

**APPROVED**

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

**1003(g)**

**Application for School Improvement Funds**

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

Under the *No Child Left Behind Act of 2001*, PL 107-110 and the *American Recovery and Reinvestment Act of 2009*, PL 111-5  
**Due June 14, 2010**

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**DIVISION INFORMATION**

School Division Name: King and Queen County Public Schools  
Mailing Address: 242 Allens Circle, Route 681, King and Queen Court House, Virginia 23085  
Division Contact: Linda G. Staylor and Ed Holstrom  
Telephone (include extension if applicable): 434-298-7847 or 804-785-5981 Fax: 434-767-4821 or 804-785-5686  
E-mail: [lstaylor@dishmail.net](mailto:lstaylor@dishmail.net) and [eholstrom@KQPS.net](mailto:eholstrom@KQPS.net)

**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: Central High School  
Mailing Address: 17024 The Trail, King and Queen Court House, VA 23085  
School Contact: Linda G. Staylor and Ed Holstrom  
Telephone (include extension if applicable): 434-298-7847 or 804-785-5981 Fax: 434-767-4821 or 804-785-5685  
E-mail: [lstaylor@dishmail.net](mailto:lstaylor@dishmail.net) and [eholstrom@KQPS.net](mailto:eholstrom@KQPS.net)

School Name: King and Queen Elementary School  
Mailing Address: 24667 The Trail, Mattaponi, VA 23110  
School Contact: Linda G. Staylor and Ed Holstrom  
Telephone (include extension if applicable): 434-298-7847 or 804-785-5981 Fax: 434-767-4821 or 804-785-5685

E-mail: [lstaylor@dishmail.net](mailto:lstaylor@dishmail.net) and [eholstrom@KQPS.net](mailto:eholstrom@KQPS.net)

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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. Richard Layman

Date: June 10, 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 |
| Central High School | 510207000878 |              | X             | LTP:         | LTP:    | LTP:<br>William and Mary College |         |
|                     |              |              |               | 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 #    |
|---------------------------|--------------|
| King and Queen Elementary | 510207000879 |
|                           |              |
|                           |              |

**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.

**Please see King and Queen 1003(g) Attachment 1**



## 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:** King and Queen Public Schools are very unique in the fact that the total student population is 783 students of which 66% receive free and reduced lunch. There are three schools in the division. Two elementary schools serving grades PreK-7 of which King and Queen Elementary is identified as a Tier III school and one high school grades 8-12 of which Central High School is identified as a Tier II school among Virginia Title I-eligible high schools.

Describe the following:

- **The LEA has a plan in place to implement the intervention by the beginning of the 2010-2011 school year.**

The first phase of CHS's transformation will be implemented in July 2010 as a new principal is hired and trained on the plans by the Lead Turnaround Partner (The College of William and Mary) and the Internal Lead Partners. The CHS Vision and Action Committee, led by the school staff and Internal Lead Partners will complement the initial efforts and involve the community in developing a long-range vision and plan for sustainability. In August, 2010 a Summer Transition Program will be provided for rising eighth graders and a credit recovery program will be provided for high school students that need to make up course credits and move on to the next grade. The Summer Transition Program for rising eighth graders will help the students to have a smooth transition from elementary school to high school (there is no middle school in K&Q). Students will be assessed on their reading level and reading will be a main focus of the program as well as mathematics. Students will also be given some recreational activities during this summer program to acquaint them to the high school

sports. The credit recovery program will hopefully help students from becoming discouraged and dropping out of high school. It will also help with the “On Time Graduation Rate”. An Eighth Grade Academy will be established in one wing of the school for the 2010-2011 school year to focus greater attention on these students as they transition from elementary to high school. Professional development activities will be provided to this team of teachers as they prepare to teach in the Academy. As the school starts in September of 2010, each student at Central High School (Tier II) and King and Queen Elementary School (Tier III) will have an Individual Achievement Plan in English and Mathematics that is developed by the school staff, parents and students. The Lead Turnaround Partner will assist in the development of the Individual Achievement Plan. The Student Achievement Committee will meet monthly to review each student’s process and make decisions about interventions that are needed for each student.

This committee will include the building level principal, the Lead Turnaround Partner, the Internal Lead Partners, Literacy Specialist and specific content teachers as requested. A part time Graduation Coach will be hired to work with the students to encourage them to stay in school and make good grades.

- **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 Central High School Vision and Action Committee led by CHS staff will meet monthly and will complement the initial efforts and involve the community in developing a long-range vision and plan for sustainability. The first meeting will be held in August, 2010.

- **The LEA has adequate resources to research and design the selected intervention as intended.**

The overall goals of the Central High School Transformation Process include the following:

1. Embracing the purpose of public schools as the creation of literate, participating, and productive citizens in our society.
2. Equipping every learner with 21<sup>st</sup> century skills through a fundamental shift in how we think about student learning and how we work;
3. Operating with a shared vision and drive from the school and community committed to ensuring the success of every learner.
4. Embodying the core belief that all students can learn by providing a useful, meaningful curriculum and exceptional instruction with immediate and long term benefits.
5. Creating clearly articulated policies, behaviors, and organizational practices that maximize student achievement.
6. Moving from a teacher-centered to a student-centered learning community that promotes rigor and efficacy for every student.
7. Reorganizing the school as a consensus-driven learning organization with personal learning communities.
8. Building a well-articulated and explicit commitment to a PreK-12 learning environment that is personalized, customized, engaging, and which advocates for each student.
9. Embodying the concepts and goals outlined in the King and Queen County Public Schools Comprehensive Strategic Plan for 2009-2015.

With the assistance of the Lead Turnaround Partner (The College of William and Mary) the school will have adequate resources to research and design the selected intervention as intended and will accomplish the goals of the Central High School Transformation Process.

- **The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of**

## **interventions.**

The LEA will increase instructional time to include summer school and afterschool programs in addition to an hour being added to the school day starting in January 2011 and running through SOL assessments in May/June. Through the funding received from the School Improvement Grant and also the 21<sup>st</sup> Century Community Learning Centers Grant the LEA will have sufficient resources to facilitate the design and ongoing implementation of the interventions. Also the valuable resources that The College of William and Mary will share with the school will also facilitate the design and ongoing implementation of the 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.**

- 

Yes, the LEA attended the 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.**

The following are the key components of a unified system of reform and transformation needed to implement the selected intervention models:

- Individual Achievement Plans (IAPs)
- Professional Learning Plans (PLPs)
- Related School Support Programs and Structures
- Accounting and Monitoring to Ensure Individual Student Achievement
- Collaboration with External Partners and Organizations

### **Individual Achievement Plans (IAP)**

All elementary and high school students will have an IAP in English and Mathematics. Counselors' responsibilities will include serving as case managers for students' IAP's. Additional staffing such as Graduation Coach and Literacy Coach will also assist with this. English teachers will implement and monitor the English portion of the IAP for each student in their classes as they encourage all students to achieve at the highest possible levels. Additional staffing will free up the English teacher's time to devote to this. Mathematics teachers will implement and monitor the Mathematics portion of the IAP for each student in their classes as they encourage all students to achieve at the highest possible levels. Additional staffing will free up the English teacher's time to devote to this. The principal will include data management connected to the teachers' progress with students.

### **Professional Learning Plans (PLP)**

Professional Learning Plans will encourage staff to reflect on their understanding and professional expertise in key areas of content, pedagogy, and relationships. Staff will be asked to self-assess progress in these three areas as "Beginning, Developing, or Advancing". Teachers will work with administrators to identify strategies to promote growth and professional learning. An annual staff portfolio will

highlight areas of progress and correlations with individual and aggregate student progress. The Professional Learning Plans will align staff evaluations and professional development with student achievement/learning results. The College of William and Mary will assist with the creation of new evaluation materials for teachers and administrators with committees starting to work on this evaluation tool in the Fall of 2010 and having the tool ready to implement for the 2011-2012 school year.

### **Related School Support Programs and Structures**

Programs will be implemented as part of the initial phase of the CHS transformation. These programs include the Summer Transition Program for rising eighth graders, Credit Recovery Program during the summer, Eighth Grade Academy, expanded on-line learning opportunities, extended school learning options (summer school, after school program, tutoring, and longer school day during second semester). Personnel responsible for providing school-based support include the Internal Lead Partners, Lead Turnaround Partner, Principal, Counselor, Graduation Coach, Literacy Coach, and Central Office Staff. Incentives will include laptops for classroom teachers to assist them in the vertical alignment of curriculum and updating pacing guides as well as the day to day collection of student data, tuition paid for teachers to take reading classes or graduate courses, and staff grants for innovative program development. Committees related to the transformation process include: Transformation Steering Committee, Central High School Vision and Action Committee, Staff Leadership Committee, Professional Learning Committees and the Superintendent's Student/Parent Advisory Committee.

### **Accounting and Monitoring to Ensure Individual Student Achievement**

The transformation process will center on the monitoring of individual student achievement. Individual and school-wide professional development and assessment will focus on evaluation of students' achievement of college readiness competencies, including: writing across the content areas; reading comprehension and interpretation; and collecting, analyzing, and interpreting data and evidence. Monthly monitoring of student achievement is required by the state via the ISTAR computerized adaptive testing program. Additional standardized assessments will include: quarterly criterion-referenced assessments, Virginia Standards of Learning tests, PSATs, SATs, and ACTs, Advanced Placement Exams, and other standardized assessments that will be determined by the school.

### **Collaboration with External Partners and Organizations**

Continued collaboration will continue with SURN (School-University Research Network), College Readiness Skills and College Access with GEAR UP and SCHEV, Southern Association of Colleges and Schools Councils on Accreditation and School Improvement (SACS) and other external partners and organizations that the College of William and Mary may recommend to the LEA.

- 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:**

NA Mark NA, if applicable

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

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

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

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

Mark NA here if the LEA selected a LTP from the state's list.  
 Mark NA here if the selected model does not require a LTP.  
 The LEA selected an approved LTP that was not on the list.  
**SEE King and Queen 1003(g) Attachment 2 + 3**

- 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: The School Board selected the Transformation Model on April 23, 2010. The “Selection of Used School Reform Model” was returned to Brenda Spencer by April 26, 2010 (**King and Queen 1003(g) Attachment 4**). The King and Queen School Board revises and updates policies on an annual basis. Based on revisions the School Board updates student and faculty handbooks at that time. The School Board is replacing the principal at Central High School as required by the model and will update the evaluation system in 2011-2012 after the “Student Growth Model” is released by the state in the Fall of 2010. The “Student Growth Model” will be reviewed with the Lead Turnaround Partner and then presented to the School Board for approval to be implemented in the 2011-2012 school year.

Please see **King and Queen 1003(g) Attachment 5** for the alignment of the Transformation Model and the Lead Turnaround Partner.

**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:

The school division will continue to use the Indistar tool as an instrument for monitoring outcome strategies, revising school improvement plans on an annual basis, collecting student achievement data for analysis and annual and ongoing information on student growth.

The contract with the external provider (The College of William and Mary) will be developed at the Summer Institute and implemented as soon as possible after the institute.

The division plan and budget for sustaining the reform effort including revising the school improvement plans on an annual basis; collecting student achievement data to drive decision making, and working closely with the Turnaround Partner and Internal Lead Partner to see outside funding from the greater community (business, private foundations, federal and state sources) to support the reform efforts.

**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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School 1: <u>King and Queen Elementary School</u> <b>See Attachment 6 for resume</b><br><input checked="" type="checkbox"/> Reading/English/Language Arts<br><input checked="" type="checkbox"/> Mathematics<br><input checked="" type="checkbox"/> Instructional/Administrative/School Leadership<br><input checked="" type="checkbox"/> Experience as Virginia Department of Education Coach<br><input checked="" type="checkbox"/> University Level School Leadership Experience<br><input checked="" type="checkbox"/> Independent Education Contractor/Consultant<br><input type="checkbox"/> Other (Describe) | School 2: _____<br><input type="checkbox"/> Reading/English/Language Arts<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Instructional/Administrative/School Leadership<br><input type="checkbox"/> Experience as Virginia Department of Education Coach<br><input type="checkbox"/> University Level School Leadership Experience<br><input type="checkbox"/> Independent Education Contractor/Consultant<br><input type="checkbox"/> Other (Describe) | School 3: _____<br><input type="checkbox"/> Reading/English/Language Arts<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Instructional/Administrative/School Leadership<br><input type="checkbox"/> Experience as Virginia Department of Education Coach<br><input type="checkbox"/> University Level School Leadership Experience<br><input type="checkbox"/> Independent Education Contractor/Consultant<br><input type="checkbox"/> Other (Describe) |
| School 4: _____<br><input type="checkbox"/> Reading/English/Language Arts<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Instructional/Administrative/School Leadership<br><input type="checkbox"/> Experience as Virginia Department of Education Coach<br><input type="checkbox"/> University Level School Leadership Experience<br><input type="checkbox"/> Independent Education Contractor/Consultant<br><input type="checkbox"/> Other (Describe)                                                                                                                                        | School 5: _____<br><input type="checkbox"/> Reading/English/Language Arts<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Instructional/Administrative/School Leadership<br><input type="checkbox"/> Experience as Virginia Department of Education Coach<br><input type="checkbox"/> University Level School Leadership Experience<br><input type="checkbox"/> Independent Education Contractor/Consultant<br><input type="checkbox"/> Other (Describe) | School 6: _____<br><input type="checkbox"/> Reading/English/Language Arts<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Instructional/Administrative/School Leadership<br><input type="checkbox"/> Experience as Virginia Department of Education Coach<br><input type="checkbox"/> University Level School Leadership Experience<br><input type="checkbox"/> Independent Education Contractor/Consultant<br><input type="checkbox"/> Other (Describe) |

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

**Part 1. Budget Summary (one for the division and one for each school). Description of expenditure codes can be found at the end of Section C. 1003(g) and 1003(a) funding may be expended on any Condition of Award. See Attachment C-g. 1003(g) and 1003(a) funds**

may also be expended for the purchase of educational vendor/company services to support the implementation of the selected reform model. See Attachment D-g.

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

### **Division Budget Summary**

**Division Name:** King and Queen 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: \$1,950 per school

#### **Note 2**

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

I Station Cost: \$6,500

ARDT Cost: \$4.00 per student per school.

**Division Budget Summary**

**Division Name:** King and Queen County Public Schools

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

| Expenditure Codes                      | Year 1<br>2010-2011                                                                                                                                                                                                         |                 |                 |                | Year 2<br>2011-2012 |                 |                | Year 3<br>2012-2013 |                 |                | Total                                                                                                                   |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|----------------|---------------------|-----------------|----------------|---------------------|-----------------|----------------|-------------------------------------------------------------------------------------------------------------------------|
|                                        | ARRA<br>(1003g)                                                                                                                                                                                                             | ESEA<br>(1003g) | ESEA<br>(1003a) | Other<br>Funds | ARRA<br>(1003g)     | ESEA<br>(1003g) | Other<br>Funds | ARRA<br>(1003g)     | ESEA<br>(1003g) | Other<br>Funds | Add ARRA and All ESEA [1003(g)<br>and 1003(a), if applicable] across<br>Object Codes<br>(Do not include "other funds.") |
|                                        | Note: Certain 1003(g) schools<br>(green) are receiving 1003(a) funds<br>as their first year allocation. Include<br>division total for these schools.<br><i>[1003(a) funds must be encumbered<br/>by September 30, 2011]</i> |                 |                 |                |                     |                 |                |                     |                 |                |                                                                                                                         |
| 1000 -<br>Personnel                    | 69,000                                                                                                                                                                                                                      |                 | 69,000          |                | 138,000             |                 |                | 138,000             |                 |                | 414,000                                                                                                                 |
| 2000 -<br>Employee<br>Benefits         | 6,000                                                                                                                                                                                                                       |                 | 6,000           |                | 12,000              |                 |                | 12,000              |                 |                | 36,000                                                                                                                  |
| 3000 -<br>Purchased<br>Services        | 417,636                                                                                                                                                                                                                     |                 | 56,950          |                | 474,586             |                 |                | 474,586             |                 |                | 1,423,758                                                                                                               |
| 4000 -<br>Internal<br>Services         | 4,000                                                                                                                                                                                                                       |                 |                 |                | 4,000               |                 |                | 4,000               |                 |                | 12,000                                                                                                                  |
| 5000 -<br>Other<br>Charges             | 102,505                                                                                                                                                                                                                     |                 | 5,000           |                | 107,505             |                 |                | 107,505             |                 |                | 322,515                                                                                                                 |
| 6000 -<br>Materials<br>and Supplies    | 86,520                                                                                                                                                                                                                      |                 | 42,217          |                | 62,437              |                 |                | 62,437              |                 |                | 253,911                                                                                                                 |
| 8000 -<br>Equipment/C<br>apital Outlay |                                                                                                                                                                                                                             |                 |                 |                |                     |                 |                |                     |                 |                |                                                                                                                         |
| <b>Total</b>                           | 685,661                                                                                                                                                                                                                     |                 | 179,167         |                | 798,528             |                 |                | 798,528             |                 |                | <b>(Must Equal<br/>Division Allocation)</b><br><b>\$2,461,884</b>                                                       |

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\* If applicable.

**School Budget Summary**

School Name: King and Queen Elementary School

**Virginia Department of Education Grant Expenditure Requirements**

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

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

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

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

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

Complete using all applicable funding sources.

|                   | Year 1<br>2010-2011                                                                                                                                                                 |      |      |       | Year 2<br>2011-2012 |      |       | Year 3<br>2012-2013 |      |       | Total                           |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|-------|---------------------|------|-------|---------------------|------|-------|---------------------------------|
|                   | <p>Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here.<br/>[1003(a) funds must be encumbered by September 30, 2011]</p> |      |      |       |                     |      |       |                     |      |       |                                 |
| Expenditure Codes | ARRA                                                                                                                                                                                | ESEA | ESEA | Other | ARRA                | ESEA | Other | ARRA                | ESEA | Other | Add ARRA and All ESEA [1003(g)] |

|                                        | (1003g) | (1003g) | (1003a) | Funds | (1003g) | (1003g) | Funds | (1003g) | (1003g) | Funds | and 1003(a), if applicable] across<br>Object Codes<br>(Do not include "other funds.") |
|----------------------------------------|---------|---------|---------|-------|---------|---------|-------|---------|---------|-------|---------------------------------------------------------------------------------------|
| 1000 -<br>Personnel                    |         |         | 69,000  |       | 69,000  |         |       | 69,000  |         |       | 207,000                                                                               |
| 2000 -<br>Employee<br>Benefits         |         |         | 6,000   |       | 6,000   |         |       | 6,000   |         |       | 18,000                                                                                |
| 3000 -<br>Purchased<br>Services        |         |         | 56,950  |       | 56,950  |         |       | 56,950  |         |       | 170,850                                                                               |
| 4000 -<br>Internal<br>Services         |         |         |         |       |         |         |       |         |         |       |                                                                                       |
| 5000 -<br>Other<br>Charges             |         |         | 5,000   |       | 5,000   |         |       | 5,000   |         |       | 15,000                                                                                |
| 6000 -<br>Materials<br>and Supplies    |         |         | 42,217  |       | 42,217  |         |       | 42,217  |         |       | 126,651                                                                               |
| 8000 -<br>Equipment/C<br>apital Outlay |         |         |         |       |         |         |       |         |         |       |                                                                                       |
| <b>Total</b>                           |         |         | 179,167 |       | 179,167 |         |       | 179,167 |         |       | <b>(Must Equal School Allocation)</b><br>\$537,501                                    |

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

**School Budget Summary**

School Name: Central High School

**Virginia Department of Education Grant Expenditure Requirements**

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

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

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

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

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

**Complete using all applicable funding sources.**

| Expenditure Codes         | Year 1<br>2010-2011                                                                                                                                                                     |                 |                 |                | Year 2<br>2011-2012 |                 |                | Year 3<br>2012-2013 |                 |                | Total                                                                                                                   |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|----------------|---------------------|-----------------|----------------|---------------------|-----------------|----------------|-------------------------------------------------------------------------------------------------------------------------|
|                           | ARRA<br>(1003g)                                                                                                                                                                         | ESEA<br>(1003g) | ESEA<br>(1003a) | Other<br>Funds | ARRA<br>(1003g)     | ESEA<br>(1003g) | Other<br>Funds | ARRA<br>(1003g)     | ESEA<br>(1003g) | Other<br>Funds | Add ARRA and All ESEA [1003(g)<br>and 1003(a), if applicable] across<br>Object Codes<br>(Do not include "other funds.") |
|                           | Note: Certain 1003(g) schools<br>(green) are receiving 1003(a) funds<br>as their first year allocation. Include<br>here.<br>[1003(a) funds must be encumbered<br>by September 30, 2011] |                 |                 |                |                     |                 |                |                     |                 |                |                                                                                                                         |
| 1000 - Personnel          | 69,000                                                                                                                                                                                  |                 |                 |                | 69,000              |                 |                | 69,000              |                 |                | \$207,000                                                                                                               |
| 2000 - Employee Benefits  | 6,000                                                                                                                                                                                   |                 |                 |                | 6,000               |                 |                | 6,000               |                 |                | \$18,000                                                                                                                |
| 3000 - Purchased Services | 417,636                                                                                                                                                                                 |                 |                 |                | 417,636             |                 |                | 417,636             |                 |                | 1,252,908                                                                                                               |
| 4000 - Internal Services  | 4,000                                                                                                                                                                                   |                 |                 |                | 4,000               |                 |                | 4,000               |                 |                | 12,000                                                                                                                  |

|                                 |         |  |  |  |         |  |  |         |  |  |                                               |
|---------------------------------|---------|--|--|--|---------|--|--|---------|--|--|-----------------------------------------------|
| 5000 - Other Charges            | 102,505 |  |  |  | 102,505 |  |  | 102,505 |  |  | 307,515                                       |
| 6000 - Materials and Supplies   | 86,520  |  |  |  | 20,220  |  |  | 20,220  |  |  | 126,960                                       |
| 8000 - Equipment/Capital Outlay |         |  |  |  |         |  |  |         |  |  |                                               |
| <b>Total</b>                    | 685,661 |  |  |  | 619,361 |  |  | 619,361 |  |  | (Must Equal School Allocation)<br>\$1,924,383 |

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

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

**DIVISION NAME:** \_\_\_\_\_ King and Queen County Public Schools \_\_\_\_\_

1. Personal Services (1000)

\$10,000 for substitute teachers for teachers to work on vertical alignment and travel to professional development workshops  
 \$14,000 for a Reading Assistant to assist with individual students struggling in reading  
 \$20,000 to pay teachers by the hour for teaching Summer School  
 \$25,000 to pay teachers by the hire for teaching Afterschool  
 Total \$69,000 for KQES

\$10,000 for substitute teachers for teachers to work on vertical alignment and travel to professional development workshops  
 \$14,000 for a Reading Assistant  
 \$45,000 for Summer 2010  
 Total \$69,000 for CHS

Grand Total \$138,000

2. Employee Benefits (2000)

\$6,000 for benefits for the personal services above  
Total \$6,000 for KQES

\$6,000 for benefits for the personal services above  
Total \$6,000 for CHS

Grand Total \$12,000

3. Purchased Services (3000)

\$10,000 for a contractual Coach  
\$15,000 for a contractual Literacy/Reading Coach  
\$15,000 for a contractual Math Coach  
\$1,950 for TeachFirst Formative Assessment  
\$9,000 for an on-line reading program and assessment  
\$6,000 for an on-line math program and assessment  
Total \$56,950 for KQES

\$175,000 for contractual services for External Partner (W&M)  
\$80,000 for contractual services for 2 Internal Partners  
\$10,000 for contractual services for part-time Graduation Coach  
\$6,500 for Station I  
\$1,136 for ARPT Testing  
\$50,000 for tuition for teachers' graduate classes (incentive)  
\$50,000 for teachers and administrators to attend workshops and professional development  
\$19,000 for online reading program for summer and school year  
\$20,000 for professional development once a month on online reading program  
\$6,000 for online math program  
Total \$417,636 for CHS

Grand Total \$474,586

4. Internal Services (4000)

\$4,000 for Facilities for Summer Program (16 days X\$250 per day)  
Total \$4,000 for CHS  
  
Grand Total \$4,000

5. Other Charges (5000)

\$5,000 Travel for teachers and staff to conferences and professional development  
Total \$5,000 for KQES  
  
\$72,505 Bus Transportation for Extended Day and Summer Program  
\$20,000 Travel for administrators and staff to required meetings and workshops  
\$10,000 Travel for staff to take graduate classes (incentive)  
Total \$102,505 for CHS  
  
Grand Total \$107,505

6. Materials and Supplies (6000)

\$34,000 Laptop Incentive for Teachers( 17X \$2000 )  
\$8,217 Instructional Materials and Supplies for after school and summer program and student incentives  
Total \$42,217 for KQES  
  
\$50,000 Laptop Incentive for Teachers( 25X \$2000 )  
\$36,520 Instructional Materials and Supplies for after school and summer program and student incentives  
Total \$86,520 for CHS  
  
Grand Total \$128,737

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7. Equipment/Capital Outlay (8000)

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(SCHOOL NAME: King and Queen Elementary School)

1. Personal Services (1000)

|                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| \$10,000 for substitute teachers for teachers to work on vertical alignment and travel to professional development workshops<br>\$14,000 for a Reading Assistant to assist with individual students struggling in reading<br>\$20,000 to pay teachers by the hour for teaching Summer School<br>\$25,000 to pay teachers by the hire for teaching Afterschool<br>Total \$69,000 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

2. Employee Benefits (2000)

|                                                                       |
|-----------------------------------------------------------------------|
| \$6,000 for benefits for the personal services above<br>Total \$6,000 |
|-----------------------------------------------------------------------|

3. Purchased Services (3000)

|                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| \$10,000 for a contractual Coach<br>\$15,000 for a contractual Literacy/Reading Coach<br>\$15,000 for a contractual Math Coach<br>\$1,950 for TeachFirst Formative Assessment<br>\$9,000 for an on-line reading program and assessment<br>\$6,000 for an on-line math program and assessment<br>Total \$56,950 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

4. Internal Services (4000)

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5. Other Charges (5000)

|                                                                                                    |
|----------------------------------------------------------------------------------------------------|
| \$5,000 Travel for teachers and staff to conferences and professional development<br>Total \$5,000 |
|----------------------------------------------------------------------------------------------------|

6. Materials and Supplies (6000)

|                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| \$34,000 Laptop Incentive for Teachers( 17X \$2000 )<br>\$8,217 Instructional Materials and Supplies for after school and summer program and student incentives<br>Total \$42,217 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

7. Equipment/Capital Outlay (8000)

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**Complete a budget narrative for each applicant school.**

(SCHOOL NAME: Central High School)

8. Personal Services (1000)

|                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| \$10,000 for substitute teachers for teachers to work on vertical alignment and travel to professional development workshops<br>\$14,000 for a Reading Assistant |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|

\$45,000 for Summer 2010  
Total \$69,000

9. Employee Benefits (2000)

\$6,000 for benefits for the personal services above  
Total \$6,000

10. Purchased Services (3000)

\$175,000 for contractual services for External Partner (W&M)  
\$80,000 for contractual services for 2 Internal Partners  
\$10,000 for contractual services for part-time Graduation Coach  
\$6,500 for Station I  
\$1,136 for ARPT Testing  
\$50,000 for tuition for teachers' graduate classes (incentive)  
\$50,000 for teachers and administrators to attend workshops and professional development  
\$19,000 for online reading program for summer and school year  
\$20,000 for professional development once a month on online reading program  
\$6,000 for online math program  
Total \$417,636

11. Internal Services (4000)

\$4,000 for Facilities for Summer Program (16 days X\$250 per day)  
Total \$4,000

12. Other Charges (5000)

\$72,505 Bus Transportation for Extended Day and Summer Program  
\$20,000 Travel for administrators and staff to required meetings and workshops  
\$10,000 Travel for staff to take graduate classes (incentive)  
Total \$102,505

13. Materials and Supplies (6000)

\$50,000 Laptop Incentive for Teachers( 25X \$2000 )  
\$36,520 Instructional Materials and Supplies for after school and summer program and student incentives  
Total \$86,520

14. Equipment/Capital Outlay (8000)

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**Complete a budget narrative for each applicant school.**



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

### **Expenditure Code Definitions**

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

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

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

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

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

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

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

**Section E: Assurances**

The LEA must assure that it will—

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

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

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

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

1. (School Name) King and Queen Elementary School
2. (School Name) Central High School
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) Central HighSchool
2. (School Name) \_\_\_\_\_
3. (School Name) \_\_\_\_\_
4. (School Name) \_\_\_\_\_

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

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

### Strand I

#### (Mentor Coaching Training and Special Education Training)

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

Strand I:

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

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

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

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

## Strand II

### (Division Leadership Support Training)

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

Strand II:

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

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

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

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

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

Strand III:

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

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

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

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

**Included for Application Completion Only-UVA Lead Turnaround Program**

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

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

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

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

Strand IV:

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

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

\*These schools have applied for a waiver of identification.

## The Reform Models

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

### 1. Turnaround Model

A turnaround model is one in which a LEA must:

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

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

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

### 2. Restart Model

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

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

**3. School Closure Model**

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

**4. Transformation Model**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **5. State Transformation Model (Tier III Only)**

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

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

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

An LEA will use comprehensive instructional reform strategies by:

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

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

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

**Quick Reference Summary of Major Requirements**

|                      | <b>Must contract with a Lead Turnaround Partner</b> | <b>Must replace principal</b> | <b>May “start over” in School Improvement Timeline</b> | <b>Must hire a coach</b> |
|----------------------|-----------------------------------------------------|-------------------------------|--------------------------------------------------------|--------------------------|
| 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) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| <b>Requirements for Tier I and Tier II Schools and Divisions (Other Schools As Indicated)</b>                                                                                                                                                                                                                                                                                                                                               |                          |                          |
| <b><u>School Level</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                  |                          |                          |
| 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                      |

| <b>Requirement</b>                                                                                                                                                                                                           | <b>A Requirement of 1003(g)</b> | <b>A Requirement of 1003(a)</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------|
| <b>(Division Level)</b><br><b><u>Divisions with Tier I and Tier II Schools</u></b>                                                                                                                                           |                                 |                                 |
| 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                              |
| <b>Requirements for Tier III Schools and Divisions</b>                                                                                                                                                                       |                                 |                                 |
| <b><u>School Level</u></b>                                                                                                                                                                                                   |                                 |                                 |
| 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    |

| <b>Requirement</b>                                                                                                                                                                                                                                                                                                                                                                                                      | <b>A Requirement of 1003(g)</b> | <b>A Requirement of 1003(a)</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------|
| 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]<br><br><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  |
| <b>(Division Level)</b><br><b><u>Divisions with Tier III Schools</u></b><br><b><u>(Exception: Accomack, Brunswick, Campbell, Charles City, Greene, Lynchburg, Middlesex, Smyth, and Staunton)</u></b>                                                                                                                                                                                                                   |                                 |                                 |
| 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                              |
| <b><u>Special Requirements for Schools Assigned to Strand III of the Summer Institute</u></b><br><br>Schools assigned to Stand III of the July Institute will be required to purchase the support platform for the implementation of TeachFirst's Formative Assessment Series™. (The cost is \$1,950 per school. For information regarding contracting with TeachFirst, please contact John Mullins at (206) 453-2445.) | Yes                             | Yes, if assigned to Strand III  |

**ACHIEVE3000**

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Compass Learning  
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EdisonLearning, Inc  
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