

**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*

**COVER PAGE**

**DIVISION INFORMATION**

School Division Name: Henrico County Public Schools  
Mailing Address: 3820 Nine Mile Road, Henrico, Virginia 23223  
Division Contact: Dr. Martha (Penny) Blumenthal  
Telephone (include extension if applicable): 804-652-3838 Fax: 804-652-3734  
E-mail: [mglumen@henrico.k12.va.us](mailto:mglumen@henrico.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: Virginia Randolph Community High School  
Mailing Address: 2204 Mountain Road, Glen Allen, Virginia 23060  
School Contact: Mr. Robert Lowerre, Principal  
Telephone (include extension if applicable): 804-261-5085 Fax: 804-261-5087  
E-mail: [rclowerr@henrico.k12.va.us](mailto:rclowerr@henrico.k12.va.us)

School Name: New Bridge School  
Mailing Address: 5915 Nine Mile Road, Henrico, Virginia 23223  
School Contact: Mrs. Renata Kelly, Principal  
Telephone (include extension if applicable): 804-328-6125 Fax: 804-328-5502  
E-mail: [rlkelly@henrico.k12.va.us](mailto:rlkelly@henrico.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: Dr. Patrick J. Russo

Date: \_\_\_\_\_

**Justification for Closure**:

The Closure Model for New Bridge School and Virginia Randolph Community High School is justified as follows.

New Bridge School operates as an alternative to the traditional middle school setting, but evidence through the audit process indicates there is little difference between this school and the comprehensive school program. This alternative school serves small numbers of students, has ongoing staffing concerns, requires significant resources, and has generated inconsistent performance outcomes.

Virginia Randolph Community High School (VRCHS) operates as an alternative to the traditional high school setting, but evidence indicates there is little difference between this school and the comprehensive school program. This alternative school serves small numbers of students, has ongoing staffing concerns, requires significant resources, and has generated inconsistent performance outcomes. Program staff and students struggle with two different types of students, those who are placed at the school, and those who apply to attend because they wish to be at an alternative high school. There is no evidence of the program being tailored to the needs of either group of students. The present organization of VRCHS serving different types of students makes it difficult to focus on graduation needs.

**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
Virginia Randolph Community High School	510189000805		X	LTP:	LTP:	LTP:	X
New Bridge School	510189001909	X		LTP:	LTP:	LTP:	X
				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 #

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**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.

**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:

- 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

### **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.eprocgipdc.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:

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

**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:

**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:** Henrico County 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: \$1,650 per school

**Note 2**

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

Cost: \$4.00 per student per school.

**Division Budget Summary**

**Division Name: Henrico County 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											
2000 - Employee Benefits											
3000 - Purchased Services	100,000										\$100,000
4000 - Internal Services											
5000 - Other Charges											
6000 - Materials and Supplies											
8000 - Equipment/Capital Outlay											
<b>Total</b>	100,000										<b>(Must Equal Division Allocation)</b> \$100,000

\* If applicable.

**School Budget Summary**

**School Name: Virginia Randolph Community 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 in its budget.  
**NO, we are closing the school!**

**School Budget Summary (One Per Applicant School)**

**Complete using all applicable funding sources.**

	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here. [1003(a) funds must be encumbered by September 30, 2011]										
Expenditure Codes	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
1000 - Personnel											
2000 - Employee Benefits											

<b>3000 - Purchased Services</b>	50,000										50,000
<b>4000 - Internal Services</b>											
<b>5000 - Other Charges</b>											
<b>6000 - Materials and Supplies</b>											
<b>8000 - Equipment/Capital Outlay</b>											
<b>Total</b>	50,000										<b>(Must Equal School Allocation)</b> 50,000

**School Budget Summary**  
**School Name: New Bridge School**

<p><b>Virginia Department of Education Grant Expenditure Requirements</b></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No: Is this school a participant in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute? See Attachment A-g.</p> <p><input type="checkbox"/> If yes, check here to indicate that the school has included the purchase of the TeachFirst Formative Assessment platform in its budget.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No: Is this school a Tier I or Tier II school? See attachment A-g.</p> <p><input type="checkbox"/> If yes, check here to indicate that the school has included the purchase of I Station in its budget.</p> <p><b>NO, we are closing the school!</b></p>
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**School Budget Summary (One Per Applicant School)**

**Complete using all applicable funding sources.**

	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	<b>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]</b>										
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											
2000 - Employee Benefits											
3000 - Purchased Services	50,000										50,000
4000 - Internal Services											
5000 - Other Charges											
6000 - Materials and Supplies											
8000 - Equipment/Capital Outlay											
<b>Total</b>	50,000										<b>(Must Equal School Allocation)</b> 50,000



teleconferences, and face-to-face presentations.

4. Internal Services (4000)

5. Other Charges (5000)

6. Materials and Supplies (6000)

7. Equipment/Capital Outlay (8000)

**SCHOOL NAME:** Virginia Randolph Community High School

1. Personal Services (1000)

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2. Employee Benefits (2000)

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3. Purchased Services (3000)

<p>\$50,000 Behavior Academy To provide a transitional nontraditional education program for Henrico County Public Schools students in grades 6-12, who are long-term suspended or expelled, are entering school through the Juvenile Justice System, are reentering school with a significant gap in attendance, are enrolling from outside the school division with significant attendance or discipline records, are habitual offenders who need a transitional program or are referred by the Nontraditional Student Assessment Committee as a result of the closure of VA Randolph and New Bridge Schools. Students will receive an educational program that prepares them for earning credits, passing state and local assessments and ultimately graduating from high school with appropriate VA diplomas.</p> <p>\$50,000 Credit Recovery To provide an academic credit recovery, credit repair, credit accumulation, remediation, test preparation and intervention software program application for the Henrico County Public Schools. The program will be used in academic advancement centers and by students at home for remediation, credit recovery, credit rescue, and credit accrual as a transitional tool due to the closure of Virginia Randolph Community and New Bridge Schools. Training for teachers and administrative staff will be provided on the use and effective facilitation, as well as, access to continuous technical support provided through webinars, teleconferences, and face-to-face presentations.</p>
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4. Internal Services (4000)

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5. Other Charges (5000)

6. Materials and Supplies (6000)

7. Equipment/Capital Outlay (8000)

**SCHOOL NAME:** New Bridge School

1. Personal Services (1000)

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2. Employee Benefits (2000)

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3. Purchased Services (3000)

<p>\$50,000 Behavior Academy To provide a transitional nontraditional education program for Henrico County Public Schools students in grades 6-12, who are long-term suspended or expelled, are entering school through the Juvenile Justice System, are reentering school with a significant gap in attendance, are enrolling from outside the school division with significant attendance or discipline records, are habitual offenders who need a transitional program or are referred by the Nontraditional Student Assessment Committee as a result of the closure of VA Randolph and New Bridge Schools. Students will receive an educational program that prepares them for earning credits, passing state and local assessments and ultimately graduating from high school with appropriate VA diplomas.</p> <p>\$50,000 Credit Recovery To provide an academic credit recovery, credit repair, credit accumulation, remediation, test preparation and intervention software program application for the Henrico County Public Schools. The program will be used in academic advancement centers and by students at home for remediation, credit recovery, credit rescue, and credit accrual as a transitional tool due to the closure of Virginia Randolph Community and New Bridge Schools. Training for teachers and administrative staff will be provided on the use and effective facilitation, as well as, access to continuous technical support provided through webinars, teleconferences, and face-to-face presentations.</p>
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4. Internal Services (4000)

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5. Other Charges (5000)

6. Materials and Supplies (6000)

7. Equipment/Capital Outlay (8000)

**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)