	Gr6	Gr3	Gr4	Gr5	Gr6	Gr3	Gr4	Gr5	Gr6
All Students	75.4	84.4	85.5	94.3	76.1	82.7	83	91	82.5	63.8	97.9	73.8	61.4	82.5	83.1	87
Black	50	62.6	72.7	88.9	60	70.6	62.5	83.3	75	28.6	88.8	62.5	56	50.1	62.6	91.7
Hispanic	83.3	80	75	100	66.7	83.3	78.6	72.7	63.7	61.5	100	100	45.5	92.3	78.6	70
White	100	100	95.5	96.1	91.7	94.7	100	100	94.1	85	100	76	78.2	100	100	91.3
Students with Disabilities	76.6	84.1	85.4	94.2	73.1	82.7	81.3	90.9	82.4	63.7	97.9	73.8	60	82.4	83	87
Economically Disadvantaged	57.1	75.7	75	88.8	60.7	76.9	70.9	80	72	39.2	95	52.9	53.3	76.9	74.1	84.2

Limited English Proficient	75	85.7	75	100	58.3	80	72.7	81.8	63.6	36.3	100	83.3	43.7	81.8	72.7	70
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b. Analyzed student achievement data with identified areas that need improvement:

Results from the SOL assessment over a two year span for All Students, indicate achievement levels in Reading/Language Arts have remained consistently above the AMO benchmark for White students. Achievement levels in Mathematics indicate a decrease in student performance of Black, Hispanic and LEP students in grade 3 and grade 5.

Math analysis of SOL data from the past two years indicates that African American students have fallen well below the AYP Annual Measurable Objective. However, it is important to note that 4th grade black students from 2007-2008 scored 28.6% and the following year these students improved to 62.6%. Although this score still falls below the AMO, it represents a 52 percent reduction in the failure rate. These extreme gains may be attributed in part to quality data analysis and intense intervention conducted by the 5th grade faculty team.

c. Number and percentage of highly qualified (HQ) teachers and teachers with less than 3 years' experience by grade or subject:

Total # of Teachers	Total # of HQ teachers	Percentage of HQ Teachers (divide 2 nd column by the 1 st column)	Number of Teachers with less than 3 yrs teaching experience (by grade)						
			PK-K	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6
27	27	100%	0	5	5	5	5	4	3

m. Number of years each instructional staff member has been employed at the school:

Number of years	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Number of teachers	13	12	11	7	8	6	10	6	3		1	2	1		2					2	1			

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

n.a.

o. Information about the demographics of the student population to include:

Attendance Rate:	95%	Total Number of Students:	587
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Total Numbers by the following categories:

Gender:	Male	306	Female	281		
Ethnicity:	Amer Indian or Alaskan Native	Asian or Pacific Islander	Black, not of Hispanic origin	Hispanic	White, not of Hispanic origin	Multi Race
Number:	1	55	178	149	167	37
Students with disabilities:	102					

LEP Students:	215		
Migrant Students:	0		
Homeless Students:	8		
Free/Reduced Meal Students:	299		
p. Information about physical plant of the school facility to include:			
Date Built:	1965	Number of Classrooms:	26
Descriptions of the following:			
Library Media Center:	<p>The Library Media Center 3210 sq feet, and hosts approximately 16,000 catalogued items in a myriad of genres including fiction and non-fiction titles, biographies, easy reads, popular series titles and reference items including encyclopedias, almanacs, atlases, and more...as well as a healthy professional reference library to encourage staff development. Even our reluctant readers can find something of interest within our graphic novel collection that includes easier versions of the classics. Our foreign language collection includes a healthy dose of Spanish titles, some French, and even a smattering of Navajo and Swahili. Our 24 subscribed student periodicals range from Appleseeds to Popular Science and beyond in order to reach the reading needs of students from K-6th grade; add in the professional teaching magazines available to staff members and we have something for everyone. In our 2705 sq. ft. media center, we house an extensive audiovisual collection of over 1400 selections including books on tape, videotapes and DVDs supporting the curriculum and all of the required equipment required (televisions, DVD players, VCRs, CD and cassette players, overhead projectors, and other equipment available for staff checkout). With an automated drop-down screen for our projectors and Smartboard technology, eight desktop computers and a mobile computer lab featuring 18 laptops with wireless capabilities and 4 printers, our students discover the world at their fingertips through technology. With four segmented seating sections for laptop work and a carousel for our computerized card catalog/desktop computers and eight tables with seating for over 54 people, the flexibility of our space is amazing. In addition, our media center features a separate state of the art Production Room from which we broadcast our student produced daily morning news show over closed-circuit TV. Two private office spaces complete our media center and house our media center staff, parent liaison, psychologist, and part-time counselor.</p>		
Cafeteria:	<p>Cafeteria measures 3674 sq ft. The serving line accommodates 15-20 children as a pass through. There are 17 tables each seating 10 children.</p>		
Areas for Physical Education and/or Recess:	<p>Physical Education Area: Gym measures 3682 sq ft. There are two basketball nets, one office for instructors. The flooring is new laminate replacing worn carpeting in fall 2009.</p>		

Recess Area: There are three recess areas. One small area to the west of the physical plant reserved for our Autism students. One large area immediately behind the main physical plant is equipped with various pieces of playground equipment, a blacktop basketball area and an equipment free grassy area. There is also a large grassy area to the east of the physical plant for softball, soccer and free run games either for recess or PE.

q. 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 schools):

For 2009-2010, 57,750 minutes required for 593 students at WMES. Increased learning time listed below:

Intervention Program	Approximate Number of Students	Increased Minutes
Supplementary Educational Services (Saturday School)	240	2,640
Prevention Intervention	105	1,560
Focused Intervention Tutors	45	180

r. Total number of days teachers worked divided by the maximum number of teacher working days: .959

s. Information about the types of technology that are available to students and instructional staff:

- Teacher laptops – 52 (Dell E6400s)
- Mobile Carts – 5; Within these 5 mobile carts– 98 laptops:
 - 64 – new Dell E6400s
 - 18 – Dell D610s
 - 16 – Dell D600s
- Student laptops – 40 throughout building – in library and classrooms – Dell D610s & Dell D600s
- Computer lab – 930 sq ft., 25 desktop PCs – HP Compaq D530’s, LCD projector, SMART Airliner
- Desktop computers – 34 throughout building – library, autism, LD & Kindergarten classes
- Interactive Whiteboards (SMART) - 37
- Interactive Notepads (SMART Airliners) - 6
- LCD Data Projectors - 40
- Audio equipped classrooms – 28
- Digital Cameras – 12
- Digital document camera - 1
- Printers/Copiers/Scanners –
 - 3 color laser jet printers
 - 4 copiers/scanners

- 14 black & white laser jet printers
 - Multiple desk jet printers
 - Blackberries – Administrators - 2
 - School server – 1
 - Teachers – backing up files, sharing data & curriculum resources
 - Students – saving of work and accessing teacher shared files & resources
 - Software – FCPS licensed and approved software; students with IEPs have additional software support available
- Wired & Wireless access – throughout the building; including modular and trailers

t. 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:

Services and activities are delineated in the attached “Assurances” document and the Priority School Proposal. (attached)

u. Goals it has established in order to accountable its Tier III schools:

Fairfax County’s goal is to support schools in making AYP for each subgroup. We ensure accountability with the Virginia State Transformation Model as delineated in the “Assurances” document, the Title I School in School Improvement Requirement Chart, and the Priority School Proposal. (all attached).

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: Fairfax County Public Schools (FCPS) will implement the Virginia State Transformation Model at Dogwood, Hybla Valley, Mount Vernon Woods, and Washington Mill Elementary Schools, as delineated in the “Assurances” document, the Title I Schools in

School Improvement Requirements Chart, and the Priority Schools Proposal (all attached). The plan is in place to begin the 2010-2011 school year. FCPS will regularly engage the school community to inform them of the progress of the implementation of the Virginia State Transformation Model through monitoring and providing feedback at meetings, through the online school improvement plan tool, Indistar, and through quarterly reports. FCPS will dedicate sufficient time and resources and has adequate capacity to facilitate the ongoing implementation of the model.

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

Response: (To divisions with only Tier III schools, this response is NA)

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

- Detailed and relevant criteria for selecting external providers that take into account the specific needs of the Tier I and/or Tier II schools to be served by external providers. These criteria may include, but are not limited to:
 - A proven track record of success in working with a particular population or type of school;
 - Alignment between external provider services and needs of the LEA;
 - Capacity to and documented success in improving student achievement; and
 - Capacity to serve the identified school or schools with the selected intervention model.

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

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

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

Response:
Note: Documents included as attachments must be scanned and attached to this application. FCPS has reviewed division and school policies and procedures to ensure alignment with the Virginia State Transformation Model. Modifications that will be made are included in the “Assurances” document, the Title I Schools in School Improvement Requirements Chart, and the Priority Schools Proposal (all attached). A division meeting agenda on implementation of the Virginia State Transformation Model is also attached. Additionally, on May 20, 2010, the FCPS School Board voted on and approved the implementation of the Priority Schools Proposal to begin in 2010-11 (meeting agenda attached).

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: FCPS will sustain the reform effort after the funding period ends. The FCPS Priority Schools Proposal (attached) delineates the implementation and continuity of the plan. For 2010-11, FCPS will provide \$3,000,000 to implement and support the plan, and the FCPS School Board has voted to support the plan for a minimum of three years (budget document attached). All schools in Title I School Improvement, and the Title I division team will use the Indistar® tool to inform, coach, sustain, track, and report school improvement activities.

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

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: Fairfax County

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: \$1,650 per school

Note 2

Divisions must ensure that Tier I and Tier II schools include in their budgets the purchase of I Station as the progress monitoring tool in the area of reading.

Cost: \$4.00 per student per school.

Division Budget Summary

Division Name: Fairfax County

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.")
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include division total for these schools. <i>[1003(a) funds must be encumbered by September 30, 2011]</i>										
1000 - Personnel			477,910		477,777			482,592			1,438,279
2000 - Employee Benefits			142,254		153,375			156,078			451,707
3000 - Purchased Services			27,396		27,396			27,396			82,188
4000 - Internal Services			11,100		11,100			11,100			33,300
5000 - Other Charges			12,144		12,894			12,894			37,932
6000 -			45,864		34,126			26,604			106,594

Materials and Supplies											
8000 – Equipment/Capital Outlay											
Total			716,668		716,668			716,664			2,150,000

* If applicable

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 support school improvement activities.

Division Name: Fairfax County

1. Personal Services (1000)

Mentor coaches will be funded for all the schools receiving a School Improvement 1003g Grant. A facilitator for Supplemental Educational Services is funded by most schools. Dogwood ES will be using an Instructional Coach to focus on support in literacy instruction. Funds will be used for substitutes for teams to analyze data. Hybla Valley ES will also focus on literacy, funding 2 Reading Recovery positions. Mount Vernon Woods ES will fund 10 teachers to work in the Back-to-School Summer Program. Washington Mill ES will fund an additional resource teacher to support best practices in instruction. Hourly funded teachers will provide additional intervention for at-risk students.

2. Employee Benefits (2000)

Taxes and benefits that are part of their compensation package will be paid for all employees

3. Purchased Services (3000)

The reading assessment (ISIP) will be purchased (\$6,500) for each school. The Algebra Readiness Diagnostic Test (ARDT) at \$4 per student will be purchased and used to monitor for each targeted student in grades 3 through 6. All of the principals will be engaged in the School Turnaround Specialist Program (UVA-STSP) (district funded) offered by University of Virginia. This two year program is designed to address the leadership needs of education leaders charged with making the changes necessary to have an immediate impact on student achievement. Maureen Hajar our VDOE division coach will attend several days of the training with principals and will be funded by FCPS or other grant funding.

4. Internal Services (4000)

Transportation will be provided for students attending our SES program at a cost of \$3700 per school.

5. Other Charges (5000)

Saturday school hours require a custodian be present to ready our schools. Snacks are provided for students attending SES. Indirect cost (1.3%) will also be covered.

6. Materials and Supplies (6000)

Each of the schools will use school improvement funds to purchase materials to support instruction. Two of the schools will use the funds to support literacy through the Leveled Literacy Intervention Program (LLI) Project Lift, and a “Back-to-School Summer Program to give students additional time for learning.

7. Equipment/Capital Outlay (8000)

[Empty box for equipment/capital outlay details]

School Budget Summary

School Name: Dogwood ES

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 in its budget.

School Budget Summary (One Per Applicant School)
Complete using all applicable funding sources.

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	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.")
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here. [1003(a) funds must be encumbered by September 30, 2011]										
1000 - Personnel			124,437		124,490			125,686			374,613
2000 - Employee Benefits			35,163		37,526			38,177			110,866
3000 - Purchased Services			6,820		6,820			6,820			20,460
4000 - Internal Services			3,700		3,700			3,700			11,100
5000 - Other Charges			3,648		3,648			3,648			10,944
6000 - Materials and Supplies			5,399		2,983			1,135			9,517
8000 - Equipment/C apital Outlay											
Total			179,167		179,167			179,166			537,500

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).

SCHOOL NAME: ___ **Dogwood ES** _____

8. Personal Services (1000)

\$90,452 for Instructional Literacy Coach to improve classroom instructional practices
\$17,185 SES School Facilitator to coordinate Saturday School
\$16,800 for Substitutes for Quarterly Data Analysis meetings for grade level teams (8 per grade level x \$100/day x 3 quarters)

9. Employee Benefits (2000)

\$32,563 Coach benefits
\$1,315 SES FICA
\$1,285 FICA for substitutes

10. Purchased Services (3000)

\$6,500 for ISIP Testing flat fee
\$320 for 80 ARDT student accounts

11. Internal Services (4000)

\$3,700 for Saturday School (SES) bus transportation for students

12. Other Charges (5000)

\$750 for Saturday School (SES) snacks
\$599 for Saturday School (SES) custodial services
\$2,299 for Indirect Charges

13. Materials and Supplies (6000)

\$300 Miscellaneous supplies to support Saturday School (SES)
\$5,099 for PD360 site license and account purchase and other professional reference materials

14. Equipment/Capital Outlay (8000)

School Budget Summary

School Name: ___ **Hybla Valley ES** _____

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 in its budget.

School Budget Summary (One Per Applicant School)
Complete using all applicable funding sources.

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	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.")
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here. [1003(a) funds must be encumbered by September 30, 2011]										
1000 - Personnel			115,551		117,863			120,220			353,634
2000 - Employee Benefits			41,599		44,788			45,684			132,071
3000 - Purchased Services			6,900		6,900			6,900			20,700
4000 - Internal Services											
5000 - Other Charges			2,299		2,299			2,299			6,897
6000 - Materials and Supplies			12,818		7,317			4,063			24,198
8000 - Equipment/C apital Outlay											
Total			179,167		179,167			179,166			537,500

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).

SCHOOL NAME: Hybla Valley ES

1. Personal Services (1000)

\$62, 825 will be used to fund the coach position. The coaching model was approved by USED due to the successful implementation of the strategy. Hybla Valley ES used the coaching model during the 2009-2010 school year to support and strengthen the School Improvement team as well as support struggling readers using Leveled Literacy Intervention (LLI). \$52,726 will be used to fund two Reading Recovery positions. Hybla Valley has seen great success in our first grade readers with the help of the Reading Recovery model. The program has helped improve the reading skills of the lowest 20% of first grade readers. The plan is to continue funding these positions for the next three years.

2. Employee Benefits (2000)

\$22,617 will be used for benefits and taxes for the coach. \$18,982 will be used for benefits and taxes for the two Reading Recovery teachers. The plan is to continue funding these positions for the next three years.

3. Purchased Services (3000)

\$6,900 will be used to fund the mandatory ISIP testing fee (flat fee plus estimated additional fee for each targeted student). The plan is to continue for the next three years.

4. Internal Services (4000)

5. Other Charges (5000)

\$2,299 will be reserved for the indirect cost.

6. Materials and Supplies (6000)

\$12,818 will be used to buy materials for the Leveled Literacy Intervention program (LLI). LLI helps to identify struggling readers and writers and allows for early intervention in grades 2-4. This program supports and complements other literacy improvement initiatives that are currently used at Hybla Valley including: Reading Recovery, Literacy Collaborative. The plan is to continue purchasing materials for LLI over the next three years.

7. Equipment/Capital Outlay (8000)

School Budget Summary

School Name: Mt Vernon Woods ES

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 in its budget.

School Budget Summary (One Per Applicant School)

Complete using all applicable funding sources.

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	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.")
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here. [1003(a) funds must be encumbered by September 30, 2011]										
1000 - Personnel			109,174		110,968			112,798			332,940
2000 - Employee Benefits			28,907		30,934			31,523			91,364
3000 - Purchased Services			6,740		6,740			6,740			20,220
4000 - Internal Services			3,700		3,700			3,700			11,100
5000 - Other Charges			3,299		3,299			3,299			9,897
6000 - Materials and Supplies			27,347		23,526			21,106			71,979
8000 - Equipment/Capital Outlay											
Total			179,167		179,167			179,166			537,500

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).

SCHOOL NAME: Mt Vernon Woods ES

1. Personal Services (1000)

10 teachers will be paid for 60 hours of work at \$32. 48 an hour to teach an early start summer program in August 2011.
SES School Facilitator \$17,185
Coach \$72,501

2. Employee Benefits (2000)

FICA for hourly employees \$2,806
Coach Benefits \$26,101

3. Purchased Services (3000)

ISIP Testing \$6,500
Algebra Readiness Testing (ARDT) \$4 per student \$240

4. Internal Services (4000)

SES Saturday Buses \$3,700

5. Other Charges (5000)

SES Snacks \$750
Custodial Services \$250, Indirect \$2,299

6. Materials and Supplies (6000)

Purchase Books for students to take home and keep. Pay for three school-wide distributions during the school year to supplement what students already get through RIF (\$5,429) Books will also be purchased to support Project Lift and our summer Book Clubs (\$7,000). Purchase Scholastic or National Geographic for Kids for each grade level to use during the year for guided reading and take home reading. (\$4,618)
SES Supplies \$300.00
Purchase 16 additional docu-cams at \$598 plus shipping (\$10,000) for each teacher to use in their classrooms to promote student engagement, increase academic risk taking, and modeling.

7. Equipment/Capital Outlay (8000)

School Budget Summary

School Name: Washington Mill ES

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 in its budget.

School Budget Summary (One Per Applicant School)

Complete using all applicable funding sources.

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	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			127,545		125,069			124,514			377,128
2000 - Employee Benefits			37,788		39,514			40,068			117,370
3000 - Purchased Services			6,936		6,936			6,936			20,808
4000 - Internal Services			3,700		3,700			3,700			11,100
5000 - Other Charges			2,898		3,648			3,648			10,194
6000 - Materials and Supplies			300		300			300			900
8000 - Equipment/Capital Outlay											
Total			179,167		179,167			179,166			537,500

**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]**

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).

SCHOOL NAME: _____ Washington Mill ES _____

1. Personal Services (1000)

\$66,514.-Instructional Coach: In order to increase knowledge of and use of best practices we will employ a coach to work directly with K through 6 teachers. Working to establish a solid transition for children getting ready for SOL exposure.

\$32,353.- Resource Teacher: Will be employed to provide content exposure to facilitators regarding practical skills as outlined by the instructional coach.

\$17,185 – SES- Saturday Class Facilitator, Hourly Position- director of Saturday program for identified at risk students, coordinates student attending, tutors and generally oversees program.

\$11,493-Hourly Teacher: Based on information and summarization of assessment and data analysis an hourly educator will be here to promote direct instruction for our most at risk students.

2. Employee Benefits (2000)

\$23,946- Coach Benefits
\$1,315 –FICA for SES Facilitator
\$11,648-Resource Teacher .5 Tax/Benefits
\$879 – Hourly Teacher FICA

3. Purchased Services (3000)

\$436 Mandated – Targeted Students /Testing fees
\$6,500 (I-Station) Use of test analysis/tests for targeting student strengths and weaknesses area

4. Internal Services (4000)

\$3,700 Buses for Saturday School

5. Other Charges (5000)

\$599 – Custodial Services-Maintenance of plant during at risk student Saturday classes- incidental supply costs, Indirect
\$2,299

6. Materials and Supplies (6000)

\$300 –Instructional Supplies example: Folders/Writing Materials for Saturday School Classes

7. Equipment/Capital Outlay (8000)

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

Expenditure Code Definitions

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

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

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

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

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

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

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

Section E: Assurances

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section B of this application to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under the final requirements of this SIG grant.

Section F: Waivers **(FOR SCHOOLS ALLOCATED 1003g FUNDS)**

The LEA identifies the waiver that it will implement for each school. Not all waivers are applicable for each school; if the waiver is applicable, please identify the school that will implement the waiver.

A waiver from Section 421(b) of the General Education Provisions Act (20 U.S.C.§1225(b)) to extend the period of availability of school improvement funds for the state and all of its local school divisions to September 30, 2013.

1. Dogwood Elementary
2. Hybla Valley Elementary
3. Mt Vernon Woods Elementary
4. Washington Mill Elementary

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.

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

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

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

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

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

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

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

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

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

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 Partner 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.

	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
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
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
<u>(Division Level)</u> <u>Divisions with Tier III Schools</u> <u>(Exception: Accomack, Green, Lynchburg, and Staunton)</u>		
Use of a Division-Level Coach Model	Yes	No
Continued School Improvement Planning via Indistar™: Division-Level (Center on Innovation and Improvement – CII)	Yes	Yes
Summer Institute Training (July 19-22, 2010), Williamsburg's Marriott) - Division Leadership Support (Training Provided by The College of William and Mary)	Yes	No
Four One-Day Division Leadership Workshops (October, December, February, and April)	Yes	No
Site Visits to Schools with the Division Leadership Support Directors	Yes	No
Attendance at Webinars and Video Conferencing via The College of William and Mary	Yes	No
<u>Special Requirements for Schools Assigned to Strand III of the Summer Institute</u> Schools assigned to Stand III of the July Institute will be required to purchase the support platform for the implementation of TeachFirst's Formative Assessment Series™. (The cost is \$1,950 per school. For information regarding contracting with TeachFirst, please contact John Mullins at (206) 453-2445.)	Yes	Yes, if assigned to Strand III

ACHIEVE3000

www.Achieve3000.com

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

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

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

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

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

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

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

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

ISTATION
<http://www.istation.com>
Bob Blevins
866-883-7323

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

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

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

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

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

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

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

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

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

Assurances to be Included in the 1003g and 1003a Grant Application
Fairfax County Public Schools (FCPS) and Virginia Department of Education (VDOE)

Fairfax County Public Schools will use its Priority Schools process (including a partnership with the University of Virginia Turnaround Specialist Program) to meet requirements of the Virginia State Transformation Model for Title I schools receiving School Improvement part (a) and part (g) grants.

The following is a summary of how VDOE Title I School Improvement grant requirements will be met or supplemented by FCPS. The attached chart is aligned with the format of this summary and provides details regarding specific requirements. FCPS supplements and substitutions are highlighted in green on the chart.

FCPS Title I Division Support Team

The division support team will fulfill all requirements delineated by VDOE.

Principals of Schools with Title I School Improvement Grants

Principals will attend the July 23-29, 2010 UVA Turnaround Specialists Summer Academy as a substitute for the VDOE Summer Institute. The FCPS liaison to VDOE and a representative from UVA will attend the William and Mary summer training and four follow-up days throughout the year in order to ensure that essential components of the VDOE model are met.

As a substitution for the school-level VDOE web conferences for principals, they will participate in monthly meetings with their FCPS Priority School Support Team. At Dogwood Elementary, the UVA liaison will attend each School Support Team meeting. In addition, there will be full training through UVA as well as a mid-year retreat. Together with their Title I-funded mentor coach, principals will also develop and implement a School (-based) Improvement Team, made up of school-based staff as required by Title I to implement the school improvement plan.

Title I – Funded Mentor Coaches

These coaches from schools in improvement will participate in year-around FCPS coach training (receiving two or more professional development sessions per month) and provide training to FCPS schools in School Improvement. Responsibilities of these coaches will include assisting the principal with the School Improvement Plan process and assisting with preparing required quarterly data reports.

Accountability

FCPS will implement the Lead Turnaround Partner Program with UVA in order to meet the requirements of the state transformation model.

Maureen Hajar will serve as the division coach and will meet with the school improvement teams monthly (or on a less regular basis if data shows improvement) and will complete a monthly report that will be sent to the Office of School Improvement. She will attend the leadership conference at UVA with FCPS on July 23-29, 2010 at the expense of FCPS and/or the 1003g funding. Her cost per day outside of

per diem and lodging is \$400 per day. Her role is to report on how the implementation of the schools' improvement processes are working based on data.

All schools and the division will use the Center on Innovation and Improvement Tool (Indistar).

Two assessments will be used as indicated: With the Lead Turnaround Partner School, there is a requirement for the use of the ISIP reading assessment at least monthly through ISTATON and the Algebra Readiness Diagnostic Test – ARDT- (may be quarterly or monthly) for targeted students (students who failed their last reading or mathematics SOL assessment in grade 3-8 (4-8 in mathematics) or who have been identified for a PALS intervention K-2).

Quarterly reports will not be required unless the VDOE coach requires more information than what is provided. FCPS will develop their own quarterly report to be used in school improvement meetings and division support team meeting.

Dogwood Elementary
School
Robert E. Cochran
Principal Signature
June 3, 2010
Date

per diem and lodging is \$400 per day. Her role is to report on how the implementation of the schools' improvement processes are working based on data.

All schools and the division will use the Center on Innovation and Improvement Tool (Indistar).

Two assessments will be used as indicated: With the Lead Turnaround Partner School, there is a requirement for the use of the ISIP reading assessment at least monthly through ISTATON and the Algebra Readiness Diagnostic Test – ARDT- (may be quarterly or monthly) for targeted students (students who failed their last reading or mathematics SOL assessment in grade 3-8 (4-8 in mathematics) or who have been identified for a PALS intervention K-2).

Quarterly reports will not be required unless the VDOE coach requires more information than what is provided. FCPS will develop their own quarterly report to be used in school improvement meetings and division support team meeting.

Hybla Valley ES School
Laura Sheehy Principal Signature
6/2/10 Date

per diem and lodging is \$400 per day. Her role is to report on how the implementation of the schools' improvement processes are working based on data.

All schools and the division will use the Center on Innovation and Improvement Tool (Indistar).

Two assessments will be used as indicated: With the Lead Turnaround Partner School, there is a requirement for the use of the ISIP reading assessment at least monthly through ISTATON and the Algebra Readiness Diagnostic Test – ARDT- (may be quarterly or monthly) for targeted students (students who failed their last reading or mathematics SOL assessment in grade 3-8 (4-8 in mathematics) or who have been identified for a PALS intervention K-2).

Quarterly reports will not be required unless the VDOE coach requires more information than what is provided. FCPS will develop their own quarterly report to be used in school improvement meetings and division support team meeting.

Mount Vernon Woods Elm.
School
Mr. Kimm
Principal Signature
6/3/10
Date

per diem and lodging is \$400 per day. Her role is to report on how the implementation of the schools' improvement processes are working based on data.

All schools and the division will use the Center on Innovation and Improvement Tool (Indistar).

Two assessments will be used as indicated: With the Lead Turnaround Partner School, there is a requirement for the use of the ISIP reading assessment at least monthly through ISTATON and the Algebra Readiness Diagnostic Test – ARDT- (may be quarterly or monthly) for targeted students (students who failed their last reading or mathematics SOL assessment in grade 3-8 (4-8 in mathematics) or who have been identified for a PALS intervention K-2).

Quarterly reports will not be required unless the VDOE coach requires more information than what is provided. FCPS will develop their own quarterly report to be used in school improvement meetings and division support team meeting.

Washington Mill
School

Dr. Lyette Howard
Principal Signature

6-2-10
Date

Title I Schools in School Improvement Requirements

Personnel	Title I Requirements VDOE MODEL	Title I Requirements FCPS MODEL
Personnel	Activities	Activities
FCPS Title I Division Support Team <ul style="list-style-type: none"> • Title I <ul style="list-style-type: none"> - Teddi Predaris - Catherine Wagner - Beth Rodriguez • Instruction <ul style="list-style-type: none"> - Instructional Services representatives • Special Education <ul style="list-style-type: none"> - Laura Porter (DSS) • ESOL <ul style="list-style-type: none"> - Lisa Craft (IS) • Cluster Directors for Schools in Improvement <ul style="list-style-type: none"> - Barbara Lanzer - Debi Tyler - Jane Dreyfuss • PLA representative 	<ul style="list-style-type: none"> • Develops and implements division plan using Indistar • Attends 7 division-level webinars • One division team member (liaison) per 3 schools • Division team members who are school liaisons attend week-long VDOE Summer Institute • Attends quarterly VDOE web conference on schools' quarterly reports • Division team member liaison reviews quarterly reports with principals 	<ul style="list-style-type: none"> • (same as VDOE) • (same as VDOE) • Cluster Director team member is liaison for their cluster's schools • FCPS Title I representative will attend week-long VDOE Summer Institute • Monitors progress using FCPS quarterly reports • Cluster Director team members review FCPS quarterly reports with their cluster's principals • Cluster team member also serves on FCPS School Support Team for schools in their cluster (FCPS Priority School Plan)
VDOE-appointed Division-Level Coach (Maureen Hajar)	<ul style="list-style-type: none"> • Supports and monitors implementation of division plan • Visits targeted schools with division level team members to assess participation and support • Meets with school-level mentor coaches to coordinate efforts 	<ul style="list-style-type: none"> • (same as VDOE) • (same as VDOE) • Meets with School Improvement Teams and prepares a report

06/07/10

	Title I Requirements VDOE MODEL	Title I Requirements FCPS MODEL
Personnel	Activities	Activities
Principal	<ul style="list-style-type: none"> • Attends VDOE July week-long institute • Attends school-level VDOE web conferences • Together with Title I-funded mentor coach, develops School-(based) Improvement Team, including members from: <ul style="list-style-type: none"> - Title I - Instruction - Special Education - ESOL 	<ul style="list-style-type: none"> • Attends UVA Turnaround Specialist week-long summer institute July 23-29, 2010 • Participates in regular meetings with School Improvement Team • (same as VDOE)
Title I-funded Mentor Coach	<ul style="list-style-type: none"> • Attends VDOE July week-long VDOE institute • Attends 3 additional meetings to be trained as teacher training leaders • Be grouped by VDOE to provide teacher training to principals + 2 teachers from each school in group 4 times/year 	<ul style="list-style-type: none"> • Participates in year-round FCPS coach training • Assists the principal with the School Improvement Plan process and preparing FCPS quarterly reports • Provides training to FCPS schools in School Improvement

06/07/10

	Title I Requirements VDOE MODEL	Title I Requirements FCPS MODEL
Personnel	Activities	Activities
School-(based) Improvement Team <ul style="list-style-type: none"> • Principal • Title I-funded mentor coach • Division Team Representative (Cluster Director) • Pertinent school-based members, including representatives from: <ul style="list-style-type: none"> - Title I - Instruction - Special Education - ESOL 	<ul style="list-style-type: none"> • Develops school improvement plan • Meets monthly to monitor progress • Maintains minutes of monthly meetings in Indistar • Prepares data analysis quarterly report • Develops and shares formative assessments through Teach First 	<ul style="list-style-type: none"> • (same as VDOE) • (same as VDOE) • (same as VDOE) • Uses FCPS quarterly report • Develops and shares formative assessments through eCART • Uses ISIP and ARDT to monitor targeted students' progress • Mid-year UVA-sponsored retreat for school-based team

Note: Activities in green supplement or serve as substitution for VDOE-required activities.

06/07/10

Priority Schools Proposal
Fairfax County Public Schools
June 1, 2010 REVISED DRAFT

As part of Fairfax County Public Schools' (FCPS) major commitment to closing the achievement gap, the district will designate thirty (30) elementary and middle schools as Priority Schools. The Priority Schools' designation will provide schools with additional support in order to meet their benchmarks for student achievement. This support will be provided to the principal and school staff by staff members from various FCPS departments and the district's Leadership Team. Working in the collaborative culture of a Professional Learning Community, the Priority School's principal, school staff, Leadership Team, and department staff will focus on the following results as benchmarks for identification of Priority Schools, and as the basis for measuring progress:

- Continuous improvement in student performance on the SOL tests,
- Adequate Yearly Progress as designated by Elementary and Secondary Education Act (ESEA), and
- Progress in closing the achievement gaps as measured by FCPS' School Support Composite Index (SSCI).*

The initial selection of Priority Schools in May 2010 is based on one of two criteria:

1. Title I Elementary Schools identified for School Improvement based on not making Adequate Yearly Progress as defined by the Elementary and Secondary Education Act (ESEA);
2. Elementary and Middle School Support Composite Index (SSCI) ranking). The SSCI is ranking that provides equal weighting to the number of students not passing SOL Reading and Mathematics tests (3 year average), and the percentage of the achievement gap between White/Asian subgroup and Black/Hispanic subgroups.

The FCPS School Board has allocated funding for FY11 for the Priority Schools Initiative (PSI) as a three-year pilot project. The intent of the Priority Schools Initiative is to provide support to the designated schools for a three-year period (through the 2012-13 school year). At the end this three year period, each school's rate of improvement will be reviewed and determination of the future course of action will be made. A new SSCI ranking will be compiled each fall by FCPS, and additional schools may be identified for Title I School Improvement, therefore additional Priority Schools may be designated in subsequent years of the three-year pilot.

Informed by national and local research on best practices in closing the gap, key components of the FCPS Priority Schools were developed. Each school will have a cross-functional team known as the School Support Team. Since the classroom teacher is of primary importance to student achievement, Priority Schools will receive preferential consideration in hiring new staff, as well as priority in the assignment of instructional resources. Principals in Level 1 Priority Schools will participate in the Turnaround Specialist Program, a partnership of the Darden School (Business) and Curry School (Education) at the University of Virginia. The Turnaround Specialist program is a two-year program designed to address the leadership needs of education leaders charged with making the changes necessary to have an immediate impact on student achievement. It includes coursework, case studies, and discussions to share information and practical experience in proven business and education turnaround strategies. Content areas include assessment of personal leadership qualifications, skills to lead change, data analysis, decision-making, setting targets, and creating action plans. School Turnaround Specialist Program participants also study business management strategies, organizational behavior and communication, and restructuring and renewal of organizations. In addition, all Priority Schools will be assisted in the development of effective partnerships with parents and community agencies.

Areas of support to be provided for each Priority School as follows:

1. Division Leadership Team

FCPS Leadership Team will serve both as a funding and support mechanism for each Priority School. Leadership Team members will monitor indicators of each school's progress each quarter, and approve allocation of resources as recommended by the School Support Team. In addition, a member of the Leadership Team will serve as the liaison ("shepherd") with the UVA Darden/Curry Turnaround Specialist Program.

2. School Support Team

A cross-functional team with up to five-members will be assigned to each Priority School. The Cluster Assistant Superintendent or Cluster Director will chair each School Support Team, which will consist of representatives from the following departments: Instructional Services, Human Resources, Special Services, Professional Learning and Accountability, Communications and Community Outreach, Financial Services, Facilities and Transportation, and Information Technology.

The School Support Team will meet on a regular basis throughout the school year to review the school's current data and planning processes, then leverage any additional resources from FCPS departments and Leadership Team. The focus of the School Support Team is to work with CAS and the principal as an advocate for the school's needs, to provide perspective on current processes, and to make suggestions to improve effectiveness. In conjunction with the principal, the School Support Team will advocate for the school, and make a recommendation to the Leadership Team for additional resources that are needed to ensure continuous improvement in student achievement.

3. Priority staffing

Priority schools will receive assistance and support to recruit experienced and highly qualified teachers, such as first preference for early hires and assistance with teacher professional development. For 2010-11, the following options will be offered to priority schools:

- Early access to early hires
- No limit on the number of early hires placed in a priority school
- Principals can select destaffs, but they will not be subject to the placement of destaffs from other schools in priority schools.

The School Support Team also may leverage assistance with staff training, and reassignment if needed, however no involuntarily transfers will be made for the 2010-11 school year. FCPS Leadership Team will develop a plan over the summer to determine how to better support schools through the evaluation process to both strengthen teacher capacity and support the removal of teachers who are unable to meet the needs of priority school students.

Instructional Priority

Priority Schools are expected developing high-functioning Professional Learning Communities, implement the FCPS best practices in teaching and learning, and work toward accomplishing the district's Student Achievement Goals. To that end, Cluster Assistant Superintendents and School Support Team members from the departments will advocate for the Priority School and broker resources from the various departmental budgets. In addition to some dedicated funding for priority schools available through the District Leadership Team, it is expected that resources will be redirected to Priority Schools from the various departmental budgets.

Some examples of additional resources might include:

- Funding to serve all eligible four-year olds in the priority school attendance area in a FECEP/Head Start preschool program;
- Funding for extended teacher contracts to provide intervention for students who are not meeting standards;
- Funding for additional time for teacher learning with respect to best practices in teaching and learning, data analysis or other components of professional learning communities;
- Funding for an instructional coach to ensure a high degree of implementation of Professional Learning Communities.

4. Principal Leadership Training

Principals at the twenty (20) Level 1 Priority Schools will participate in a structured interview process based on *School Turnaround Leaders: Competencies for Success* developed by Public Impact Group. This research-based interview technique is a formative assessment of principals in the following areas:

<ul style="list-style-type: none">• academic achievement,• initiative and persistence,• monitoring and directiveness,• planning,• impact and influence,	<ul style="list-style-type: none">• team leadership,• developing others,• analytical thinking,• conceptual thinking• self-confidence.
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Each Level 1 principal will participate in the Turnaround Specialist leadership development program through the Darden/Curry Partnership for a two-year period. The Turnaround Specialist program includes a summer leadership institute developed jointly by FCPS and UVA, a mid-year retreat for the principal and selected school staff members, including assistance with change management, data analysis and monitoring.

For Title I schools that are in Title I School Improvement, the Priority Schools Initiative and Turnaround Specialist program will be used to meet the requirements of the Virginia Department of Education. The FCPS Leadership Team liaison (shepherd) and other members of Level 1 School Support Teams will participate in the summer leadership institute as well as other components of the Turnaround Specialist training.

5. Partnership Assistance

Assistance in developing parent and community partnerships will be provided as requested by the principals and School Support Teams to ensure that these resources are mobilized to accomplish student learning goals. In addition, partnerships will be pursued with institutions of Higher Education as well as other agencies of Fairfax County government.

* School Support Composite Index – (See attached)

**Agenda for
05/20/2010 Regular Meeting No. 20**

0. Location

Jackson Middle School, 3020 Gallows Road, Falls Church, VA

1. Closed Meeting - 6 p.m.

1.01 Closed Meeting - [When required for matters permitted by law]

2. Meeting Opening - 7 p.m.

2.01 Call to Order/Pledge of Allegiance/Moment of Silence/National Anthem - Colin Powell Elementary School String Ensemble

2.02 Certification of Closed Meeting Compliance

2.03 Announcements

2.04 Recognition of National Adult and Continuing Education Week

2.05 Recognition of Lake Braddock Secondary's Minority Parents for Excellence in Education 25th Anniversary

3. Presentations to School Board - 7:15 p.m.

3.01 SAC Presentation - Thinking Outside the Box: Making a Good System Great

3.02 Citizen Participation

3.03 Student Representative Matters

4. Action Items - 8:30 p.m.

4.01 FY 2011 Approved Budget - Adopt the FY 2011 Approved Budget, to include the Superintendent's proposed revenue and expenditure adjustments, as detailed in the agenda item, and with the following revisions: (1) directing the Superintendent to begin video streaming on the Fairfax County Public Schools website the School Board meetings that are broadcast on FCPS Red Apple Channel 21 at an estimated cost of \$8,000 beginning as soon as practicable by reallocating funding within the Cox Communications grant, and (2) restoring funding of \$0.2 million for Advanced Academic Center student transportation and reducing the staffing reserve by \$0.2 million (FS; work sessions held 4/29/10, 5/10/10, and 5/13/10; public hearing held 5/11/10; presented as new business 5/6/10)

4.02 Facilities Planning Advisory Council (FPAC) - Approve the establishment of a Facilities Planning Advisory Council, as proposed by the Comprehensive Planning Development Committee and as detailed in the agenda item (FTS; work sessions held 4/5/10 and 4/29/10, presented as new business 5/6/10)

4.03 Confirmation of Action Taken in Closed Meeting

5. Consent Agenda - 10:30 p.m.

<http://www.boarddocs.com/vsba/fairfax/Board.nsf/CurrentAgenda/Print?OpenForm&05%20...>

MOTION THAT PASSED:

The motion to adopt the FY 2011 Approved Budget, to include the Superintendent's proposed revenue and expenditure adjustments, as detailed in the agenda item, and with the following revisions: (1) directing the Superintendent to begin video streaming on the Fairfax County Public Schools website the School Board meetings that are broadcast on FCPS Red Apple Channel 21 at an estimated cost of \$8,000 beginning as soon as practicable by reallocating funding within the Cox Communications grant; (2) restoring funding of \$0.2 million for Advanced Academic Center student transportation and reducing the staffing reserve by \$0.2 million; (3) reducing funding for the Priority Schools Initiative (PSI) by \$1.3 million, for FY 2011 only, to restore local funding to assist the Title I schools and communities with the transition from the Extended Learning Program and by requesting that the Board of Supervisors provide one time funding in the amount of \$1.3 million to replenish the PSI funds to support this transition, the remaining \$3 million in PSI funds would be maintained for the PSI initiative, and transition activities funded may include an extended Monday student schedule or other School Improvement Plan activities as developed by the principal and other school staff in conjunction with each school community, provided, however, that if Hollin Meadows Elementary School elects to continue its extended Monday student schedule, then the Hollin Meadows Elementary School counselor who is the spouse of School Board Member Dan Storck shall be ineligible to receive the staff salary supplement associated with such schedule; (4) designating the Priority Schools Initiative as a three-year pilot and by directing the Governance Committee to work with the Superintendent and staff to develop and recommend appropriate monitoring protocols so that the School Board can adequately assess the efficacy of the new Priority Schools Initiative during the pilot period; and (5) reducing the Board's VRS Reserve by \$3.0 million and by setting aside \$3.0 million for employee compensation enhancements for FY 2012 **passed 10-2**. Ms. Bradsher, Mr. Center, Ms. Evans, Mr. Gibson, Ms. Hone, Mr. Moon, Mrs. Smith, Mr. Storck, Mrs. Strauss, and Mrs. Wilson voted "aye" and Mr. Raney and Mrs. Reed voted "nay."

Approved Budget

Page 4

AMOUNT POSITIONS

	AMOUNT	POSITIONS
√ 1. Priority School Initiative	3,000,000	0-0
<p>As part of FCPS' focus on student achievement, specific schools have been identified (based on academic performance, SOL progress, AYP status, and SSI ranking) that will be designated as priority schools. Priority schools will receive additional resources and support will be provided to the principal and school staff by the Leadership Team and various FCPS departments. This funding is added to the \$1.3 million that was identified in the FY 2011 Advertised Budget.</p> <p>As part of FCPS' focus on student achievement, 30 schools have been designated as priority schools. A three-year pilot program will be implemented that will provide priority schools with additional resources, and support will be provided to the principal and school staff from the Leadership Team and various FCPS departments. In FY 2011 only, funding for this initiative is reduced by \$1.3 million to provide continued supplemental funding to assist certain Title I schools and communities with the transition out of the Extended Learning Program (item II. M.). This will add \$1.7 million to the \$1.3 million that was identified in the FY 2011 Advertised Budget.</p> <p>The Superintendent and staff will work with the School Board's Governance Committee to develop and recommend appropriate monitoring protocols that can adequately assess the efficacy of the Priority Schools Initiative during the pilot period.</p>		
	1,700,000	0.0

5-24-10

Principal's Meeting- Schools in School Improvement

FCPS Plan for Implementing VA Transformation Model

Title I 1003 (a) and 1003 (g) Grant Applications

Time	Item	Person Responsible	Notes
12:30-12:45	<ul style="list-style-type: none"> Welcome, introductions <u>FCPS Plan for Implementing VA Transformation Model</u> 	Teddi Predaris	
12:45-1:00	Purpose and Outcomes: <ul style="list-style-type: none"> Make notes on your own copy of grant application Review and clarify 1003 a and 1003 g Grant Applications Assistance from Title I, Role of g grant coach See timeline below 	Catherine Wagner	<ul style="list-style-type: none"> Principals must sign <u>FCPS Plan for Implementing VA Transformation Model</u> Schools fund SES, Mentor coaches, Indirect, ISIP \$6,500 and \$4.00 per student Process for selecting Coach
1:00- 3:00	Webinar	VDOE	
3:00- 3:15	National Network of Partnership Schools (NNPS)	Debbie Swietlik and Stephanie Bisson	
3:30	Q& A Math Recovery		Who is interested?

Timeline

May 24	June 1	June 7	June 14
School Improvement Meeting	Schools send 1003a and 1003g Applications to Title I office so they can be compiled for the Division	Grants office reviews Applications and obtains signatures	Applications submitted to VDOE



FAIRFAX COUNTY PUBLIC SCHOOLS

Instructional Coaching Position 2010-2011

Instructions to Applicants

1. Applicant Information Form and Resume: Due May 26, 2010

Complete the applicant information form, attach your resume; fax; send by pony or US Mail to:

Tina Lane, Instructional Coach Coordinator
Department of Professional Learning and Accountability
Fairfax Ridge
3877 Fairfax Ridge Road
Fairfax, VA 22030
FAX: 571-423-1347

2. Principal Recommendation Form: Due May 26, 2010

A confidential recommendation is required from your current principal or designee. Give a copy of the principal recommendation form to your current principal or designee. Principal completes the form and principal returns form by fax, pony or US Mail to:

Tina Lane, Instructional Coach Coordinator
Department of Professional Learning and Accountability
Fairfax Ridge
3877 Fairfax Ridge Road
Fairfax, VA 22030
FAX: 571-423-1347

3. Teacher Recommendation Form: Due May 26, 2010

A confidential recommendation is required from a fellow teacher who knows of your professional abilities and experiences working with other adults. Give a copy of the teacher recommendation form to a fellow teacher. Teacher completes the form and teacher returns the form by fax, pony or US Mail to:

Tina Lane, Instructional Coach Coordinator
Department of Professional Learning and Accountability
Fairfax Ridge
3877 Fairfax Ridge Road
Fairfax, VA 22030
FAX: 571-423-1347

**Questions? Visit the website: <http://www.fcps.edu/plt/ic/index.htm>
Call 571-423-1359 for more information.**

Applicant Information Form
Instructional Coaching Position

Name Employee Number

Address

Home Phone Work Phone

Work Location

Current Assignment

Teaching Experience (Grades/Subjects)

Total Years of Teaching Experience Years of Teaching Experience in Fairfax County

Highest Degree Earned

Resume
Include a copy of your resume (limit 2 pages) with this Applicant Information Form. **Include information that demonstrates your participation in and commitment to professional learning.**

Short Answer Questions
Answer the following questions. Each answer should be no more than one page, typed.

1. As you think about instructional coaching, how do you imagine a typical day? What would you be doing? With whom would you be interacting?
2. What does being a lifelong learner mean to you? Describe professional development you have attended that shaped you as an educator.
3. Explain your views on working with adult learners. Describe professional development you have provided to colleagues which led to their professional growth.

Availability for professional development and coaching responsibilities.
If selected, and pending budget approval, I commit to attending all professional development activities and to coaching during the 2010-2011 school year, including summer training.

Signature

Date

Principal Recommendation Form
Instructional Coaching Position

**PRINCIPAL
RECOMMENDATION**

Directions to Applicant

A confidential recommendation is required from your principal or designee. The principal should complete the area below and return the recommendation by fax, pony or US Mail no later than **May 26, 2010**.

Tina Lane, Instructional Coach Coordinator
Department of Professional Learning and Accountability
Fairfax Ridge
3877 Fairfax Ridge Road
Fairfax, VA 22030
FAX: 571-423-1347

I understand this recommendation will be provided on a confidential basis, and I waive any right I may have to review this reference.

Applicant's name

Work site

Applicant's Signature

Date

Directions to Principal

The above applicant has applied to be a full time Instructional Coach during the 2010-2011 school year. An instructional coach focuses on the language arts and math curriculum areas. An instructional coach provides coaching and mentoring at assigned K-8 school sites; builds school and teacher capacity to increase student achievement; involves training and supporting teachers in assessing student needs; models effective instructional practices; implements differentiated instruction and exercises tact and good judgment.

Using a scale of 1 (highly disagree) to 9 (highly agree), circle the number that corresponds to your degree of agreement with each of the following:	Disagree Agree								
	1	2	3	4	5	6	7	8	9
1. The applicant matches instructional strategies to individual student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Assessment is a strong component in the applicant's planning for instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The applicant has outstanding expertise in language arts instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The applicant has outstanding expertise in mathematics instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The applicant is highly regarded by his/her peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The applicant is able to effectively collaborate with adults and to facilitate discussions with groups of teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The applicant's communication skills are some of the most effective I have observed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The applicant has high integrity and exercises tact and good judgment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The applicant demonstrates exceptional knowledge about differentiating instruction to meet diverse student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I highly recommend this candidate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (You may attach an additional page if more space is needed.)

Principal

Work Site

Signature

Date

Recommendation must be received at the above address by **May 26, 2010**.

Teacher Recommendation Form
Instructional Coaching Position

TEACHER RECOMMENDATION

Directions to Applicant

A confidential recommendation is required from a fellow teacher. The teacher you select should complete the area below and return the recommendation by fax, pony or US Mail no later than **May 26, 2010**.

Tina Lane, Instructional Coach Coordinator
 Department of Professional Learning and Accountability
 Fairfax Ridge
 3877 Fairfax Ridge Road
 Fairfax, VA 22030
 FAX: 571-423-1347

I understand that this recommendation will be provided on a confidential basis, and I waive any right that I may have to review this reference.

Applicant's name Work site

Applicant's Signature **Date**

Directions to Teacher

The above applicant has applied to be a full time Instructional Coach during the 2010-2011 school year. An instructional coach focuses on the language arts and math curriculum areas. An instructional coach provides coaching and mentoring at assigned K-8 school sites; builds school and teacher capacity to increase student achievement; involves training and supporting teachers in assessing student needs; models effective instructional practices; implements differentiated instruction and exercises tact and good judgment.

Using a scale of 1 (highly disagree) to 9 (highly agree), circle the number that corresponds to your degree of agreement with each of the following:	Disagree				Agree				
	1	2	3	4	5	6	7	8	9
1. The applicant matches instructional strategies to individual student needs.	<input type="radio"/>								
2. Assessment is a strong component in the applicant's planning for instruction.	<input type="radio"/>								
3. The applicant has outstanding expertise in language arts instruction.	<input type="radio"/>								
4. The applicant has outstanding expertise in mathematics instruction.	<input type="radio"/>								
5. The applicant is highly regarded by his/her peers.	<input type="radio"/>								
6. The applicant is able to effectively collaborate with adults and to facilitate discussions with groups of teachers.	<input type="radio"/>								
7. The applicant's communication skills are some of the most effective I have observed.	<input type="radio"/>								
8. The applicant has high integrity and exercises tact and good judgment.	<input type="radio"/>								
9. The applicant demonstrates exceptional knowledge about differentiating instruction to meet diverse student needs.	<input type="radio"/>								
10. I highly recommend this candidate.	<input type="radio"/>								

Comments (You may attach an additional page if more space is needed.)

Name of teacher completing this recommendation:
 Work Site Position

Signature **Date**

Recommendation must be received at the above address by **May 26, 2010**.

Print All Pages