

APPROVED 8-12-11
BUDGET AMENDMENT 8-12-2011

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

1003(g)

Application for School Improvement Funds

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

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

Due June 14, 2010

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DIVISION INFORMATION

School Division Name: Grayson County Public Schools
Mailing Address: P.O. Box 888 412 East Main Street, Independence, Virginia 24348
Division Contact: Steve Cornett
Telephone (include extension if applicable): (276) 773-2832 Fax: (276) 773-2939
E-mail: scornett@grayson.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: Fries Middle School
Mailing Address: 114 East Main Street, P.O. Box 446
School Contact: Elizabeth Brown
Telephone (include extension if applicable): (276) 744-7201 Fax: (276) 773-3389
E-mail:

ebrown@grayson.k12.va.us

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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: Elizabeth Thomas

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
Fries Middle School	0911	√		LTP:	LTP:	LTP:Pearson Education	
				LTP:	LTP:	LTP:	
				LTP:	LTP:	LTP:	
				LTP:	LTP:	LTP:	

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

2a. Tier III School Information

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

School Name	NCES ID #

2b. Tier III School Information

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

School Name	NCES ID #	Intervention

		Turnaround	Restart	Transformation	Closure
		LTP:	LTP:	LTP:	
		LTP:	LTP:	LTP:	

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

SECTION B: REQUIRED ELEMENTS

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

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

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

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

Response:

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

SECTION B: REQUIRED ELEMENT

PART 1. STUDENT ACHIEVEMENT AND DEMOGRAPHIC DATA

A. STUDENT ACHIEVEMENT DATA

Assessment
Results at
each
Proficiency
Level by
Grade and
Subgroup

Student Subgroup	Type	2007-2008				2008-2009			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
English: Reading	Grade 4								
All Students		29	56	85	15	40	40	80	20
Female		31	56	88	13	29	53	82	18
Male		28	56	83	17	54	23	77	23
Black		0	100	100	0	-	-	-	-
Hispanic		-	-	-	-	0	100	100	0
White		29	56	85	15	41	38	79	21
Students with Disabilities		0	50	50	50	0	50	50	50
Economically Disadvantaged		10	67	76	24	41	32	73	27
Mathematics	Grade 4								

All Students	0	50	50	50	37	37	73	27
Female	0	56	56	44	24	47	71	29
Male	0	44	44	56	54	23	77	23
Black	0	100	100	0	-	-	-	-
Hispanic	-	-	-	-	0	0	0	100
White	0	50	50	50	38	38	76	24
Students with Disabilities	0	50	50	50	0	0	0	100
Economically Disadvantaged	0	37	37	63	27	36	64	36
English: Reading	Grade 5							
All Students	30	43	74	26	32	45	77	31
Female	28	56	84	16	25	56	81	20
Male	33	29	62	38	40	33	73	43
Black	-	-	-	-	0	100	100	0
Hispanic	0	100	100	0	-	-	-	-
White	29	44	73	27	33	43	77	32
Students with Disabilities	0	33	33	67	0	0	0	100
Economically Disadvantaged	26	33	59	41	11	58	68	53
Mathematics	Grade 5							
All Students	11	43	54	46	42	39	81	19
Female	16	48	64	36	56	25	81	19
Male	5	38	43	57	27	53	80	20
Black	-	-	-	-	0	100	100	0
Hispanic	100	0	100	0	-	-	-	-
White	9	44	53	47	43	37	80	20
Students with Disabilities	0	33	33	67	0	0	0	100
Economically Disadvantaged	7	37	44	56	32	42	74	26
English: Reading	Grade 6							
All Students	24	34	58	42	30	50	80	20
Female	38	19	56	44	32	56	88	12
Male	14	45	59	41	26	42	68	32
Black	-	-	-	-	-	-	-	-
Hispanic	50	0	50	50	50	50	100	0
White	22	36	58	42	29	50	79	21

Students with Disabilities	0	20	20	80	0	0	75	25
Economically Disadvantaged	22	26	48	52	27	46	73	27
Mathematics Grade 6								
All Students	5	26	32	68	0	37	37	63
Female	6	31	38	63	0	42	42	58
Male	5	23	27	73	0	32	32	68
Black	-	-	-	-	-	-	-	-
Hispanic	0	50	50	50	0	50	50	50
White	6	25	31	69	0	36	36	64
Students with Disabilities	0	0	0	100	0	0	0	100
Economically Disadvantaged	4	22	26	74	0	28	28	72
English: Reading Grade 7								
All Students	8	53	60	40	17	34	51	49
Female	11	47	58	42	21	29	50	50
Male	5	57	62	38	14	38	52	48
Black	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	0	0	0	100
White	8	53	60	40	18	33	52	48
Students with Disabilities	-	-	-	-	0	25	25	75
Economically Disadvantaged	4	54	57	43	13	42	54	46
Mathematics Grade 7								
All Students	8	29	37	63	3	21	24	76
Female	5	42	47	53	0	31	31	69
Male	11	16	26	74	5	15	20	80
Black	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	0	0	0	100
White	8	29	37	63	3	22	25	75
Students with Disabilities	0	0	0	100	0	0	0	100
Economically Disadvantaged	8	32	40	60	0	23	23	77

B. Analysis of Student Achievement Data

The analysis of the Fries Middle School student achievement data indicate the need of improvement in the subject of math at grades six and seven as well as the need for improvement in two student subgroups. The data indicates the student subgroups, Students with Disabilities and Economically Disadvantaged, as an area of need. Although the Economically Disadvantaged performed better in grades four and five, the scores fell to the extreme low range in sixth and seventh grade math with only 23% of the Economically Disadvantaged 7th graders passing the 2009 Mathematics SOL test and 28% of 6th graders passing. While the SOL scores for 2008 show an improvement in grades four and five, the 2008 SOL data indicate a continuous regression in grades six and seven. The math scores were overall extremely low in grades 6 and 7 for all students in every subgroup. Grade 7 English: reading shows only 60% passing in 2008 and falls further to 51% passing in 2009. Grade 7 Math has 37% passing in 2008 and falls to 24% passing in 2009. This data clearly indicates a need for school improvement for Fries Middle School.

C. Percentage of Highly Qualified Teachers

**Number & Qualifications of Staff
School Year 2009-2010**

Staff Members	Total Number of Staff	Highly Qualified	Provisional
Classroom Teachers (General Education)	13	Fall 93% Spring 100%	Fall 7 % Spring 0%
Classroom Teachers (Special Education)	1.5		100%
Guidance Counselors	.5	100 %	
Library Media Specialists	.5	100 %	
Instructional Assistants	1.5	100 %	

**Number of Instructional Staff with less than 3 years Experience
School Year 2009-2010**

Instructional Staff Members	Total Number of Staff	Grade/Subject
Classroom Teachers (General Education)	2	Grade 6 & 7 Social Studies/English
Classroom Teachers (Special Education)	2	Grade 4-7 Reading/Math

D. Number of Years Instructional Staff has been employed by the school.
Instructional Staff
School Year 2009-2010

Instructional Staff Members	Total Number Full Years Employed at Fries Middle School
Grade 4 Classroom Teacher	4
Grade 4 Classroom Teacher	4
Grade 5 Classroom Teacher	4
Grade 5 Classroom Teacher	4
Grade 6/7 Math Teacher	1
Grade 6/7 Reading Teacher	2
Grade 6/7 English/SS Teacher	2
Grade 6/7 Science Teacher	2
Grade 4-7 SPED Resource Teacher	2
Grade 4-7 SPED Resource Teacher	1
Grade 4-5 Art Teacher	1
Grade 4-7 P.E. Teacher	2
Grade 4-7 Music/Chorus Teacher	1

Grade 6/7 Band Teacher	2
Librarian	1
Grade 4-7 Resource Paraprofessional	2
Grade 6/7 ADRT Teacher (part-time)	1

E. Graduation Rate for all Secondary Schools - N/A

F. Demographic of the Student Population

School Year 2009-2010

Subgroups	Number of Students	Attendance Rate
GENDER		
Male	66	94.86
Female	77	95.80
RACE/ETHNICITY		
Black	1	92.74
Hispanic	3	95.70
White	139	95.85
Students with Disabilities	20	93.35
LEP	1	95.16
Migrant	0	0
Homeless	0	0
Economically Disadvantage	96	95.09

G. Information about the School Facility

Fries Middle School was originally built in 1902. In 1924, construction began on a new two-story elementary school to replace the original wooden building established in 1902. A wing was added to the main building which housed the high school in 1947. In 1989, the Fries High School was consolidated with Independence High School. The school went under extensive renovations after the consolidation of the high schools. The school was closed in 2004 due to a mold problem. After more renovation, it was re-opened in 2007 and currently houses grades 4-6. At the present, the school is under major construction as the consolidation of Fries Middle School and the feeder school, Providence Elementary will be taking place for the school year 2010-2011. An additional wing is being added for the expansion of grade levels. Fries School will be PreK-7 school at the beginning of the 2010-2011 school year. The building will have 10 additional newly constructed classrooms along with a new library media center. A new art, band and chorus room will be added, as well. The building currently has 8 homerooms for grades 4-7. The school has two computer labs and additional rooms for resource and fine arts. The newly renovated cafeteria and large gym was finished in the summer of 2009.

H. Total number of required minutes in the school year for all students: 390 daily minutes; 70,200 school year.

Fries Middle School has the 21st Century After-School Program with 80 days of after-school during the school year and 13 days of a summer program. The total minutes beyond the regular school day equals 11,400.

I. Total Number of teacher workdays: 198 days

J. Technology Information

Types of Technology	Number	Location
Computers	49	Computer Labs
Computers	4	Library
Computers	14	Classrooms
Smartboards	8	Classrooms/Library
Elmos	3	Classrooms
Laptops	9	Classrooms/Lab
	6	Classrooms/Lab

K. Annual Goals for Student Achievement on the State's Assessments

Fries Middle School SOLS scores for 2009 – English 68% / Math 55%

GOALS:

- By June 2011, 85% of all students in grades 3-7 will score 400 or better in LA/Reading on the Spring 2011 SOL Test
- By June 2011, 85% of all students in grades 3-7 will score 400 or better in Math on the Spring 2011 SOL Test

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:

Part 2. Design and Implement the Intervention

The Grayson County School System will have in place a program to ensure progress of all students, including subgroups, in attaining proficiency or better in reading/language arts and math at Fries Middle School. The reform model selected by the Grayson County School System is the Transformation Model. Grayson County School System has also developed an agreement with Pearson Learning to be the Turn Around Partner for Fries Middle School. The process began immediately after the Director of Instruction and Assessment and the Elementary Supervisor attended the VDOE meeting on April 7 in Richmond. The partnership will provide a quality education to all students that will meet or exceed local, state and national standards through a shared responsibility outlined in the Scope of Work. (Attachment A) Please see Implementation plan below:

Implementing the Grayson County School Improvement Grant

Transformation Model

Strand A: Establishing and Orienting the District Transformation Team

1. A district transformation team has been established consisting of the Superintendent, Director of Instruction, Elementary Supervisor, Principal, and Lead Turnaround Partner
2. The district has the capacity to support transformation of Fries Middle School.
3. The VDOE has provided the district transformation team with information through webinars and meetings on school improvement reform
4. The Director of Instruction/Assessment has been selected by the superintendent to be the Internal Lead Turnaround Partner for the Fries Middle School the school improvement project.

Strand B: Moving Toward School Autonomy

1. An examination of current state and district policies require no policy changes for full support of the transformation of Fries Middle School.
2. Annual performance objectives have been established for the improvement of student achievement.
3. Allocation of resources with the school's instructional priorities will be a great consideration for Fries Middle School.

Strand C: Selecting a Principal and Recruiting Teachers

1. The Fries Middle School principal is completing her second year of administration at the school. She has made many changes that has improved the climate of the school tremendously. As administrator of the school, she collaborated with the staff to completely revise the schedule to allow more instructional time for the students and provide common planning times for teachers. The principal has implemented the Effective School-wide Discipline model which has brought consistency to the school. The change in leadership has made a remarkable difference not only for students and staffing but is evident in the community as well. The principal has already become a transformation leader and will continue to lead the school to in meeting the goals of increasing student achievement and overall performance on the SOLS as set forth by the school improvement objectives.

2. The teacher who has been teaching at Fries Middle School the longest has only been at that school for 3 completed years. Over half of the teachers have one full year at the school. The division has been working with the principal in getting the right people in place for making improvements. The teaching staff is making great strides to increase student achievement through attend professional development when available and working with data to provide intervention services. The dedication of the new staff members is very evident in their team meetings with the principal.

Strand D: Working with Stakeholders and Building Support for Transformation

1. The teams are committed to working collaboratively in creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation
2. Information will continually be provided on a regular basis to the school board and community concerning the status of the school improvement efforts.
3. Engaging parents and community through newsletters, family night events and other activities that promote student learning.
4. Building support for transformation through positive interactions between teams, parents and the community..

Strand E: Contracting with External Providers

1. The Lead Turnaround Partner was selected after careful review of presentations and conferences with all the state approved turnaround partners.
2. A Scope of Work has been developed with Pearson Education to provide contractual services for change, including goals, benchmarks, and plan to evaluate and manage data.
3. Continuous progress monitoring and adjustments will be made as needed collaboratively with the professional learning community.

Strand F: Establishing and Orienting the School Transformation Team

1. A school improvement team has been in place at Fries Middle School during the 2009-2010.
2. School team members will be provided information on what the school can do to promote rapid improvement

Strand G: Leading Change (Especially for Principals)

1. The principal at Fries Middle School will work diligently with the Internal Lead Partner and the Lead Turnaround Partners to promote school improvement.
2. The principal will communicate the message of change to the faculty and staff, as well as parents and the community.
3. The principal will assist the Lead Turnaround Partner in collecting and analyzing data.
4. The principal will assist the Lead Turnaround Partner in finding quick solutions to optimize student achievement.
5. The principal will assist in the Analysis of strategies to determine those strategies that are working and those needing to be discontinued.

Strand H: Evaluating, Rewarding, and Removing Staff

a. Evaluating Staff

1. Collaboration of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff as needed will be emphasized.
2. Evaluation will be performed on a range of teacher skills and knowledge, using a variety of valid and reliable tools
3. The evaluation process will be transparent.
4. Provide training to those conducting evaluations to ensure that they are conducted with fidelity to standardized procedures
5. Maintaining documentation on the evaluation process will be conducted.
6. The principal will provide timely, clear, constructive feedback to teachers after evaluation.
7. Link the evaluation process with the district's collective and individualized professional development programs
8. Assess the evaluation process periodically to gauge its quality and utility

b. Rewarding Staff

9. A stipend will be paid to instructional staff for hours worked outside of their contract.
10. The teacher of the year program will continue for recognition of outstanding service to the school.
11. Non-monetary incentives will be used to celebrate success of progression towards the objectives.

c. Removing Staff

12. Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning.

13. Negotiate expedited processes for performance-based dismissals in transformation schools.
14. Division administrators will be available to help the principal as they deal with underperforming employees to minimize principal's time spent dismissing low performers.
15. Facilitate swift exits to minimize further damage caused by underperforming employees.

Strand I: Providing Rigorous Staff Development

All the following will be conducted by the Division Team

1. Provide professional development that is appropriate for individual teachers with different experience and expertise.
2. A mentor program is in place to support new teachers in their first years of teaching.
3. Professional development will be aligned with the identified needs based on staff evaluation and student performance.
4. Provide all staff high quality, ongoing, job-embedded, and differentiated professional development
5. Structure professional development to provide adequate time for collaboration and active learning.
6. Provide sustained and embedded professional development related to implementation of new programs and strategies.
7. Set goals for professional development and monitor the extent to which it has changed practice will be implemented.
8. The principal will be the instructional leader by providing regular feedback to teachers to help them improve their practice
9. Directly align professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers
10. A promotion of school culture in which professional collaboration is valued and emphasized for school improvement.

Strand J: Increasing Learning Time

1. The division and school team will become familiar with research and best practices associated with efforts to increase learning time
2. The school team will create enthusiasm for extended learning programs and strategies among parents, teachers,

students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication

3. Grant funds will be allocated to support extended learning time, including innovative partnerships
4. The Lead Turnaround Partner will assist school leaders in networking with potential partners and in developing partnerships
5. The creation of partnerships to support extended learning will be utilized.
6. The principal will ensure that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development
7. The division team will monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications.

Strand K: Reforming Instruction

1. A team structure was developed during the 2009-2010 school year with specific duties and time for instructional planning and will continue through this reform process.
2. The principal is the instructional leader in achieving learning goals and improving instruction.
3. The division team will align professional development with classroom observations and teacher evaluation criteria.
4. The division team will monitoring teacher alignment of instruction with standards and benchmarks.
5. The division team will monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.
6. Teachers will differentiate and align learning activities based on data.
7. Teachers will assess student learning frequently using standards-based classroom assessments.
8. Teachers will prepare standards-aligned lessons and differentiated activities.
9. Teachers will provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.
10. Teachers will demonstrate sound homework practices and communication with parents on a regular basis.

11. Teachers will continue to utilize the Effective School-wide Discipline model for effective classroom management.

Resource: www.centerii.org

- 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)

___ Mark NA, if applicable

Grayson County has only one Tier I school.

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.

NA 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.

NA 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:

Note: Documents included as attachments must be scanned and attached to this application.

No Changes needed to LEA policies for implementation of the Reform model

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

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

Describe the following:

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

Response:

Grayson County Public Schools currently uses the Indistar tool for the Fries Middle School improvement efforts. School improvement teams have been established and the principal continuously updates the activities. The tool will continue to be utilized at Fries Middle School for the purpose of tracking and reporting progress.

A Scope of Work has been developed between Grayson County Schools and Pearson Education for services that will provide the ultimate goal of improving student learning and achievement. This process will consist of the following ten elements:

1. Systematically Plan for School Improvement
2. Develop Instructional Leadership
3. Create Collaborative Education Partnerships
4. Emphasize School Culture

5. Embed Achievement Support
6. Align Curriculum
7. Optimize Conditions for Teaching & Learning
8. Foster Knowledge Driven Decision-making
9. Utilize Technology for Learning
10. Evaluate for Continuous Improvement

Grayson County Public Schools will make every effort to sustain the reform effort through the following measures;

- Continue to provide teacher and leadership professional development
- Support the community efforts and maintain collaborative partnerships
- Continue to evaluate and update curriculum as needed
- Strive to keep reduced class sizes as funding will allow
- Continue to provide staff opportunities to participate in the decision making process
- Continue to involve parents in their child's education

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

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

Assisting the School Improvement Team in:

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

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

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

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

<p>School 1: _____</p> <p><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</p>	<p>School 2: _____</p> <p><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</p>	<p>School 3: _____</p> <p><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</p>
<p>School 4: _____</p> <p><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</p>	<p>School 5: _____</p> <p><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</p>	<p>School 6: _____</p> <p><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</p>

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: Grayson County Public Schools

School Name: Fries Middle School

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.

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.

Complete using all applicable funding sources. **AMENDED 7-12-2011**

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)	ESE A (1003g)	Other Funds	ARRA (1003g)	ESE A (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
	<p>Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here. [1003(a) funds must be encumbered by September 30, 2011]</p>										
1000 - Personnel	82,473.50				191,444.50			191,444.50			465,362.50
2000 - Employee Benefits	7,806.00				38,193.00			38,193.00			84,192.00

3000 - Purchased Services	301,500.00				130,559.00			130,559.00			562,618.00
4000 - Internal Services	2,000.00				2,000.00			2,000.00			6,000.00
5000 - Other Charges	13,120.00				13,120.00			13,120.00			39,360.00
6000 - Materials and Supplies	93,100.50				124,683.50			124,683.50			342,467.50
8000 - Equipment/Capital Outlay											
Total	500,000.00				500,000.00			500,000.00			(Must Equal School Allocation) 1,500,000.00

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: Grayson County Public Schools
SCHOOL NAME: FRIES MIDDLE SCHOOL

1. Personal Services (1000)

YEAR ONE			
Personal Services (1000)			
Description	Amount	FTE	Total
Administrative (Director of Instruction)	14,116.00	.20	14,116.00
Administrative (State and Federal)	12,684.00	.20	12,684.00
Clerical 5.5 hours x 5 days@9.00 hr	8,662.50		8,662.50
Principal Stipend for Professional Development @ daily rate \$245 x 5	1,225.00		1,225.00

Teacher Stipend for Professional Development @ \$100 x 10x18	18,000.00		18,000.00
Substitutes for PD @ \$75 day x 5x18	6,750.00		6,750.00
Tutors @ 150 week x 36x4	21,000.00		21,000.00
TOTAL			82,437.50

YEAR TWO AND THREE

Description	Amount	FTE	Total
Administrative (Director of Instruction)	14,116.00	.20	14,116.00
Administrative (State and Federal)	12,684.00	.20	12,684.00
Clerical 5.5 hours x 5 days@9.00 hr	8,662.50		8,662.50
Principal Stipend for Professional Development @ daily rate \$245 x 5	1,225.00		1,225.00
Principal extended contract for professional development and planning with team	5303.00		5303.00
Teacher Stipend for Professional Development @ \$100 x 10 x 18	18,000.00		18,000.00
Substitutes for PD @ \$75 day x 5 x18	6,750.00		6,750.00
8 Tutors @ \$150 week x 36 weeks=5400.00	42,000.00		42,000.00
Reading Coach	41,352.00	1.0	41,352.00
Math Coach	41,352.00	1.0	41,352.00
TOTAL			191,444.50

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2. Employee Benefits (2000)

YEAR ONE		
Employee Benefits (2000)		
Description	Amount	Total
Fringe Benefits		
Administrative VRS @.0953; FICA @.0765; Group Life @.0028; Health @ 874	2,259.00	2,259.00
Fringe Benefits		
Administrative VRS @.1485; FICA @.0765; Group Life @.0028	1,245.00	1,245.00
Clerical FICA @.0765	663.00	663.00
Tutors FICA 4-@.0765	1,652.00	1,652.00
Substitutes FICA @ .0765	516.00	516.00
Stipend FICA @.0765	1,471.00	1,471.00
TOTAL		7,086.00
YEAR TWO AND THREE		
Employee Benefits (2000)		
Description	Amount	Total
Fringe Benefits		
Administrative VRS @.0953; FICA @.0765; Group Life	2,259.00	2,259.00

@.0028; Health @ 874		
Fringe Benefits		
Administrative VRS @.1485; FICA @.0765; Group Life @.0028	2,155.00	2,155.00
Clerical FICA @.0765	663.00	663.00
Tutors FICA 8-.0765	3,305.00	3,305.00
Substitutes FICA @ .0765	516.00	516.00
Stipend FICA @ .0765	1,471.00	1,471.00
Reading Coach VRS, FICA, Group Life	13,912	13,912
Math Coach VRS, FICA, Group Life	13,912	13,912
TOTAL		\$38,193

3. Purchased Services (3000)

YEAR ONE		
Purchased Services (3000)		
Description	Amount	Total
Lead Turnaround Partner- Pearson Education @ \$750 per student with \$164 per student start up = \$ 914 year one x 300 students	274,200.00	274,200.00
ISTATIONS	6,500.00	6,500.00
ARDT @ \$4.00 per student x 200 students	800.00	800.00
Admission Fees and Charter Bus for Educational fieldtrips x 300x15	15,000.00	15,000.00
Attorney Fee -Contract	5,000.00	5,000.00
TOTAL		\$301,500.00

YEAR TWO AND THREE

Purchased Services (3000)

Description	Amount	Total
ISTATIONS	6,500.00	6,500.00
ARDT @ \$4.00 per student x 200	800.00	800.00
Admission Fees and Charter Bus for Educational fieldtrips	8,787.00	8,787.00
Professional Development	84,112.00	84,112.00
Leadership Coach	30,360	30,360
TOTAL		130,559.00

4. Internal Services (4000)

YEAR ONE, TWO and THREE

Internal Services (4000)

Description	Amount	Total
Fieldtrip Bus Mileage @ 1.00 mile	2,000.00	2,000.00
TOTAL		2,000.00

5. Other Charges (5000)

YEAR ONE, TWO, and THREE

Other Charges (5000)

Description	Amount	Total
Travel to required meetings and conference	5,000.00	5,000.00
Lodging for fieldtrips	5,000.00	5,000.00
Copier Charges for additional copier	3,120.00	3,120.00
TOTAL		13,120.00

6. Materials and Supplies (6000)

YEAR ONE		
Material and Supplies (6000)		
Description	Amount	Total
Intervention Materials to support reading and math, workbooks, software, trade books, office supplies, etc.	29,638.50	29,638.50
Misc. materials for students, teachers, and administration, such as binders, paper, markers, art supplies, project supplies, etc...	17,562.00	17,562.00
Classroom Book Sets for instruction and intervention @ 500.00 x 18	9,000.00	9,000.00
Materials, supplies, and refreshments for parent meetings, workshops, fieldtrips, etc.	10,000.00	10,000.00
Materials for Professional development such as professional	3,000.00	3,000.00

books, etc.		
Workstations for providing small group intervention @ 600.00 x 18	10,800.00	10,800.00
Storage cabinets for intervention materials and supplies @ 450.00 x 18	8,100.00	8,100.00
Incentive and rewards for staff members such as, gifts, special dinners, door prizes for PD, gift cards, etc...	5,000.00	5,000.00
TOTAL		93,100.50

YEAR TWO AND THREE

Description	Amount	Total
Intervention Materials to support reading and math, workbooks, software, trade books, office supplies, etc.	29,674.50	29,674.50
Misc. materials for students, teachers, and administration, such as binders, paper, markers, art supplies, project supplies, etc...	14,914.00	14,914.00
Classroom Book Sets for instruction and intervention @ 500.00 x 18	5,000.00	5,000.00
Materials, supplies, and refreshments for parent meetings, workshops, fieldtrips, etc.	2,000.00	2,000.00
Materials for Professional development such as professional books, etc.	3,000.00	3,000.00

Incentive and rewards for staff members such as, gifts, special dinners, door prizes for PD, gift cards, etc...	3,000.00	3,000.00
Materials and supplies for afterschool tutoring such as paper, binders, project supplies, snacks, parent activities, etc.	24,195.00	24,195.00
Computers for classrooms	42,900.00	42,900.00
TOTAL		124,683.50

7. Equipment/Capital Outlay (8000)

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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. Fries Middle School
2. (School Name)
3. (School Name)
4. (School Name)

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

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

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

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

(ATTACHMENT A) Scope of Work

Transformation Model	Lead Turnaround Partner Request for Proposal Requirements	Responsible Party
<p>Using rigorous, transparent, and equitable evaluation systems for teachers and principals that:</p> <ul style="list-style-type: none"> 1) take into account data on student growth 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 graduation rates; and 2) are designed and developed with teacher and principal involvement <p>Identifying and rewarding school leaders, teachers, and other staff who have increased student achievement and high school graduation rates and identify and remove those who have not done so</p> <p>Providing staff ongoing, high-quality, job embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff</p>	<p>Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly</p> <p>Work with the school division to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement</p> <p>Recommend necessary restructuring of teacher and leader contracts</p> <p>Develop and engage teachers and the leader in professional development aligned to programmatic goals</p> <p>Develop constructive relationships with existing school personnel</p>	<p>Grayson County Schools/Pearson Education</p> <p>Pearson Education</p> <p>Grayson County Schools/Pearson Education</p> <p>Grayson County Schools/Pearson Education</p> <p>Pearson Education</p>

Implementing 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		
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Transformation Model	Lead Turnaround Partner Request for Proposal Requirements	Responsible Party
<p>The school division must increase learning time and create community-oriented schools by</p> <ul style="list-style-type: none"> 1) establishing schedules and strategies that provide increased learning time; and 2) providing ongoing mechanisms for family and community involvement <p>Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for:</p> <ul style="list-style-type: none"> 1) instruction in core academic subjects; 2) instruction in other subjects and enrichment activities; and 3) teachers to collaborate, plan, and engage in professional development within and across grades and subjects 	<p>Recommend changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day</p> <p>Require commitment from parents to allow for additional time for instruction (such as after school support)</p> <p>Work with the school division to obtain a commitment from teachers to allow for additional time for instruction and professional development</p> <p>Develop and implement evidence-based discipline programs that minimize time out of school and/or class.</p>	<p>Grayson County Schools/Pearson Education</p> <p>Grayson County Schools/Pearson Education</p> <p>Grayson County Schools/Pearson Education</p> <p>Grayson County Schools /Pearson Education</p>

Transformation Model	Lead Turnaround Partner Request for Proposal Requirements	Responsible Party
<p>The school division must implement instructional reform strategies that:</p> <ul style="list-style-type: none"> 1) 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 2) promote the continuous use of student data to inform and differentiate instruction <p>The school division must provide operational flexibility and sustained support by</p> <ul style="list-style-type: none"> 1) giving the school sufficient operational flexibility (such as staffing and calendars/time) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and 2) ensuring that the school receives ongoing, intensive technical assistance and related support from the school division, state, or a designated external lead partner organization such as a school turnaround organization or an EMO 	<p>Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline</p>	<p>Pearson Education</p>
	<p>Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement</p>	<p>Pearson Education</p>
	<p>Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community</p>	<p>Pearson Education</p>
	<p>Provide comprehensive, coherent, manageable and integrated instructional and support programs</p>	<p>Pearson Education</p>
	<p>Recommend which existing programs are to be continued and which programs are to be eliminated</p>	<p>Pearson Education</p>
	<p>Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students</p>	<p>Pearson Education</p>
	<p>Organize programming to engage students' sense of adventure, camaraderie, and competition</p>	<p>Pearson Education</p>
	<p>Integrate all academic and support services</p>	<p>Grayson County Schools/Pearson Education</p>
	<p>Promote student motivation for learning</p>	<p>Pearson Education</p>

Transformation Model	Lead Turnaround Partner Request for Proposal Requirements	Responsible Party
<p>The school division must provide operational flexibility and sustained support by giving the school sufficient operational flexibility (such as budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates</p>	<p>Secure parental commitment and involvement through school choice</p>	<p>Grayson County Schools/Pearson Education</p>
	<p>Work with the school division to expand community support to garner human resources needed for reform</p>	<p>Pearson Education</p>
	<p>Identify and recommend supporting partners to address social, emotional and behavioral issues (e.g., over-age students)</p>	<p>Pearson Education</p>
	<p>Identify and obtain adequate materials from school system resources (such as the Algebra Readiness Diagnostic Assessment (ARDT) or benchmark assessments)</p>	<p>Pearson Education</p>
	<p>Identify and recommend outside resources needed in the reform effort</p>	<p>Pearson Education</p>
	<p>Develop and recommend a budget to the School Board based on available per pupil amounts of local, basic Standards of Quality (SOQ), school improvement, appropriate Title monies, and special education funding in addition to other sources identified and aligned specifically for the turnaround zone</p>	<p>Grayson County Schools/Pearson Education</p>
	<p>Work with school division to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort</p>	<p>Pearson Education</p>

**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
(Division Level) <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

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Compass Learning
<http://www.compasslearning.com>
Corey Good
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EdisonLearning, Inc
<http://www.edisonlearning.net/>
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