

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: Franklin City Public Schools
Mailing Address: 207 W. 2nd Avenue Franklin, VA 23851
Division Contact: Beverly W. Rabil
Telephone (include extension if applicable): 757-569-8111 ext 5602 Fax: 757-569-8078
E-mail: brabil@franklincity.k12.va.us

SCHOOL INFORMATION

Provide information for each school within the division that will receive support through the 1003(g) funds. Copy as many blocks as needed.

School Name: Franklin High School
Mailing Address: 310 Crescent Drive Franklin, VA 23851
School Contact: Lawrence Whiting
Telephone (include extension if applicable): 757-562-5187 Fax: 757-562-3656
E-mail: lwhiting@franklincity.k12.va.us

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

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

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

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

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

Superintendent's Signature: _____

Superintendent's Name: Dr. Michelle R. Belle

Date: _____

The division will submit one application packet.

SECTION A: SCHOOLS TO BE SERVED

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

1. Tier I and Tier II School Information

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

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

2a. Tier III School Information

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

School Name	NCES ID #
Franklin High School	510141000628

2b. Tier III School Information

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

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

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

SECTION B: REQUIRED ELEMENTS

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

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

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

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

- 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;

**FHS Reading/Language Arts NCLB Subgroups
2007-08**

2008-09

All Students	92%	90%
Black	89%	90%
White	100%	94%
Hispanic	100%	N/A
Asian	N/A	N/A
Students with Disabilities	82%	82%
Economically Disadvantaged	89%	89%

**FHS Math NCLB Subgroups
2007-08**

2008-09

All Students	85%	74%
Black	80%	70%
White	97%	91%
Hispanic	100%	100%
Asian	N/A	N/A
Students with Disabilities	64%	57%
Economically Disadvantaged	81%	74%

2007-08 FHS Reading/Language Arts by Grade

	Grade 9	Grade 10	Grade 11	Grade 12
All Students	17.9%	19%	77%	47.4%
Black	17.9%	15%	71.8%	46.7%
White	N/A	100%	95.5%	50%

Hispanic	N/A	N/A	N/A	N/A
Students with Disabilities	17.9%	0%	40%	33.3%
Economically Disadvantaged	16%	11.8%	69.1%	42.9%

2008-09 FHS Reading/Language Arts by Grade

	Grade 9	Grade 10	Grade 11	Grade 12
All Students	14.3%	33.3%	74.3%	30.4%
Black	14.3%	37.5%	70.8%	30.4%
White	N/A	0%	100%	N/A
Hispanic	N/A	N/A	50%	N/A
Students with Disabilities	14.3%	25%	55.6%	25%
Economically Disadvantaged	20%	23.5%	70.8%	33.3%

2007-08 FHS Math by Grade

	Grade 9	Grade 10	Grade 11	Grade 12
All Students	70.5%	62.4%	53.3%	31.6%
Black	58.8%	57.1%	48.9%	31.4%
White	93.3%	93.3%	84.6%	0%
Hispanic	100%	66.7%	N/A	100%
Students with Disabilities	12.5%	16%	34.8%	12.5%
Economically Disadvantaged	58.1%	53.2%	53.6%	22.7%

2008-09 FHS Math by Grade

	Grade 9	Grade 10	Grade 11	Grade 12
All Students	68.9%	55.6%	47.1%	43.3%
Black	65.6%	49.6%	43.1%	39.6%
White	83.3%	75.9%	75%	71.4%
Hispanic	0%	100%	33.3%	N/A
Students with Disabilities	12.5%	38.5%	21.4%	42.9%
Economically Disadvantaged	63.6%	53.7%	50%	44.1%

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

An analysis of student achievement data indicates the following:

- For the 2009-10 school year, Franklin High School is fully accredited and made AYP.
- There is an achievement gap in math between White Students and Black Students and a gap between students with disabilities and all other student subgroups.
- Subject by grade AYP data indicate that the pass rate for SOL retakers needs improvement.
- 100% of FHS teachers are highly qualified. 19 of 40 (47.5%) teachers have less than 3 years of experience. 23 of 40 (57.5%) teachers have less than 3 years experience in Franklin City Schools. 27 of 40 (67.5%) have 6 or less years of experience in Franklin City Schools. Staff turnover in critical areas (such as math) contributes to declining AYP scores and the achievement gap.
- All students and all subgroups except white students improved in graduation rate from 2008-09.
- There are significant gaps between white students and black students, economically disadvantaged students, and students with disabilities in graduation rate.
- Overall graduation data needs improvement.
- Franklin's dropout rate (3.24%) exceeded the state rate (1.70%).
- Student attendance rate for all demographics is above 95% and above 96% for all groups except white students and students with disabilities.
- The percentage for number of days teachers have worked over number maximum number of teacher working days is 93%. Teacher attendance needs to be monitored for the 2010-11 school year.

c. Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject;

Number of highly qualified FHS teachers - 40
Percentage of highly qualified FHS teachers - 100%
Teachers with less than 3 years experience by subject:

Math - 3
English 9 -1
Chemistry - 1

Career and Technical - 4
Art - 1
Spanish - 2

Special Education - 6
Band - 1

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

<u># of Years</u>	<u># of Staff Members</u>	<u># of Years</u>	<u># of Staff Members</u>
.5	3	13	1
1	9	20	1
2	6	21	1
3	7	22	1
3.5	1	23	2
4	1	25	2
5	2	26	1
6	2	29	1
10	1	35	1
11	1	38	1

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

	School Year 2008-09	School Year 2009-10
All Students	60.18%	64.29%
Black	53.49%	59.21%
White	84%	71.88%
Hispanic	0%	100%
Students with Disabilities	13.33%	38.89%
Economically Disadvantaged	54.39%	58.33%

- 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;

	Attendance Rate	Total # of Students
Gender	96.3%	371
Male	96.2%	173
Female	96.4%	198
Race/Ethnicity	96.3%	371
Black	96.4%	298
White	95.6%	65
Hispanic	97.5%	7
Asian	98.9%	1
Disability Status	95%	70
Limited English Proficient	None	
Migrant Status	None	
Homeless Status	None	
Economically Disadvantaged	96.2%	251

- 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;

Date Built - 1966

Number of Classrooms - 35 classrooms, 3 computer labs, auditorium with a 500-seat capacity

Description of Library Media Center

- 2175 square feet
- 4600 books
- Online databases and journals
- 600 DVD's and VHS tapes
- 15 periodical subscriptions
- 58 bookcases
- 14 tables
- 67 chairs
- 11 student computers
- 2 librarian computers
- 1 network printer
- Hours open to students – 7:30 -2:35

Description of Cafeteria

- 3250 square feet
- 25 tables
- 150 chairs
- 2 lunch lines separated from the dining area by a brick wall
- 3 entrances/exits
- 4 vending machines
- 1 breakfast period per day
- 3 lunch periods per day

Description of areas for physical education and/or recess

Gym

- 7500 square feet
- Bleachers with a 400-seat capacity

- 4 entrances/exits
- 2 locker rooms – one for boys, one for girls – complete with multiple showers for each
- Used every period of the day: grades 9 & 10 alternate Health and PE; NDCC/JROTC

Weight Room

- 2500 square feet
- 2 locker rooms
- Free weights
- Nautilus exercise equipment
- Used primarily by athletic teams

Practice Fields

- 15 plus acres
- Quarter-mile oval track
- 5 tennis courts

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);

Total minutes = 81,785

i. Total number of days teachers worked divided by the maximum number of teacher working days;

As of May 31, 2010:

Total # of days teachers worked 6595 = 93.67%

j. Information about the types of technology that are available to students and instructional staff;

*** A total of approximately 275 Internet-connected computers running Microsoft XP Service Pack 3**

Computer Labs

- Two computer labs available for check-out (27 computers in each)
- One lab dedicated to the Cortez Math program (27 computers)
- One lab dedicated to Alternative Education (20 computers)
- One lab dedicated to the ISAEP/GED program (15 computers)
- One lab dedicated to Business/Keyboarding courses (27 computers)
- One lab dedicated to Technology Education (16 computers)

Classrooms

- Every classroom has at least one computer
- Sixteen interactive whiteboards are distributed throughout the building as follows: 4 in English classrooms, 3 in science classrooms, 4 in Career and Technical Education classrooms, 2 in math classrooms, 2 in history classrooms, 1 in a special education classroom.
- Each English classroom is a mini-lab, with five computers available for teacher/student use
- Ten computers are available in the Marketing classroom, allowing students to participate in virtual competitions, etc.
- Math and science teachers have sets of graphing calculators (approximately 110 calculators total)
- One Mobile Science Lab
- All CTE teachers will have a laptop during the 2010-2011 school year

Software/Media/Applications/Subscriptions

- Microsoft Office 2003 and 2007
- ExploreLearning Gizmos
- Edublogs Campus
- Study Island
- Promethean ActivInspire
- SMART Notebook

- Microtype
- AutoCAD
- Cortez Math
- Stars Suite from EdOptions

- ePat
- PowerZone Math
- Inspiration
- Discovery Education Streaming
- Google Apps
- PowerTeacher (electronic gradebook)
- PowerSchool (student information system)
- SynchronEyes (workstation monitoring software)

Technology Available for Teacher Check-out

- Document Camera
- Media Carts (with computer and projector) (4)
- DVD's and VHS tapes
- Televisions on carts (approximately 5)
- One set of Promethean Activotes
- One set of SMART Senteos
- Digital Cameras (2)
- Digital Video Camera (reserved for CTE teachers)
- Flip Digital Video Camera
- Web cam and microphones (2) for web conferencing
- One laptop cart will be available for check-out during the 2010-2011 school year (15 computers)
- Individual laptops (2)

Printers Available to Students and Staff

- 9 network printers in the building
- Local printers in approximately 75 percent of classrooms

Testing

- Students participate in online benchmark and online SOL testing

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 I school will receive or the activities the school will implement; and

Spring 2010 SOL and AYP data will be carefully analyzed with particular attention to math performance for all subgroups and graduation rate for all subgroups.

Student achievement goals:

- English subgroups: All students: 89%
- Black students: 89%
- Economically Disadvantaged: 89%
- Students with Disabilities: 89%
- White Students: 89%

Goals set for math allow for 10% increases which would exceed safe harbor expectations.

- Math subgroups: All students: 81%
- Black students: 77%
- Economically Disadvantaged: 80%
- Students with Disabilities: 64%
- White: 87%

Graduation Rate Goals:

- All students: 70%
- Black students: 65%
- Economically Disadvantaged: 64%
- Students with Disabilities: 45%
- White students: 80%

Activities FHS will implement/participate in as a result of the 1003g grant:

1. Hire a school coach who will work with the building principal and assistant principal, the school leadership team, and the Associate Director of Instruction to do the following:

- Attend the Summer Institute Training
- Develop, implement, and monitor school improvement planning using Indistar
- Assist in data-driven decision making utilizing student data from frequent student assessments, classroom assessments, benchmarks, attendance data, and discipline data

- Monitor and assist in implementing “I Can Do It” student data sheets to be used for individual student progress monitoring and for student self assessment and motivation
- Develop, implement, and monitor engaging, differentiated instructional strategies (including lesson planning)
- Assist in training building leadership on effectively using data to evaluate staff performance
- Assist in developing and implementing New Beginnings program (including academic, attendance, discipline, and parental involvement components) by mentoring and monitoring the Cohort Coach

2. Hire a Cohort Coach to implement the New Beginnings program. Students will be identified for this program using the data from the On-time Graduation Pilot program that Franklin City Public Schools participates in with the DOE. Cohort groups for grades nine and ten will be identified using the at risk indicator total provided by the DOE tool. Cohorts will be identified during the month of July. Parent/student meetings will be held, Academic and Career Plans will be developed for each student, and schedules will be adjusted for each cohort by August 6, 2010. Responsibilities of the Cohort Coach will include academic, attendance, and discipline monitoring for each New Beginnings student, working with students to improve reading skills utilizing iStation, Achieve 3000, and other resources, making home visits, exposing students to community and regional resources and opportunities, and consulting with teachers, parents, and administrators on student progress and needs.

3. Using Indistar, develop, implement, and continuously monitor a comprehensive, data-driven school improvement plan. Plan will use data gathered for this grant, Spring 10 SOL data, and trend data for AYP subgroups to target specific areas of improvement (e.g., closing the achievement gap).

4. Develop and implement a dropout prevention/graduation plan that will be embedded in the school improvement plan. This plan will be developed with assistance and input from the Superintendent, the school Leadership Team, the school coach, the Associate Director of Instruction, and Dr. Donna Carr, Mid-Atlantic Equity Center (MAEC). The plan may include components such as the following:

- attendance and behavior monitoring,
- tutoring and counseling,
- learning communities,
- catch-up courses,
- ninth grade academies,
- progress monitoring/benchmarking/frequent student assessment,
- tiered interventions,

- focus on equal access to rigorous coursework and high expectations,
- career/college awareness,
- attention to school climate,
- effective use of student learning time (classroom and extended day),
- increased student engagement,
- community engagement, and
- eighth-to-ninth grade transition programs.

The plan will be completed and shared with the School Board by January 31, 2011.

5. In order to effectively monitor instruction and meet subgroup goals, building leadership will utilize division walk through tool with newly developed “look fors” for each indicator. Data will be compiled monthly utilizing ewalk tool and shared with staff in a monthly faculty meeting. Collaborative planning and problem solving will be reflected in monthly meeting minutes with follow up noted in terms of who does what by when. Meeting dates will be set in advance so that all staff can plan accordingly. Calendar of meetings will be shared with the Superintendent and Associate Director of Instruction.

6. Building administrators will participate in professional development on effectively using data to evaluate staff performance. Monthly meetings with Central Office leadership will be scheduled to provide feedback to building administrators.

7. Opportunities for professional development for staff members will be provided by utilizing the school coach’s expertise, by attending classes/conferences as needed and as indicated by data analysis (funding provided by local funds and Title IIA funds), and through Title II D funds for training on utilizing white board activities for interactive learning. Opportunities for professional development for the building administrators will be provided by participation in the Summer Institute Training, Division Leadership Workshops, and by Franklin City Public Schools’ ongoing leadership training with the University of Virginia in the Read to Succeed initiative.

I. Goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools implementing the State Transformation Model.

1. All students and all NCLB subgroups will achieve a score of 89% or higher on the English Spring 2011 SOL tests.

2. All students and all NCLB subgroups will improve math scores by 10% or more on the Spring 2011 SOL tests.

All students: 81%

Black students: 77%

Economically Disadvantaged: 80%

Students with Disabilities: 64%

White: 87%

3. The NCLB Graduation Indicator data will increase by 10% or more for all students and all NCLB subgroups for the 2010-11 AYP report.

All students: 70%

Black students: 65%

Economically Disadvantaged: 64%

Students with Disabilities: 45%

White students: 80%

4. By August 6, 2010, ninth and tenth grade New Beginnings cohorts will be identified, parent/student meetings held, Academic and Career Plans completed, and schedules finalized. Evidence of completion: Completed Academic and Career Plans, copies of final schedules, and dates/times of parent/student meetings.

5. By August 11, establish a calendar of monthly meetings for the principal, assistant principal, school coach, and Associate Director of Instruction to analyze walk through data and follow up plans developed by staff, and to provide feedback on effectively using data to evaluate staff. Minutes from these meetings will be submitted to the Superintendent.

6. By October 13, complete a revised School Improvement Plan (utilizing Indistar) to be shared with the School Board at the October meeting.

7. By October 2010, students in need of intervention will be identified according to the following criteria: academic data

(benchmarks/grades), attendance data, discipline data by the School Intervention Team (principal, assistant principal, school coach, guidance staff). Tier 1 students will need intervention in only one area, Tier II students will need intervention in 2 of the three areas, and Tier III students will need interventions in all three areas. Plans for each student will be developed in terms of who does what when. I Can Do It sheets will be a part of all academic plans. Tier III student plans will be updated and shared with Central Office staff monthly.

8. By January 31, 2011, a completed dropout prevention/graduation plan will have been shared with the Franklin City Public Schools School Board. Evidence of completion: Copy of final plan and copy of School Board Agenda.

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

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

Describe the following:

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

Response:

The LEA will hire a school coach who will work with the building principal and assistant principal, the school leadership team, and the Associate Director of Instruction to do the following:

- Attend the Summer Institute Training
- Develop, implement, and monitor school improvement planning using Indistar
- Assist in data-driven decision making utilizing student data from frequent student assessments, classroom assessments, benchmarks, attendance data, and discipline data
- Monitor and assist in implementing "I Can Do It" student data sheets to be used for individual student progress monitoring and for student self assessment and motivation
- Develop, implement, and monitor engaging, differentiated instructional strategies (including lesson planning)
- Assist in training building leadership on effectively using data to evaluate staff performance
- Assist in developing and implementing New Beginnings program (including academic, attendance, discipline, and parental involvement components) by mentoring and monitoring the Cohort Coach

The school coach has been selected and will begin as soon as the grant is approved.

The LEA will hire a Cohort Coach to implement the New Beginnings program. Students will be identified for this program using the data from the On-time Graduation Pilot program that Franklin City Public Schools participates in with the DOE. Cohort groups for grades nine and ten will be identified using the at risk indicator total provided by the DOE tool. Cohorts will be identified during the month of July. Parent/student meetings will be held, Academic and Career Plans will be developed for each student, and schedules will be adjusted for each cohort by August 6, 2010. Responsibilities of the Cohort Coach will include academic, attendance, and discipline monitoring for each New Beginnings student, working with students to improve reading skills utilizing iStation, Achieve 3000, and other resources, making home visits, exposing students to community and regional resources and opportunities, and consulting with teachers, parents, and administrators on student progress and needs. This position will be posted as soon as the grant is approved and award notification is received with the intent to have the position filled no later than July 19, 2010.

Franklin High will develop and implement a dropout prevention/graduation plan that will be embedded in the school improvement plan. This plan will be developed with assistance and input from the Superintendent, the school Leadership Team, the school coach, the Associate Director of Instruction, and Dr. Donna Carr, Mid-Atlantic Equity Center (MAEC). The plan may include components such as the following:

- attendance and behavior monitoring,
- tutoring and counseling,
- learning communities,
- catch-up courses,
- ninth grade academies,
- progress monitoring/benchmarking/frequent student assessment,
- tiered interventions,
- focus on equal access to rigorous coursework and high expectations,
- career/college awareness,
- attention to school climate,
- effective use of student learning time (classroom and extended day),
- increased student engagement,
- community engagement, and
- eighth-to-ninth grade transition programs.

The plan will be completed and shared with the School Board by January 31, 2011.

The high school will develop a revised school improvement plan utilizing Indistar. Once the principal has completed the Summer Institute Training, he will work with the school coach and the Associate Director of Instruction to begin the school improvement planning process for his building. The School Leadership Team, including parents and community members, will be identified, data will be analyzed, and plans will be developed. Plan will use data gathered for this grant, Spring 10 SOL data, and trend data for AYP subgroups to target specific areas of improvement (e.g., closing the achievement gap). The plan will be completed by October 13, 2010 and shared with the School Board at the October 2010 meeting. The Cohort Coach will post monthly updates on the school division website about the New Beginnings

Program. The annual status report, newspaper articles, and regular School Board updates will keep the school community informed on the progress of the New Beginnings Program.

Additional details and timelines for implementing activities in this grant are described in item I. under Part 1, page 4.

The Associate Director of Instruction's Office will be an integral part of the planning and implementation of the activities and programs that are a part of this grant with the assistance of the division coach. Weekly and monthly meetings will be held with the school leaders and school coach. The Associate Director of Instruction will report to the Superintendent weekly regarding the implementation and progress of grant activities and programs. Funding for positions, materials and supplies, and training will come from 1003g funds, local and federal funds, and from local private grant funds.

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

Response:

___ **Mark NA, if applicable**

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

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

<https://vendor.epro.cgipdc.com/webapp/VSSAPPX/Advantage> provides the background information regarding the selection of the LTPs.

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

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

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

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

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

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

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

Response: Division policies do not prevent implementation of selected interventions. See attached scanned meeting minutes.

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: After the funding period ends, the school improvement planning process, utilizing Indistar, will be an integral part of the school culture with ongoing monitoring and adjustment as needed. Training and coaching provided by the school coach and Central Office will have provided a foundation for data-driven decision making, collaborative planning with staff and Central Office, and constructive feedback to staff. Intensive use of the coaching model and development and implementation of the dropout prevention/graduation plan will provide the foundation for tiered interventions beginning with middle school students. Title IIA funds, Title IID funds, local funds, and private grant funds will continue to provide opportunities for professional development for staff and administration. Software and materials and supplies that are successful (data results) interventions will be paid for with local funds. Cohort coaching will be integrated into the dropout prevention/graduation plan. An annual evaluation of progress of the project (student data) will be conducted. Based upon this evaluation, local funds will be considered for sustaining the cohort coach position at termination of the 1003g funding.

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

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

Assisting the School Improvement Team in:

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

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

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

The coach selected for Franklin High School was originally assigned to Joseph P. King, Jr. Middle School by Virginia Department of Education and has worked with Central Office leadership, building leadership, and teachers for the past two years. Her expertise in diagnosing, prescribing, and coaching leadership is evident in the middle school. She models providing constructive feedback (having the difficult conversations) for building leaders and is an experienced Virginia Department of Education coach. Her rapport with Franklin City School's staff and her work in this division lead to her selection as coach for Franklin High School.

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

School 1; <u>Franklin High School</u> <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics	School 2: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics	School 3: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics
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<input checked="" type="checkbox"/> Instructional/Administrative/School Leadership <input checked="" type="checkbox"/> Experience as Virginia Department of Education Coach <input checked="" type="checkbox"/> University Level School Leadership Experience <input checked="" type="checkbox"/> Independent Education Contractor/Consultant <input checked="" type="checkbox"/> Other (Describe) Curriculum & Instruction Experience	<input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	<input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)
School 4: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	School 5: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	School 6: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)

SECTION D: BUDGET - Applicable to Tier I, II, and III Schools

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

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

Division Budget Summary

Division Name: Franklin City Public Schools

Virginia Department of Education Grant Expenditure Requirements

Note 1

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

Cost: \$1,950 per school

Note 2

Divisions must ensure that Tier I and Tier II schools include in their budgets the purchase of I Station and ARDT.

I Station Cost: \$6,500

ARDT Cost: \$4.00 per student per school.

Division Budget Summary

Division Name: Franklin City Public Schools

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

	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include division total for these schools. <i>[1003(a) funds must be encumbered by September 30, 2011]</i>										
Expenditure Codes	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
1000 - Personnel		45,556				46,923			48,331		140,810
2000 - Employee Benefits		7,977				8,535			9,133		25,645
3000 - Purchased Services		62,000				59,655			54,883		176,538
4000 - Internal Services											
5000 - Other Charges		47,134				47,414			49,258		143,806
6000 - Materials and Supplies		16,500				16,640			17,562		50,702
8000 - Equipment/C apital Outlay											
Total		179,167				179,167			179,167		(Must Equal Division Allocation) 537,501

* If applicable.

School Budget Summary

School Name: Franklin High School

Virginia Department of Education Grant Expenditure Requirements

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

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

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

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

School Budget Summary (One Per Applicant School)

Complete using all applicable funding sources.

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	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		45,556				46,923			48,331		140,810
2000 - Employee Benefits		7,977				8,535			9,133		25,645
3000 - Purchased Services		62,000				59,655			54,883		176,538

4000 - Internal Services											
5000 - Other Charges		47,134				47,414			49,258		143,806
6000 - Materials and Supplies		16,500				16,640			17,562		50,702
8000 - Equipment/Capital Outlay											
Total		179,167				179,167			179,167		(Must Equal School Allocation) 537,501

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

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

DIVISION NAME: Franklin City Public Schools

1. Personal Services (1000)

\$45,556 – Salary for the Cohort Coach. ****Revision for purpose of adjusting salary lines after hiring coach position at a lower cost than projected.****
\$3000 signing bonus for full time highly qualified FHS teachers (Title IIA funds).
\$2500 mentoring stipend for mentors for each teacher new to FHS.

2. Employee Benefits (2000)

\$7977 – Benefits for Cohort Coach.

3. Purchased Services (3000)

\$500 – An additional iStation data professional development session.
Full-day Promethean ActivInstruction: Beyond the Essentials professional development session designed to offer strategies for integrating interactive whiteboard technology into instruction.
\$61,500 – Salary for the building Coach

4. Internal Services (4000)

5. Other Charges (5000)

\$27,335 – Travel for the building coach.
Title IIA funds will be used for coursework, content training, and selected conferences to provide professional development for Franklin High School staff.
\$19,799 – ****Visits to community/regional resources and opportunities****

6. Materials and Supplies (6000)

\$6,500 – Purchase of iStation software.
\$10,000 – ****Classroom materials/supplies for Cohort including low level/high interest books, materials for organizing work and improving study habits.****

7. Equipment/Capital Outlay (8000)

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SCHOOL NAME: Franklin High School

1. Personal Services (1000)

\$45,556 – Salaries for the building coach and the Cohort Coach. **Revision for purpose of adjusting salary lines after hiring coach position at a lower cost than projected.** \$3000 signing bonus for full time highly qualified FHS teachers (Title IIA funds). \$2500 mentoring stipend for mentors for each teacher new to FHS.

2. Employee Benefits (2000)

\$7977 – Benefits for Cohort Coach.

3. Purchased Services (3000)

\$500 – An additional iStation data professional development session. Full-day Promethean ActivInstruction: Beyond the Essentials professional development session designed to offer strategies for integrating interactive whiteboard technology into instruction. \$61,500 – Salary for the building Coach.

4. Internal Services (4000)

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5. Other Charges (5000)

\$27,335 – Travel for the building coach. Title IIA funds will be used for coursework, content training, and selected conferences to provide professional development for Franklin High School staff. \$19,799 – **Visits to community/regional resources and opportunities**

6. Materials and Supplies (6000)

\$6,500 – Purchase of iStation software \$10,000 – **Classroom materials/supplies for Cohort including low level/high interest books, materials for organizing work and improving study habits.**
--

7. Equipment/Capital Outlay (8000)

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Complete a budget narrative for each applicant school.

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

Expenditure Code Definitions

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

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

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

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

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

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

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

Section E: Assurances

The LEA must assure that it will—

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

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

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

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

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

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

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

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

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

