

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

COVER PAGE

DIVISION INFORMATION

School Division Name: King George County Schools
Mailing Address: P. O. Box 1239, King George, VA 22485
Division Contact: Mr. Richard J. Roberts
Telephone (include extension if applicable): 540.775.8608 Fax: 540.775.2165
E-mail: rroberts@kgcs.k12.va.us

SCHOOL INFORMATION

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

School Name: King George Elementary School
Mailing Address: 10381 Ridge Road, King George, VA 22485
School Contact: Mr. Ronald Monroe
Telephone (include extension if applicable): 540.775.5411 Fax: 540.775.2715
E-mail: rmonroe@kgcs.k12.va.us

School Name: Potomac Elementary School
Mailing Address: P.O. Box 314, 16495 15th Street, Dahlgren, VA 22448
School Contact: Ms. Beth Gordon
Telephone (include extension if applicable): 540.663.3322 Fax: 540.663.2947

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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: Candace F. Brown

Date: June 15, 2010

The division will submit one application packet.

SECTION A: SCHOOLS TO BE SERVED

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

1. Tier I and Tier II School Information

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

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

2a. Tier III School Information

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

School Name	NCES ID #
King George Elementary	510210000881
Potomac Elementary	510210000884

2b. Tier III School Information

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

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

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

SECTION B: REQUIRED ELEMENTS

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

The LEA must provide the following information for each of the Tier I, Tier II, and Tier III school that will be served.
Special Note: An LEA with Tier I schools must serve all of its Tier I schools before serving any eligible Tier III school.

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

Part 1. Student Achievement and Demographic Data

	Required Information	School 1 (King George Elementary School)																																																																													
a.	<p>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; (Note: This is whole school data-grades mixed)</p> <p>Second request is “by grade level.” and by grade level in the all students category and for each AYP subgroup</p>	<table border="1"> <thead> <tr> <th colspan="3" data-bbox="520 354 1688 430">2007-2008 Student Achievement Data * Whole School Data</th> </tr> <tr> <th data-bbox="520 430 1108 467"></th> <th data-bbox="1108 430 1367 467">English: Reading</th> <th data-bbox="1367 430 1688 467">Mathematics</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 467 1108 505">All Students</td> <td data-bbox="1108 467 1367 505">87</td> <td data-bbox="1367 467 1688 505">93</td> </tr> <tr> <td data-bbox="520 505 1108 542">Female</td> <td data-bbox="1108 505 1367 542">92</td> <td data-bbox="1367 505 1688 542">93</td> </tr> <tr> <td data-bbox="520 542 1108 579">Male</td> <td data-bbox="1108 542 1367 579">82</td> <td data-bbox="1367 542 1688 579">93</td> </tr> <tr> <td data-bbox="520 579 1108 617">Black</td> <td data-bbox="1108 579 1367 617">73</td> <td data-bbox="1367 579 1688 617">82</td> </tr> <tr> <td data-bbox="520 617 1108 654">Hispanic</td> <td data-bbox="1108 617 1367 654"><</td> <td data-bbox="1367 617 1688 654"><</td> </tr> <tr> <td data-bbox="520 654 1108 691">White</td> <td data-bbox="1108 654 1367 691">90</td> <td data-bbox="1367 654 1688 691">95</td> </tr> <tr> <td data-bbox="520 691 1108 729">Asian</td> <td data-bbox="1108 691 1367 729"><</td> <td data-bbox="1367 691 1688 729"><</td> </tr> <tr> <td data-bbox="520 729 1108 766">American Indian</td> <td data-bbox="1108 729 1367 766">-</td> <td data-bbox="1367 729 1688 766">-</td> </tr> <tr> <td data-bbox="520 766 1108 803">Other</td> <td data-bbox="1108 766 1367 803"><</td> <td data-bbox="1367 766 1688 803"><</td> </tr> <tr> <td data-bbox="520 803 1108 841">Students with Disabilities</td> <td data-bbox="1108 803 1367 841">92</td> <td data-bbox="1367 803 1688 841">69</td> </tr> <tr> <td data-bbox="520 841 1108 878">Economically Disadvantaged</td> <td data-bbox="1108 841 1367 878">65</td> <td data-bbox="1367 841 1688 878">88</td> </tr> <tr> <th colspan="3" data-bbox="520 878 1688 954">2008-2009 Student Achievement Data * Whole School Data</th> </tr> <tr> <th data-bbox="520 954 1108 992"></th> <th data-bbox="1108 954 1367 992">English: Reading</th> <th data-bbox="1367 954 1688 992">Mathematics</th> </tr> <tr> <td data-bbox="520 992 1108 1029">All Students</td> <td data-bbox="1108 992 1367 1029">88</td> <td data-bbox="1367 992 1688 1029">89</td> </tr> <tr> <td data-bbox="520 1029 1108 1066">Female</td> <td data-bbox="1108 1029 1367 1066">86</td> <td data-bbox="1367 1029 1688 1066">85</td> </tr> <tr> <td data-bbox="520 1066 1108 1104">Male</td> <td data-bbox="1108 1066 1367 1104">89</td> <td data-bbox="1367 1066 1688 1104">92</td> </tr> <tr> <td data-bbox="520 1104 1108 1141">Black</td> <td data-bbox="1108 1104 1367 1141">71</td> <td data-bbox="1367 1104 1688 1141">76</td> </tr> <tr> <td data-bbox="520 1141 1108 1179">Hispanic</td> <td data-bbox="1108 1141 1367 1179"><</td> <td data-bbox="1367 1141 1688 1179"><</td> </tr> <tr> <td data-bbox="520 1179 1108 1216">White</td> <td data-bbox="1108 1179 1367 1216">90</td> <td data-bbox="1367 1179 1688 1216">91</td> </tr> <tr> <td data-bbox="520 1216 1108 1253">Asian</td> <td data-bbox="1108 1216 1367 1253"><</td> <td data-bbox="1367 1216 1688 1253"><</td> </tr> <tr> <td data-bbox="520 1253 1108 1291">American Indian</td> <td data-bbox="1108 1253 1367 1291">-</td> <td data-bbox="1367 1253 1688 1291">-</td> </tr> <tr> <td data-bbox="520 1291 1108 1328">Other</td> <td data-bbox="1108 1291 1367 1328"><</td> <td data-bbox="1367 1291 1688 1328"><</td> </tr> <tr> <td data-bbox="520 1328 1108 1365">Students with Disabilities</td> <td data-bbox="1108 1328 1367 1365">69</td> <td data-bbox="1367 1328 1688 1365">75</td> </tr> </tbody> </table>			2007-2008 Student Achievement Data * Whole School Data				English: Reading	Mathematics	All Students	87	93	Female	92	93	Male	82	93	Black	73	82	Hispanic	<	<	White	90	95	Asian	<	<	American Indian	-	-	Other	<	<	Students with Disabilities	92	69	Economically Disadvantaged	65	88	2008-2009 Student Achievement Data * Whole School Data				English: Reading	Mathematics	All Students	88	89	Female	86	85	Male	89	92	Black	71	76	Hispanic	<	<	White	90	91	Asian	<	<	American Indian	-	-	Other	<	<	Students with Disabilities	69	75
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	3rd Grade Student Achievement Data			
		English: Reading 2007-2008	English: Reading 2008-2009	Mathematics 2007-2008

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; (Note: This is whole school data-grades mixed)

Second request is “by grade level.” and by grade level in the all students category and for each AYP subgroup.

All Students	87	88	93	89
Female	92	86	93	85
Male	82	89	93	92
Black	73	71	82	76
Hispanic	<	<	<	<
White	90	90	95	91
Asian	<	<	<	<
American Indian	-	-	-	-
Other	<	<	<	<
Students with Disabilities	92	69	69	75
Economically Disadvantaged	65	73	88	72

4th Grade Student Achievement Data

	English: Reading 2007-2008	English: Reading 2008-2009	Mathematics 2007-2008	Mathematics 2008-2009
All Students	89	78	85	79
Female	87	75	84	86
Male	91	81	89	79
Black	68	58	57	69
Hispanic	<	<	<	<
White	97	83	97	85
Asian	<	<	<	<
American Indian	-	-	-	-
Other	<	<	<	<
Students with Disabilities	78	76	78	72
Economically Disadvantaged	71	43	68	58

6th Grade Student Achievement Data

	English: Reading 2007-2008	English: Reading	Mathematics 2007-2008	Mathematics 2008-2009
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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; (Note: This is whole school data-grades mixed)

Second request is “by grade level.” and by grade level in the all students category and for each AYP subgroup

		2008-2009		
All Students	90	89	58	79
Female	93	88	53	74
Male	87	90	61	77
Black	81	79	67	72
Hispanic	<	<	<	<
White	93	92	69	78
Asian	<	<	<	<
American Indian	-	-	-	-
Other	<	<	<	<
Students with Disabilities	81	83	50	72
Economically Disadvantaged	80	81	38	62

5th Grade Student Achievement Data				
	English: Reading 2007-2008	English: Reading 2008-2009	Mathematics 2007-2008	Mathematics 2008-2009
All Students	92	87	90	93
Female	93	88	84	86
Male	92	86	89	79
Black	83	69	57	69
Hispanic	<	<	<	<
White	95	93	97	85
Asian	<	<	<	<
American Indian	-	-	-	-
Other	<	<	<	<
Students with Disabilities	79	81	78	72
Economically Disadvantaged	86	67	74	78

b.	Analyzed student achievement data with identified areas that need improvement	<p>Areas in need are highlighted in red above.</p> <p>Math and reading for students identified as Black and Economically Disadvantaged in the entire school. 4th Grade math and reading and 6th grade math (all subgroups).</p>																																
c.	Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject	<table border="1" data-bbox="520 505 1457 852"> <thead> <tr> <th data-bbox="529 505 835 565">Grade Level</th> <th data-bbox="844 505 1150 565">No. and Percent Highly Qualified</th> <th data-bbox="1159 505 1457 565">Less Than 3 Years Experience</th> </tr> </thead> <tbody> <tr> <td data-bbox="529 571 835 597">K</td> <td data-bbox="844 571 1150 597">5 - 100%</td> <td data-bbox="1159 571 1457 597">1</td> </tr> <tr> <td data-bbox="529 604 835 630">1</td> <td data-bbox="844 604 1150 630">5 - 100%</td> <td data-bbox="1159 604 1457 630">1</td> </tr> <tr> <td data-bbox="529 636 835 662">2</td> <td data-bbox="844 636 1150 662">4 - 80%</td> <td data-bbox="1159 636 1457 662">1</td> </tr> <tr> <td data-bbox="529 669 835 695">3</td> <td data-bbox="844 669 1150 695">6 - 100%</td> <td data-bbox="1159 669 1457 695">0</td> </tr> <tr> <td data-bbox="529 701 835 727">4</td> <td data-bbox="844 701 1150 727">6 - 100%</td> <td data-bbox="1159 701 1457 727">1</td> </tr> <tr> <td data-bbox="529 734 835 760">5</td> <td data-bbox="844 734 1150 760">5 - 100%</td> <td data-bbox="1159 734 1457 760">0</td> </tr> <tr> <td data-bbox="529 766 835 792">6</td> <td data-bbox="844 766 1150 792">5 - 100%</td> <td data-bbox="1159 766 1457 792">0</td> </tr> <tr> <td data-bbox="529 799 835 824">Special Education</td> <td data-bbox="844 799 1150 824">9 - 89%</td> <td data-bbox="1159 799 1457 824">0</td> </tr> <tr> <td data-bbox="529 831 835 857">Resource</td> <td data-bbox="844 831 1150 857">9 - 100%</td> <td data-bbox="1159 831 1457 857">1</td> </tr> </tbody> </table>			Grade Level	No. and Percent Highly Qualified	Less Than 3 Years Experience	K	5 - 100%	1	1	5 - 100%	1	2	4 - 80%	1	3	6 - 100%	0	4	6 - 100%	1	5	5 - 100%	0	6	5 - 100%	0	Special Education	9 - 89%	0	Resource	9 - 100%	1
Grade Level	No. and Percent Highly Qualified	Less Than 3 Years Experience																																
K	5 - 100%	1																																
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d.	Number of years each instructional staff member has been employed at the school																																	

		Number of Years Teaching	Number of Teachers					
		1	7					
		2	2					
		3	2					
		4	2					
		5	7					
		6	3					
		7	2					
		8	2					
		9	2					
		10	2					
		11	2					
		12	2					
		13	0					
		14	1					
		15	2					
		16	1					
		19	1					
		21	1					
		23	1					
		25	1					
		30+	4					
e.	Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools	N/A						
f.	Information about the demographics of the student population to include attendance rate, total number of students, and totals by the following	Total Student Population: 836 1) Gender <table border="1" data-bbox="520 1247 1066 1295"> <tr> <td>Male: 442</td> <td>Female: 394</td> </tr> </table> 2) Race/Ethnicity <table border="1" data-bbox="520 1369 1875 1417"> <tr> <td>Unspecified: 37</td> <td>American Indian/Alaskan Native: 7</td> <td>Asian/Pacific Islander: 12</td> </tr> </table>		Male: 442	Female: 394	Unspecified: 37	American Indian/Alaskan Native: 7	Asian/Pacific Islander: 12
Male: 442	Female: 394							
Unspecified: 37	American Indian/Alaskan Native: 7	Asian/Pacific Islander: 12						

	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	African-American: 157	Native Hawaiian/Pacific Islander: 1	White: 605
		Hispanic: 17		
		3) Disability Status:111		
		Multiple Disabilities: 3	Specific Learning Disability: 20	Emotional Disturbance: 1
		Speech or Language: 36	Other Health Impairment: 12	Autism: 9
		Developmental Delay: 5	Intellectual Disabilities: 14	Disabilities under 504: 11
		4) Limited English Proficiency Status: 0		
		5) Migrant Status: 0		
		6) Homeless Status		
		Unsheltered: 0	Sheltered: 4	Doubled Up: 22
7) Economically Disadvantaged: 237				
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	1. 1997 2. 48 classrooms and 5 Trailers 3 Large area for whole class instruction, 10 computer stations, separate room for reading, and approx. 20,000 books 4. 1 salad bar, 6 work stations, ice machine, 1 three compartment sink, 1 two compartment sink, 1 double stack oven, 1 combination oven, 1 two burner cook unit, 2 pass through refrigerators., 2 proffers (warming units), 2 milk boxes, 2 serving lines with four well, 2 computerized registers 5. full size rubberize floor, 6 basketball goals, one divider, two score boards with timer, stage area, rock-wall, bleachers		
h.	Total number of	990 hours are required for all students		

	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)	<p>Plus after school tutoring= 24 hours</p> <p>Plus summer school= 56 hours</p>
i.	Total number of days teachers worked divided by the maximum number of teacher working days	$180/192 = 93.75\%$
j.	Information about the types of technology that are available to students and instructional staff	<p>KGES has the following hardware:</p> <ul style="list-style-type: none"> • Desktop Computers: 249 • Laptop Computers: 96 • Desktop Printers: 60 • Laser Printers: 11 • Digital Movie Cameras: 11 • Digital Cameras: 6 • LCD Projectors: 56 • Promethean Boards: 9 • Student Remotes (clickers): 5 sets • Document Camera: 1 <p>KGES computers have the following software/programs available :</p> <ul style="list-style-type: none"> • Microsoft Office: Word, Excel, Power Point, Publisher, Access, Front Page • ActivInspire: software for Promethean Boards • Kidspiration, version 3 • KidPix, version 4 • Accelerated Reader • STAR Reading • Time Liner, version 5

		<ul style="list-style-type: none"> ● Type to Learn, version 3 ● SOL to Go ● FASTT Math ● Fizz and Martina, Math problem solving software ● CPS, software for the student clickers ● Movie Maker ● Photo Story ● GIMP, photo editing software ● Audacity, creating/editing audio files <p>KGES Online Subscriptions</p> <ul style="list-style-type: none"> ● SOL Pass ● World Book Online ● Grolier Online
k.	<p>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 (Baseline data would be helpful as a part of the discussion.)</p> <p>and services that the Tier III schools will receive or the activities the schools</p>	<ul style="list-style-type: none"> ● Implement a strategic intervention block into the daily schedule for students in grades 2-6. Students will be screened using SOL scores, benchmark assessments, fluency checks, and Math Quartiles. Using the student assessment data students will receive intervention in Math or Reading. Intervention is provided by math and reading specialists for the students with intense needs. The intervention block does not replace core curriculum or instruction. ● SRA Corrective Reading is used for students with intense needs. QuickReads and Options Publishing Best Practices in Reading are used for less intensive reading students ● Voyager Math is used for math students with intense needs. SRA Math Lab is used for students with less intensive needs. ● Use of instructional leadership team to disaggregate student achievement data, create and carry out school improvement plan. ● Begin professional development on the successful use of formative assessment. ● Design a master schedule that preserves instructional time for reading and math.

	will implement.	
1.	L is different. Ask for Goals it has established in order to hold accountable its Tier III school.	Increase pass rates in Reading and Math for students identified as black and students identified as economically disadvantaged by 10%.

Part 1. Student Achievement and Demographic Data

	Required Information	School 1 (Potomac Elementary School)				
a.	Student achievement data for the past two years (2007-2008 and 2008-2009) in reading/language arts and mathematics: by school for the “all students” category and for each AYP subgroup; (Note: This is whole school data-grades mixed)	ENGLISH PERFORMANCE				
		<i>Subgroup</i>	<i>2007 (73)</i>	<i>2008 (77)</i>	<i>2009 (81)</i>	<i>Overall Change</i>
		All Students	71.79%	76.71%	85.28%	+13.49
		Black Students	64.64%	63.54%	76.47%	+11.83
		Disadvantaged Students	54.23%	52.30%	75.34%	+21.11
		Hispanic Students	62.50%	100%	100%	+37.5
		LEP Students	66.66%	66.66%	50.0%	-16.66
		Disabled Students	34.37%	53.57	68.57%	+37.2

Second request is “by grade level.”
and by grade level in the all students category and for each AYP subgroup

White Students	75.54%	82.73	90.0%	+14.46
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MATH PERFORMANCE

<i>Subgroup</i>	<i>2007 (71)</i>	<i>2008 (75)</i>	<i>2009 (79)</i>	<i>Overall Change</i>
All Students	60.19%	77.16%	90.97%	+30.78
Black Students	43.13%	66.66%	84.88%	+41.75
Disadvantaged Students	40.98%	56.45%	78.08%	+37.1
Hispanic Students	50.0%	80.00%	100%	+50
LEP Students	100%	66.66%	100%	No change
Disabled Students	37.50%	68.96%	79.41%	+41.91
White Students	68.85%	84.61%	93.67%	+24.82

R10* - Met the objective due to a 10% reduction in the failure rate.

TS* - Subgroup too small to be evaluated.

OTHER INDICATOR

<i>Subgroup</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>
All Students	97.02%	96.68%	95.56%
Black Students	97.29%	97.33%	95.90%
Disadvantaged Students	96.15%	96.04%	94.61%
Hispanic Students	96.53%	96.54%	94.51%
LEP Students	99.24%	96.52%	97.04%
Disabled Students	96.22%	95.83%	95.69%
White Students	96.79%	96.27%	95.29%

THIRD GRADE READING

<i>Subgroup</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>
-----------------	-------------	-------------	-------------

All Students	61%	69%	77%
Female	63%	69%	85%
Male	60%	68%	71%
Black	52%	57%	63%
Hispanic	-	-	-
White	67%	74%	82%
Asian	-	-	-
American Indian	-	-	-
Other	-	-	-
Students with Disabilities	-	-	-
Economically Disadvantaged	50%	44%	46%

THIRD GRADE MATH

<i>Subgroup</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>
All Students	67%	84%	92%
Female	68%	89%	88%
Male	67%	79%	95%
Black	52%	81%	84%
Hispanic	-	-	-
White	71%	88%	95%
Asian	-	-	-
American Indian	-	-	-
Other	-	-	-
Students with Disabilities	-	-	-

Economically Disadvantaged	47%	75%	69%
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FOURTH GRADE READING

<i>Subgroup</i>	2007	2008	2009
All Students	85%	74%	93%
Female	93%	74%	94%
Male	78%	74%	91%
Black	79%	52%	89%
Hispanic	-	-	-
White	86%	83%	95%
Asian	-	-	-
American Indian	-	-	-
Other	-	-	-
Students with Disabilities	40%	-	-
Economically Disadvantaged	60%	67%	85%
Limited English Proficient	-	-	-

FOURTH GRADE MATH

<i>Subgroup</i>	2007	2008	2009
All Students	58%	87%	96%
Female	60%	84%	91%
Male	55%	89%	100%
Black	46%	71%	90%
Hispanic	-	-	-
White	65%	93%	97%
Asian	-	-	-
American Indian	-	-	-
Other	-	-	-

Students with Disabilities	30%	-	-
Economically Disadvantaged	47%	67%	95%
Limited English Proficient	-	-	-

FIFTH GRADE READING

<i>Subgroup</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>
All Students	73%	82%	80%
Female	76%	91%	81%
Male	70%	76%	79%
Black	63%	71%	67%
Hispanic	-	-	-
White	78%	88%	87%
Asian	-	-	-
American Indian	-	-	-
Other	-	-	-
Students with Disabilities	-	55%	-
Economically Disadvantaged	50%	41%	83%
Limited English Proficient	-	-	-

FIFTH GRADE MATH

<i>Subgroup</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>
All Students	58%	75%	94%
Female	55%	80%	94%
Male	60%	71%	94%
Black	39%	73%	90%
Hispanic	-	-	-
White	69%	78%	95%
Asian	-	-	-
American Indian	-	-	-
Other	-	-	-

Students with Disabilities	-	50%	-
Economically Disadvantaged	31%	47%	89%
Limited English Proficient	-	-	-

SIXTH GRADE READING

<i>Subgroup</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>
All Students	66%	81%	92%
Female	85%	89%	94%
Male	51%	75%	90%
Black	59%	69%	85%
Hispanic	-	-	-
White	71%	86%	97%
Asian	-	-	-
American Indian	-	-	-
Other	-	-	-
Students with Disabilities	-	-	86%
Economically Disadvantaged	54%	57%	77%

SIXTH GRADE MATH

<i>Subgroup</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>
All Students	53%	60%	82%
Female	68%	61%	90%
Male	40%	59%	75%
Black	35%	44%	77%
Hispanic	-	-	-
White	65%	74%	85%
Asian	-	-	-
American Indian	-	-	-

		<table border="1"> <tr> <td>Other</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Students with Disabilities</td> <td>-</td> <td>-</td> <td>64%</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>36%</td> <td>25%</td> <td>59%</td> </tr> </table>	Other	-	-	-	Students with Disabilities	-	-	64%	Economically Disadvantaged	36%	25%	59%						
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Economically Disadvantaged	36%	25%	59%																	
b.	Analyzed student achievement data with identified areas that need improvement	<p>Based on the achievement data listed above, the Leadership Team identified the following areas in need of improvement: Both the black and economically disadvantaged subgroups are not meeting the AMO. The leadership team felt that the 3 critical aspects of teaching and learning that needed to be addressed at PES were differentiation, small group instruction, using leveled readers during reading instruction, and incorporating Word Study into the language arts curriculum. For professional development, our Book Club read two books about differentiation and reaching all students in the classroom (<u>Teaching to Capture and Inspire All Learners</u> and <u>How to Differentiate Instruction in Mixed-Ability Classrooms</u>).</p> <p>The Reading Coach and a Reading Consultant worked with teachers in grades K-3 to provide professional development activities in the areas of small group instruction and using leveled readers during reading instruction. Teachers in grades K-3 were provided staff development on how to use the Developmental Reading Assessment (DRA) to assess the students' reading levels. The Literacy Coach, along with the Math Resource Teacher held a Literacy/Math night on November 9, 2009 for parents of 1st graders to review strategies parents could use at home to strengthen reading and math skills. A second Literacy Night was held on May 10th for parents of kindergartners. During the spring and summer of 2009, 8 out of 16 teachers in grades K-4 completed the Word Study course offered through UVA. Implementation of this program into the language arts curriculum has begun and we are hoping to strengthen this effort throughout the upcoming year.</p>																		
c.	Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject	<table border="1"> <thead> <tr> <th>Grade Level</th> <th>Highly Qualified</th> <th>Less Than Three Years</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>3/75%</td> <td>1/25%</td> </tr> <tr> <td>1</td> <td>3/100%</td> <td>0</td> </tr> <tr> <td>2</td> <td>3/100%</td> <td>0</td> </tr> <tr> <td>3</td> <td>3/100%</td> <td>0</td> </tr> <tr> <td>4</td> <td>3/100%</td> <td>0</td> </tr> </tbody> </table>	Grade Level	Highly Qualified	Less Than Three Years	K	3/75%	1/25%	1	3/100%	0	2	3/100%	0	3	3/100%	0	4	3/100%	0
Grade Level	Highly Qualified	Less Than Three Years																		
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3	3/100%	0																		
4	3/100%	0																		

		5	3/75%	1/25%																																
		6	3/100%	0																																
		SPED	4/100%	0																																
		RESOURCE	7/87.5%	1/12.5%																																
d.	Number of years each instructional staff member has been employed at the school	<table border="1"> <thead> <tr> <th>Number of Years</th> <th>Staff Memebers who have taught at PES for this number of years.</th> </tr> </thead> <tbody> <tr><td>1</td><td>4</td></tr> <tr><td>2</td><td>4</td></tr> <tr><td>3</td><td>4</td></tr> <tr><td>4</td><td>4</td></tr> <tr><td>5</td><td>6</td></tr> <tr><td>6</td><td>2</td></tr> <tr><td>8</td><td>4</td></tr> <tr><td>10</td><td>1</td></tr> <tr><td>11</td><td>1</td></tr> <tr><td>13</td><td>1</td></tr> <tr><td>14</td><td>1</td></tr> <tr><td>17</td><td>1</td></tr> <tr><td>18</td><td>1</td></tr> <tr><td>32</td><td>1</td></tr> <tr><td>37</td><td>1</td></tr> </tbody> </table>			Number of Years	Staff Memebers who have taught at PES for this number of years.	1	4	2	4	3	4	4	4	5	6	6	2	8	4	10	1	11	1	13	1	14	1	17	1	18	1	32	1	37	1
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e.	Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary	<u>NOT APPLICABLE</u>																																		

	schools																																																			
f.	<p>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</p>	<p><u>1. GENDER</u></p> <table border="1" data-bbox="619 243 1039 365"> <tr> <td>Male</td> <td>225</td> </tr> <tr> <td>Female</td> <td>221</td> </tr> <tr> <td>Total</td> <td>446</td> </tr> </table> <p><u>2. RACE</u></p> <table border="1" data-bbox="619 430 1039 665"> <tr> <td>White</td> <td>279</td> </tr> <tr> <td>Black</td> <td>125</td> </tr> <tr> <td>Hispanic</td> <td>10</td> </tr> <tr> <td>Asian</td> <td>10</td> </tr> <tr> <td>Pacific Islander</td> <td>0</td> </tr> <tr> <td>Unspecified</td> <td>19</td> </tr> </table> <p><u>3. DISABILITY STATUS</u></p> <table border="1" data-bbox="619 730 1186 1347"> <tr> <td>01- MR</td> <td>0</td> </tr> <tr> <td>02- SD</td> <td>0</td> </tr> <tr> <td>03- MD</td> <td>0</td> </tr> <tr> <td>04- OI</td> <td>1</td> </tr> <tr> <td>05- VI</td> <td>0</td> </tr> <tr> <td>06- HI</td> <td>0</td> </tr> <tr> <td>07- SLD</td> <td>13</td> </tr> <tr> <td>08- ED</td> <td>0</td> </tr> <tr> <td>09- SLI</td> <td>27</td> </tr> <tr> <td>10- OHI</td> <td>5</td> </tr> <tr> <td>12- DB</td> <td>0</td> </tr> <tr> <td>13- AUT</td> <td>1</td> </tr> <tr> <td>14- TBI</td> <td>0</td> </tr> <tr> <td>15- 504</td> <td>11</td> </tr> <tr> <td>16- DD</td> <td>5</td> </tr> <tr> <td>19- ID</td> <td>0</td> </tr> </table> <p><u>4. LIMITED ENGLISH PROFICIENT</u></p>	Male	225	Female	221	Total	446	White	279	Black	125	Hispanic	10	Asian	10	Pacific Islander	0	Unspecified	19	01- MR	0	02- SD	0	03- MD	0	04- OI	1	05- VI	0	06- HI	0	07- SLD	13	08- ED	0	09- SLI	27	10- OHI	5	12- DB	0	13- AUT	1	14- TBI	0	15- 504	11	16- DD	5	19- ID	0
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g.	<p>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</p>	<p>The construction plans for the original section of Potomac are dated 1959, while subsequent building addition construction drawings are dated from 1974 and 1989. The 1959 section of the building has not been significantly altered since originally constructed. The 1974 building addition included open classroom space and a library. In the 70s section, non-permanent partitions have since been added to provide separate classrooms. In the 1989 plans, the building was significantly expanded to its present size of 75,600 square feet. Building additions included new instructional classrooms, a library, gymnasium, cafeteria and kitchen.</p> <p>Currently, Potomac has 29 classrooms, 6 resource/SPED classrooms and 1 music room. The library houses 15,017 books and subscribes to 24 periodicals. There are numerous reference resources in the library and 8 computers for students to utilize. Across from the library is a computer lab that has 28 computers for whole-class instruction. With two serving lines, the cafeteria can accommodate eight classes per lunch shift. There are enough tables to seat eight classes comfortably with a few smaller tables that are used by teachers and for students who have been assigned to silent lunch. Students report to the gym for PE at least once a week. There is a soccer field, baseball diamond, and other open fields available for outside recess time. There are a few pieces of playground equipment and two basketball goals; however, this equipment is old and in need of replacement.</p> <p>During the most recent building addition project from 1989, the main entrance to the building was moved from the north side of the site. During the last major construction project, a retrofit</p>

		<p>metal roof system was installed over the original building and the 1974 addition in order to provide for a new roof system and aesthetically match the new construction with the existing facility. The building has remained relatively the same since the 1989 construction, with the exception of some interior finish improvements in the corridors.</p> <p>Potomac, having undergone the last major renovation in 1989, is overall in fair-good condition. The original section of the building and the 1974 addition are in need of upgrades to address building code, accessibility, mechanical and electrical deficiencies, interior finishes, as well as educational program related needs. Educationally, improvements could be made to provide flexible, student-centered learning and academic support spaces, similar to those of the other elementary facilities within the school division.</p>														
h.	<p>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)</p>	<table border="1" data-bbox="617 613 1472 760"> <tr> <td data-bbox="617 613 850 760">All Students are required to attend school 180 days.</td> <td data-bbox="850 613 1472 760">990 hours or 59,400 minutes</td> </tr> </table> <table border="1" data-bbox="617 800 1472 1133"> <tr> <td data-bbox="617 800 850 1133" rowspan="2">Supplemental Educational Services</td> <td data-bbox="850 800 1472 984"> <u>ACADEMICS PLUS</u> (Grades K-2) during school 8 days for 1.5 hours = 12 hours </td> </tr> <tr> <td data-bbox="850 984 1472 1133"> <u>TOTAL TUTORS</u> (Grades 3-6) after school 10 days for 1.5 hours = 15 hours </td> </tr> </table> <table border="1" data-bbox="617 1174 1472 1393"> <tr> <td data-bbox="617 1174 850 1393" rowspan="4">After School Tutoring</td> <td data-bbox="850 1174 1008 1206">3rd Grade</td> <td data-bbox="1008 1174 1472 1206">12 days for 1.25 hours = 15 hours</td> </tr> <tr> <td data-bbox="850 1206 1008 1239">4th Grade</td> <td data-bbox="1008 1206 1472 1239">12 days for 1.25 hours = 15 hours</td> </tr> <tr> <td data-bbox="850 1239 1008 1320">5th Grade</td> <td data-bbox="1008 1239 1472 1320">9 days for 1.25 hours = 11.25 hours</td> </tr> <tr> <td data-bbox="850 1320 1008 1393">6th Grade</td> <td data-bbox="1008 1320 1472 1393">9 days for 1.25 hours = 11.25 hours</td> </tr> </table>	All Students are required to attend school 180 days.	990 hours or 59,400 minutes	Supplemental Educational Services	<u>ACADEMICS PLUS</u> (Grades K-2) during school 8 days for 1.5 hours = 12 hours	<u>TOTAL TUTORS</u> (Grades 3-6) after school 10 days for 1.5 hours = 15 hours	After School Tutoring	3 rd Grade	12 days for 1.25 hours = 15 hours	4 th Grade	12 days for 1.25 hours = 15 hours	5 th Grade	9 days for 1.25 hours = 11.25 hours	6 th Grade	9 days for 1.25 hours = 11.25 hours
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		<table border="1"> <tr> <td>Summer School</td> <td>14 days for 4 hours = 56 hours</td> </tr> </table>	Summer School	14 days for 4 hours = 56 hours
Summer School	14 days for 4 hours = 56 hours			
i.	Total number of days teachers worked divided by the maximum number of teacher working days	$180/192 = 93.75\%$		
j.	Information about the types of technology that are available to students and instructional staff	<p>At Potomac Elementary we have a variety of different technologies available to students and staff. Over the last two years we have been able to purchase one mounted and four portable Promethean boards. We have also been able to purchase three sets of student response systems to go along with the boards. Available to students and staff are digital cameras, flip cameras and web cammas that can be used to produce digital media projects. The teachers and students have access to one computer lab with twenty-six computers and four sets of laptop computers with twenty-four in each set.</p> <p>The software that students and teachers have available to use are KidPix, Kidspirations, Time Liner, Phonics Express, math games that correspond with the Math book, Education City and United Streaming. These programs can be used in a variety of grades and subject areas.</p>		
k.	Annual goals for student achievement on the state's assessments in both	Due to the fact that trend data shows that third grade has difficulty with the reading SOL test, PES will concentrate on developing reading skills in grades K-3. Activities that will be implemented		

	<p>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 (Baseline data would be helpful as a part of the discussion.) and services that the Tier III schools will receive or the activities the schools will implement.</p>	<p>include:</p> <ol style="list-style-type: none"> 1. A coach will be hired to oversee reading instruction in grades K-6. 2. A reading consultant will be hired to assist grades K-2 in the area of reading instruction. The reading consultant will be in charge of the PALs program. 3. A math consultant will be hired to work with teachers in grades K-6 to implement the revised math Standards of Learning. 4. The reading coach and reading consultant will share the responsibility of training teachers on how to administer the DRA, assisting in the administration of the DRA, analyzing the DRA data, and interpreting data to guide instruction. 5. Camp Excel, an after school tutoring program, will be offered for students in grades 3-6 who demonstrate the need for additional instruction in reading and math. 6. Additional tutoring in reading and math may be offered during the school day if needed. 7. Teachers will be encouraged to attend professional development activities that focus on implementing research based reading strategies in both reading and math. 8. Teachers in grades K-2 will utilize the following books by Debbie Diller for book study: <u>Literacy Work Stations....Making Centers Work</u> and <u>Spaces and Places</u>. 9. <u>InterActive Achievement</u> will be used to create benchmark assessments and monitor students' progress in reading and math.
<p>1.</p>	<p>L is different. Ask for Goals it has established in order to hold accountable its Tier III school.</p>	<ol style="list-style-type: none"> 1. DRAs will be administered throughout the school year to determine growth in the area of reading. 2. PALs assessments will be administered throughout the school year to determine growth in the area of phonemic awareness. 3. Benchmark assessments will be given at the end of each nine weeks to determine progress. Remediation (Camp Excel and tutoring during school) will be based on outcomes on the benchmark assessments. 4. Teachers will implement strategies gained through professional development. This will be documented during classroom observations. 5. Teachers will use InterActive Achievement to monitor student progress.

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:

- Grade Level Chairs of both King George Elementary and Potomac Elementary, the coaches of both schools and the principals of each school will be meeting on June 22-July 1 to work on the strategies and implementation of the individual school's plans. Then during the 8-day preschool schedule, the participants in the summer program will work with individual grade levels and teachers to make sure that the improvement plans will be implemented as soon as the students arrive after Labor Day.
- All schools have very active and involved PTA's. Throughout the school year the principals will keep the parents informed of the progress toward the design and implementation of the intervention through their quarterly meetings, through the monthly Principal's Newsletter and through presentations throughout the school year to our School Board.
- The funds provided through this grant are adequate to meet the demands of the implementation of the plans.
- Each principal has designed times for the teachers and the coaches to meet throughout the school year. As stated earlier, there are grade level chairs, coaches and principals meeting this summer immediately after school. Then during the pre-school weeks in September, grade level meetings will be held and information and instruction for the teachers will be provided. Once school starts, there are 8 Teacher Workdays in the 2010-11 school division calendar for the teachers to work together and to share ideas, successes and future plans. Each school has also provided funds in their budgets for the hiring of substitutes through out the school year in order to facilitate teacher meetings and work sessions.
- The coaches at the two schools will attend Department of Education training sessions, provide professional development

training to school staff, provide workshops for staff on an as need basis, assist in the analyzing of data, work with the schools' administration in data meetings, observe instructional programs, provide instructional feedback to teachers, assist in managing and monitoring Indistar and be a member of the school's governance committees.

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

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

NA Mark NA, if applicable

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

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

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

- Reasonable and timely steps taken to recruit, screen, and select providers to be in place by the beginning of the 2010-2011 school year that may include, but are not limited to:

- Analyzing the LEA’s operational needs;
- Researching and prioritizing the external providers available to serve the school;
- Contacting other LEA’s currently or formerly engaged with the external provider regarding their experience;
- Engaging parents and community members to assist in the selection process; and
- Delineating the responsibilities and expectations to be carried out by the external provider as well as those to be carried out by the LEA.

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

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

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

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

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

Response:
Note: Documents included as attachments must be scanned and attached to this application. (Documents are attached.)

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

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

following.

Describe the following:

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

Response:

- Indistar is designed to encompass the school improvement planning process from the collection of data to assess school needs to monitoring the strategies or activities designed to address the problems discovered through the needs assessment (the school data step). Because school improvement planning is ongoing and because struggling schools have a set of reform issues that range from improving classroom instruction, leadership, the quality of professional development, analyzing data, frequent assessment and parent involvement, Indistar is an instrument that can address all of the issues mentioned. Indistar breaks down these school improvement issues and other research-based issues that are essential to school improvement planning. The school improvement team has become familiar with the online site and is seeking ways to improve its use. Faculty and staff will be increasingly involved in school improvement discussions via Indistar as school leadership becomes increasingly aware that this all-in-one tool can become the foundation of school improvement at the schools.
- These are Tier III schools and do not have external providers in terms of lead turnaround partners. However the schools and the school division do continue to work collaboratively with outside providers of any type that have been employed to assist the Tier III schools. The school division values the expertise of universities, consultants and the Virginia Department of Education staff.
- The division plans to use the funds awarded through this grant to support the school applicants in the school improvement process and to implement the requirements of the grant. The budget reflects the required expenditures and supporting initiatives. These funds are for 3 years. Therefore, the division and the schools have attempted to strategically allot funds to initiatives in order to guarantee a sustaining of the effort for these 3 years. After the 3 year period, the division and the schools will assess the progress (successes and challenges) of implementing the state transformation model in order to know what components to continue and which to revise, adjust or eliminate. This process will allow the schools to better know what funds may be needed to sustain the implementation. The division is committed to continuing what is working even if that means re-allocating funds as Title I encourages as the needs of the schools are revealed.

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

The State Transformation Model requires schools to use funding to hire a coach that will work with the school in the area(s) that caused the

school to enter school improvement. **Coaches must be employed by June 28, 2010, the last day to register for the summer institute.** Responsibilities of a coach may include, but are not limited to the following:

Assisting the School Improvement Team in:

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

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

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

The instructional coaches were selected by the principals based on experience with school leadership, student data, and instructional strengths.

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

School 1; King George Elementary <input checked="" type="checkbox"/> Reading/English/Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 2: Potomac Elementary <input checked="" type="checkbox"/> Reading/English/Language Arts <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 3: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant
School 4: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 5: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 6: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant

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 George

Virginia Department of Education Grant Expenditure Requirements

Note 1

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

Cost: \$1,650 per school

Note 2

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

Cost: \$4.00 per student per school.

Division Budget Summary

Division Name: King George

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

	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include division total for these schools. [1003(a) funds must be encumbered by September 30, 2011]										
Expenditure Codes	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
1000 - Personnel			114,700		114,700			114,700			344,100
2000 - Employee Benefits			32,437		32,437			32,437			97,311
3000 - Purchased Services			172,150		172,150			172,150			516,450
4000 - Internal Services											
5000 - Other Charges			5,000		5,000			5,000			15,000
6000 - Materials and Supplies			34,047		34,047			34,045			102,139
8000 - Equipment/Capital Outlay											
Total			358,334		358,334			358,332			(Must Equal Division Allocation) 1,075,000

* If applicable.

School Budget Summary

School Name: King George Elementary

Virginia Department of Education Grant Expenditure Requirements

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

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

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

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

Complete using all applicable funding sources.

	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here. [1003(a) funds must be encumbered by September 30, 2011]										
Expenditure Codes	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
1000 - Personnel			60,000		60,000			60,000			180,000
2000 - Employee Benefits			11,000		11,000			11,000			33,000
3000 - Purchased Services			79,200		79,200			79,200			237,600
4000 - Internal Services			0		0			0			0
5000 - Other Charges			2,000		2,000			2,000			6,000
6000 - Materials			26,967		26,967			26,966			80,900

and Supplies											
8000 – Equipment/Capital Outlay			0		0			0			
Total			179,167		179,167			179,166			(Must Equal School Allocation) 537,500

School Budget Summary

School Name: Potomac Elementary

Virginia Department of Education Grant Expenditure Requirements

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

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

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

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

Complete using all applicable funding sources.

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here. [1003(a) funds must be encumbered by September 30, 2011]										
1000 - Personnel			54,700		54,700			54,700			164,100
2000 -			21,437		21,437			21,437			64,311

Employee Benefits											
3000 - Purchased Services			92,950		92,950			92,950			278,850
4000 - Internal Services											
5000 - Other Charges			3,000		3,000			3,000			9,000
6000 - Materials and Supplies			7,080		7,080			7,079			21,239
8000 - Equipment/Capital Outlay											
Total			179,167		179,167			179,166			537,500

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

DIVISION NAME: King George

1. Personal Services (1000)

- Salaries for an instructional coach at both King Elementary and Potomac Elementary
- Stipends for teachers to provide after-school tutoring in language arts/math at both schools
- Salaries of daily substitutes to cover the classes of teachers in order for the teachers to attend professional development sessions during the school day and for teachers to attend instructional leadership meetings during the day

2. Employee Benefits (2000)

- To pay for the employee benefits of both instructional coaches

3. Purchased Services (3000)

- Fees for the hiring of instructional consultants and tutors for during school and after school remedial instruction
- For the purchase of the TeachFirst Formative Assessment Platform
- Fees for teachers to attend professional development workshops and/or training sessions that support student achievement, formative assessment and instructional leadership

4. Internal Services (4000)

5. Other Charges (5000)

- Travel expenses associated with the 1003(g) training sessions
- Registration, lodging and meals incurred while attending professional development activities

6. Materials and Supplies (6000)

- To support both reading and math intervention needs: Voyager Math, SRA Reading Mastery, QuickReads, SRA Math Lab
- Manipulatives and consumable materials and, if needed, additional bookshelves
- Books for teachers to use in their professional development book talk sessions and professional development opportunities

7. Equipment/Capital Outlay (8000)

(Individual School Narratives Follow)

SCHOOL NAME: King George Elementary

1. Personal Services (1000)

Funds will be used to employ a full time instructional coach. Additionally, stipends will be paid to teachers for after school tutoring services and creating reading and math resources. Substitute teachers will also be paid for teachers to attend professional development sessions during the day and for instructional leadership meetings.

2. Employee Benefits (2000)

Employee benefits will be paid for the instructional coach.

3. Purchased Services (3000)

Purchased services will include hiring a school improvement consultant and tutors in reading and/or math during the instructional day. Funds will also be used to purchase the TeachFirst Formative Assessment platform. Additional professional development workshops and training sessions that support student achievement, formative assessment, and instructional leadership are included.

These funds will also include the subscription fees for A-Z Reading, BrainPop, and Study Island web-based programs.

4. Internal Services (4000)

N/A

5. Other Charges (5000)

Funds will be used for travel expenses associated with 1003(g) training sessions and other professional development opportunities.

6. Materials and Supplies (6000)

Materials will be purchased to support both reading and math intervention needs. Materials include: Voyager Math, SRA Reading Mastery, QuickReads, SRA Math Lab, additional math manipulatives and leveled readers. Supplies include paper, cardstock, binders and additional office supplies to create student data charts, math/reading materials, and support the instructional leadership team. Additionally, books for teacher book talks and professional development opportunities will be purchased. There will also be an SOL student achievement project encouraging tutorial and follow up support.

7. Equipment/Capital Outlay (8000)

N/A

SCHOOL NAME: POTOMAC

1. Personal Services (1000)

These funds will be used to pay the salary of the coach, stipends for Camp Excel tutors (school employees), and substitutes used for teachers when they are absent due to professional development.

2. Employee Benefits (2000)

These funds will be used to pay FICA/and VRS benefits for the coach.

3. Purchased Services (3000)

These funds will cover the costs of educational consultants and for tutoring services that are offered by individuals during/after school who are not employed by the school system. These funds will also cover Teach First and professional development activities.

4. Internal Services (4000)

5. Other Charges (5000)

These funds will be used to cover costs (food, registration, lodging) incurred while attending professional development activities.

6. Materials and Supplies (6000)

These funds will be used to cover items needed to carry out the activities associated with DRA, leveled reading books, manipulatives, and consumable materials such as card stock, chart paper, sentence strips etc. These funds will also be used to purchase items related to professional development such as the books for our book clubs. If we should need to purchase additional bookshelves, funds will come from this area.

7. Equipment/Capital Outlay (8000)

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

Expenditure Code Definitions

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

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

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

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

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

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

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

Section E: Assurances

The LEA must assure that it will—

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

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

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

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

1. King George Elementary
2. Potomac Elementary

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

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

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

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

Strand I
(Mentor Coaching Training and Special Education Training)

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

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

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

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

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

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

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

Strand III (Formative Assessment™ Training)

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

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

Albemarle County	Greer ES	Year I of Title I School Improvement
Alexandria City	Mount Vernon ES	Year I of Title I School Improvement
Alexandria City	Patrick Henry ES	Year I of Title I School Improvement
Alexandria City	Cora Kelly Magnet School	Tier III – 1003g
Alexandria City	Jefferson-Houston ES	Tier III – 1003g
Amherst County	Central ES	Tier III – 1003g
Arlington County	Barcroft ES	Year I of Title I School Improvement
Arlington County	Drew Model ES	Tier III – 1003g
Arlington County	Hoffman-Boston ES	Tier III – 1003g
Arlington County	Randolph ES	Tier III – 1003g
Bedford County	Bedford ES	Year I of Title I School Improvement
Bedford County	Bedford Primary	Year I of Title I School Improvement
Craig County	McCleary ES	Tier III – 1003g
Culpeper County	Sycamore Park ES	Tier III – 1003g
Culpeper County	Pearl Sample ES	Tier III – 1003g
Essex County	Essex Intermediate	Tier III – 1003g
Essex County	Tappahannock ES	Tier III – 1003g
Fauquier County	Grace Miller ES	Year I of Title I School Improvement
Fluvanna County	Central ES	Tier III – 1003g
Fluvanna County	Columbia District ES	Tier III – 1003g
Fluvanna County	Cunningham District ES	Tier III – 1003g
Hampton City	Smith ES	Year I of Title I School Improvement
King George County	King George ES	Tier III – 1003g
King George County	Potomac ES	Tier III – 1003g
King and Queen County	King and Queen ES	Tier III – 1003g
Lancaster County	Lancaster Primary School	Tier III – 1003g
Louisa County	Trevilians ES	Year I of Title I School Improvement
Lunenburg County	Victoria ES	Year I of Title I School Improvement
Newport News City	Sedgefield ES	Tier III – 1003g
Norfolk City	Jacox ES	Year I of Title I School Improvement
Norfolk City	Lindenwood ES	Year I of Title I School Improvement
Northampton County	Kiptopeke ES	Tier III – 1003g
Northampton County	Occhohannock ES	Tier III – 1003g
Orange County	Orange ES	Tier III – 1003g
Orange County	Lightfoot ES	Year I of Title I School Improvement
Orange County	Unionville ES	Year I of Title I School Improvement
Orange County	Gordon Barbour ES	Year I of Title I School Improvement
Petersburg City	A.P. Hill ES	Tier III – 1003g
Petersburg City	J.E.B. Stuart ES	Tier III – 1003g
Petersburg City	Vernon Johns Junior High	Tier III – 1003g
Pittsylvania County	Dan River MS	Tier III – 1003g
Pittsylvania County	Kentuck ES	Tier III – 1003g
Portsmouth City	Brighton ES	Year I of Title I School Improvement
Portsmouth City	Churchland Academy ES	Tier III – 1003g
Pulaski County	Dublin ES	Year I of Title I School Improvement
Pulaski County	Pulaski ES	Tier III – 1003g
Richmond City	Blackwell ES	Year I of Title I School Improvement
Roanoke City	Addison MS	Tier III – 1003g
Roanoke City	Huff Lane Intermediate	Year I of Title I School Improvement
Roanoke City	Round Hill Montessori	Year I of Title I School Improvement
Rockbridge County	Fairfield ES	Year I of Title I School Improvement
Shenandoah County	Ashby Lee ES	Tier III – 1003g

Stafford County	Kate Waller Barrett ES	Year I of Title I School Improvement
Stafford County	Falmouth ES	Year I of Title I School Improvement
Suffolk City	Elephant's Fork ES	Tier III – 1003g
Warren County	Warren County MS	Year I of Title I School Improvement
Westmoreland County	Washington District ES	Tier III – 1003g
Williamsburg-James City	Montague ES	Year I of Title I School Improvement

Included for Application Completion Only-UVA Lead Turnaround Partner Program

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

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

Strand IV

(Lead Turnaround Partner Training)

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

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

*These schools have applied for a waiver of identification.

The Reform Models

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

1. Turnaround Model

A turnaround model is one in which a LEA must:

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

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

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

2. Restart Model

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

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

3. School Closure Model

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

4. Transformation Model

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5. State Transformation Model (Tier III Only)

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

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

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

An LEA will use comprehensive instructional reform strategies by:

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

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

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

Quick Reference Summary of Major Requirements

	Must contract with a Lead Turnaround Partner	Must replace principal	May “start over” in School Improvement Timeline	Must hire a coach
Closure				
Restart	X		X	
Transformation		X		
Turnaround	X	X	X	
State Transformation				X

Divisions that select a Lead Turnaround Partner (LTP) must develop a Memorandum of Understanding between the LTP and the division that specifies the services that will be delivered to the identified schools by the LTP.

SUMMARY OF CONDITIONS OF AWARD

Requirement	A Requirement of 1003(g)	A Requirement of 1003(a)
Requirements for Tier I and Tier II Schools and Divisions (Other Schools As Indicated)		
<u>School Level</u>		
Selection and implementation of a federal reform model (Appendix C)	Yes	No
Continued Submission of the Data Analysis or Restructuring Quarterly Reports	Yes	Yes
Continued School Improvement Planning via Indistar™ (Center on Innovation and Improvement - CII)	Yes	Yes
Online Attendance at Rapid Improvement Indicator-based Webinars (Tailored to summer institute strands as follow-up technical assistance)	Yes	Yes
<p>For the purpose of monitoring struggling students in reading, the Office of School Improvement is requiring Tier I and Tier II schools to purchase <i>ISTATION</i> (K-10). Cost \$6500 per school.</p> <p>For the purpose of monitoring struggling students in mathematics, the Office of School Improvement is requiring Tier I and Tier II schools to purchase the Algebra Readiness Diagnostic Test (ARDT). Cost \$4 per student.</p>	Yes	No
Attendance at 1003(g) and 1003(a) summer institute to be held at the Williamsburg Marriott, July 19-22, 2010.	Yes	Yes

Requirement	A Requirement of 1003(g)	A Requirement of 1003(a)
(Division Level) <u>Divisions with Tier I and Tier II Schools</u>		
Continued School Improvement Planning via Indistar™: Division-Level (Center on Innovation and Improvement - CII)	Yes	Yes
Attendance at Summer Institute Training (July 19-22, 2010, Williamsburg's Marriott) - Lead Turnaround Partner Training with Lauren Morando Rhim. (The principal will attend this training with the division contact person.)	Yes	No
Attendance at Lead Turnaround Partner Follow-up Division-level Webinars (Tailored to summer institute strand as follow-up technical assistance)	Yes	No
Summer Institute Training (July 19-22, 2010, Williamsburg's Marriott) - Division Leadership Support (Training Provided by The College of William and Mary)	Yes	No
Four One-Day Division Leadership Workshops (October, December, February, and April)	Yes	No
Site Visits to Schools with the Division Leadership Support Directors	Yes	No
Attendance at Webinars and Video Conferencing via The College of William and Mary	Yes	No
Requirements for Tier III Schools and Divisions		
<u>School Level</u>		
Employment of a School Improvement Coach	Yes	Yes
Continued Submission of the Data Analysis Quarterly Reports	Yes	Yes
Continued School Improvement Planning via Indistar™ (Center on Innovation and Improvement - CII)	Yes	Yes
Summer Institute Training (July 19-22, 2010 – Mentor Coaching and Special Education Training)	Yes, if assigned to Strand I	Yes, if assigned to Strand I

Requirement	A Requirement of 1003(g)	A Requirement of 1003(a)
Online Attendance at Mentor Coach Training Webinars (follow-up to summer training)	Yes, if assigned to Strand I	Yes, if assigned to Strand I
Summer Institute Training (July 19-22, 2010), Formative Assessment Module: Checking for Understanding [Training Provided by TeachFirst] <i>(New to the institute schools will be assigned to the Teacher Leader Training.)</i>	Yes, if assigned to Strand III	Yes, if assigned to Strand III
Online Attendance at Formative Assessment Webinars (follow-up to summer training)	Yes, if assigned to Strand III	Yes, if assigned to Strand III
<u>(Division Level)</u> <u>Divisions with Tier III Schools</u> <u>(Exception: Accomack, Green, Lynchburg, and Staunton)</u>		
Use of a Division-Level Coach Model	Yes	No
Continued School Improvement Planning via Indistar™: Division-Level (Center on Innovation and Improvement – CII)	Yes	Yes
Summer Institute Training (July 19-22, 2010), Williamsburg's Marriott) - Division Leadership Support (Training Provided by The College of William and Mary)	Yes	No
Four One-Day Division Leadership Workshops (October, December, February, and April)	Yes	No
Site Visits to Schools with the Division Leadership Support Directors	Yes	No
Attendance at Webinars and Video Conferencing via The College of William and Mary	Yes	No
<u>Special Requirements for Schools Assigned to Strand III of the Summer Institute</u> Schools assigned to Stand III of the July Institute will be required to purchase the support platform for the implementation of TeachFirst's Formative Assessment Series™. (The cost is \$1,950 per school. For information regarding contracting with TeachFirst, please contact John Mullins at (206) 453-2445.)	Yes	Yes, if assigned to Strand III

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www.Achieve3000.com

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**King George County School Board Regular Meeting
January 14, 2009
Revercomb Building 6:00 p.m.
Agenda**

1. Call To Order
2. Pledge of Allegiance/Opening – King George High School
3. Moment of Silence
6:30 p.m.
4. Public Comment
5. Changes to the Agenda
6. Presentations
 - a. Holiday Card Winner – Mrs. A.J. Rogers b. Eagle Project – Ray Gamache
7. Consent Agenda
 - a. Shockey and Sons Payment Application #26 – \$587,753.20 b. Minutes: October 8, 2008 – Regular Meeting
October 9, 2008 – Special Meeting October 15, 2008 – Emergency Meeting October 20, 2008 – Special Meeting
October 22, 2008 – Special Meeting November 3, 2008 – Special Meeting
8. Action Items
 - a. Relay for Life Request
 - b. Ralph Bunche School
 - c. Policies: BBFA – Board Member Conflict of Interest BDD – Electronic Participation in Meetings from Remote
Locations BDDG – Minutes BFC – Policy Adoption BG/GBD – Board-Staff Communications BHB – School Board
Member In-Service Activities BHE – School Board Member Liability Insurance
9. Discussion
 - DJF – Purchasing Procedures
 - DM – Cash in School Buildings
 - DO – Non-Locally Funded Programs
 - EEAC – School Bus Safety Program
 - EGAA – Reproduction of Copyrighted Materials
 - EGAAA – Computer Software Copyright Compliance
 - GC – Professional Staff
 - IB – Academic Freedom
 - IF – Curriculum Development
 - IFD – Curriculum Adoption
 - IGAE/IGAF – Health/Physical Education
 - IIA – Instructional Materials
 - IKB – Homework
 - JFC-R – Standards of Student Conduct
 - JL – Fund-Raising and Solicitation
 - JN – Student Fees, Fines and Charges
 - KBC – Media Relations
 - KD/BDDH – Public Participation at Board Meetings
 - KGA – Sales and Solicitations in Schools
 - KGB – Public Conduct on School Property
 - KGC – Tobacco Use on School Premises
 - KI – Public Solicitations in the Schools
 - KJ – Advertising in the Schools
 - KK – School Visitors
 - KKA – Service Animals in Public Schools
 - KM – Relations with Community Organizations
 - KMA – Relations with Parent Organizations
 - KN – Sex Offender Registry Notification
 - KNA – Violent Sex Offenders on School Property
9. Discussion
 - a. Policy FFA – Building Names, Plaques and Dedication Ceremonies
 - b. 2009-2010 Calendar
 - c. Minutes: First Readings:
November 12, 2008 – Regular Meeting
November 17, 2008 – Special Meeting
December 3, 2008 – Special Meeting

- December 8, 2008 – Special Meeting
- December 10, 2008 – Special Meeting
- December 10, 2008 – Regular Meeting
- December 15, 2008 – Special Meeting
- December 16, 2008 – Special Meeting
- 10. Superintendent's Report
- 11. Board Comment
- 12. Closed Meeting – Pursuant to State Code Section 2.2-3711.A.1. for the purpose of discussion and consideration of prospective candidates for employment and assignment, resignation, and retirement of employees of the School Board.
- 13. Action Resulting From Closed Meeting
- 14. Adjournment

King George County School Board Meeting
Regular Meeting
April 8, 2009
Revercomb Building
6:00 p.m.
Agenda

- 1. Call To Order
- 2. Pledge of Allegiance/Opening – Potomac Elementary School
- 3. Moment of Silence
- 4. Public/Employee Comment
- 5. Changes to the Agenda
- 6. Presentations
 - a. Professional Development – Mrs. Ann Cocke
- 7. Consent Agenda
 - a. Homeland Construction Pay Application #1 – \$47,500
 - b. Minutes: February 2, 2009 – Regular Meeting
February 4, 2009 – Public Hearing
February 11, 2009 – Special Meeting February 11, 2009 – Regular Meeting
- 8. Discussion
 - a. New High School Lease Agreement
 - b. 2009-2010 Special Education Grant
 - c. 2009-2010 Tuition Students
 - e. First Reading: Minutes February 25, 2009 – Special Meeting Minutes
February 25, 2009 – Regular Meeting Minutes
March 11, 2009 – Special Meeting Minutes
March 11, 2009 – Regular Meeting Minutes March 18, 2009 – Special Meeting Minutes
March 24, 2009 – Special Meeting Minutes
- 9. Superintendent's Report
Regular Meeting April 8, 2009
- 10. Board Comment
- 11. Closed Meeting – Pursuant to State Code Section 2.2-3711.A.1. for the purpose of discussion and consideration of prospective candidates for employment and assignment, resignation, and retirement of employees of the School Board.
- 12. Action Resulting From Closed Meeting
- 13. Adjournment

King George County School Board Meeting
Regular Meeting
June 10, 2009
Revercomb Building
6:00 p.m.
Agenda

1. Call To Order
2. Pledge of Allegiance/Opening – King George High School
3. Moment of Silence
4. Public/Employee Comment
5. Changes to the Agenda
6. Consent Agenda
 - a. KGHS PCO 105 – Fire Glazing for Sidelights – \$5,295.00
 - b. Minutes: April 8, 2009 – Regular Meeting
April 20, 2009 – Special Meeting
April 22, 2009 – Special Meeting
April 29, 2009 – Special Meeting
May 11, 2009 – Special Meeting
7. Action Items
 - a. 2009-2010 Code of Conduct
 - b. New High School Lease
 - c. Benefits for Part-Time Employees
 - d. VPSA Resolution – \$180,000
 - e. Title III 2009-2010 Consortium Agreement
 - f. 2009-2010 Budget Amendments
8. Discussion
 - a. School Division Assessment System
 - b. Health Policies
 - JHC – Student Health Services and Requirements
 - JHCB-R – State Board of Health Regulations for the Immunization of School Children JHCC-R – Communicable Diseases
 - JHCDA – Student Anaphylaxis and Asthma Policy
 - HCDB – Automated External Defibrillator (AED) Policy
 - JHCDB-F – Use of Automatic External Defibrillator (AED)
 - JHCDC – Student 911 Emergency Policy
 - JHCDC-F – 911 Emergency Transfer
 - c. Minutes – First Reading: May 13, 2009 – Special Meeting May 13, 2009 – Regular Meeting
9. Superintendent's Report
10. Board Comment
11. Closed Meeting – Pursuant to State Code Section 2.2-3711.A.1. for the purpose of discussion and consideration of prospective candidates for employment and resignation of the School Board.
12. Action Resulting From Closed Meeting
13. Adjournment

King George County School Board Meeting
Regular Meeting
August 26, 2009
Revercomb Building
6:00 p.m.
Agenda

1. Call To Order
2. Pledge of Allegiance/Opening
3. Moment of Silence
4. Public/Employee Comment
5. Changes to the Agenda
6. Presentation
 - a. Family Preservation Program – Mrs. Gayle Hock
Ms. Seidah Ashshaheed
 - b. Accreditation/AYP – Mrs. Ann Cocke
7. Consent Agenda
 - a. Minutes: May 27, 2009 – Regular Meeting
8. Action Item
 - a. Personnel Policies
 - b. Grading Scale

- c. Surplus Equipment
- 9. Superintendent's Report
- 10. Board Comment
- 11. Closed Meeting – Pursuant to State Code Section 2.2-3711.A.1. for the purpose of discussion and consideration of prospective candidates for employment and assignment, of employees of the School Board.
- 12. Action Resulting From Closed Meeting
- 13. Adjournment

King George County School Board Meeting
Regular Meeting
December 9, 2009
Revercomb Building
5:00 p.m.
Agenda

- 1. Call To Order
- 2. Pledge of Allegiance/Opening
- 3. Moment of Silence
- 4. KGEA Presentation
- 5. Assessment Metrics Presentation
- 6. Public/Employee Comment – 6:00 p.m.
- 7. Changes to the Agenda
- 8. Presentations
 - a. Holiday Card Recognition – Mrs. Jennifer Collins
- 9. Consent Agenda
 - a. Minutes: September 9, 2009 – Regular Meeting
 - September 23, 2009 – Special Meeting
 - September 23, 2009 – Work Session
 - October 1, 2009 – Special Meeting
 - October 14, 2009 – Special Meeting
 - October 14, 2009 – Public Hearing Meeting
 - October 14, 2009 – Regular Meeting
- 10. Action Items
 - a. **Redistricting Public Hearing Date**
 - b. **Policies: JFCH/GBEC – Tobacco-Free Schools for Staff and Students**
 - KGB – Public Conduct on School Property
 - KGC – Tobacco Use on School Premises
 - c. National Counseling Group Agreement
- 11. Discussion
 - a. Budget Priorities
- b. Board Meeting Dates
- c. Minutes: First Reading: November 16, 2009
- 12. Superintendent's Report
- 13. Board Comment
- 14. Closed Meeting – Pursuant to State Code Section 2.2-3711.A.1. for the purpose of discussion and consideration of prospective candidates for employment and assignment of employees of the School Board.
- 15. Action Resulting From Closed Meeting
- 16. Adjournment

**Agenda
Principals' Meeting
September 22, 2009**

- HIN1
- School Accounts
- Lottery Money (Fact/Fiction)
- Updates and Assessments and Interventions
- DOE Visit
- Absent Secretaries
- KGMS Parent/Teacher Conference Date Change
- September 30th Power School Deadline
- Dorothy Hutcheson
- Rob Whitman
- Camp Excel
- Building Staff Development

**Agenda
Principals' Meeting
October 29, 2009**

- Dates for Budget Meetings with Dr. Brown
- Managing data throughout the year
- Managing Title Funds throughout the year
- Delegating responsibilities
- H1N1 update
- Crisis Management Team
- Gangs
- November 3rd Teacher Work Day
- Don Hall Responsibilities
- Other
- Next Meeting- Tuesday, January 26th, KGES, 9:00 AM

**ADMINISTRATIVE MEETING
THURSDAY, AUGUST 13, 2009
UPSTAIRS CONFERENCE ROOM – SCHOOL BOARD OFFICE
9:00 AM**

AGENDA

1. Food and Good News
2. Det. Brooks – School Safety
3. Dick Roberts
 Opening Schedule 2009-2010
4. Dan Hopper
 E-rate and Telephones/Wireless
 Long Distance Calls
5. KG Alert
6. H1N1 Virus
7. Retirement/Service Awards Program
8. Other

INSTRUCTIONAL STAFF/SCHOOL BASED ADMINISTRATORS

1. Virginia School Safety Survey Monday, August 24th through 5 p.m. on Friday, September 25th <http://www.dcis.virginia.gov/surveySupport/schoolAudit/>
2. Bill Wishard
 Professional Development
 New Teachers – Observations – Non-renewals
 Staffing
3. Ann Cocke
 SOQs
 600 Club
 School Improvement Plans
4. Pat Nealon
 New Virginia Special Education Regulations
 Section 504
5. Dan Hopper
 Administrative Training August 17th
 Sending Free Text Messages to Parents Who Would be a Long Distance Call
 Training for PowerSchool for All Teachers/Staff
 Cut-over to PowerSchool Date
6. Jennifer Collins
 AYP Results
 Policies to Note
 Movies/Videos
 Homework
 Cash in School Buildings
 Administration of Surveys and Questionnaires
7. Policy JO – Note Changes to Secretaries
8. PTA Meeting Dates
9. Designated Records Person
10. Emergency Information
11. Other

REQUIRED NOTIFICATIONS - POSTING REQUIREMENTS - GENERAL INFORMATION – FORMS

1. At the beginning of each school year, every school must provide to parents or guardians:
 - The learning objectives to be achieved at their child's grade level or, in high school, a copy of the syllabus for each of their child's courses.
 - A copy of the division's promotion, retention, and remediation policies.
 - A copy of the Standards of Learning applicable to their child's grade or course requirements and the approximate date and potential impact of the child's next SOL Testing.
 - Students in all grade levels, a notice of all requirements for Standard, Advanced Studies, and Modified Standard Diplomas.
 2. At the high school level:
 - Parents and guardians must be notified that you will release the names, addresses and telephone numbers of secondary students to all military recruiters or institutions of higher education that request them unless the parents specifically request that this information not be released.
 - Parents and guardians of rising eleventh and twelfth grade students must be notified of (1) the number and subject area requirement for standard and verified units of credit requires for graduation pursuant to the standards for accreditation and (2) the remaining number and subject area requirement of such units of credit the individual student required for graduation.
 3. List of required notifications has been provided for your use.
 - King George County Public Schools Compliance Office
 - Your Rights Under the Uniformed Services Employment and Reemployment Rights Act
 - Tobacco-Free Schools for Staff and Students
 - Your Rights Under the Family and Medial Leave Act of 1993 (English and Spanish)
- General Information/Forms
- School Calendar
 - Free and Reduced Lunch Forms – Separate Box

GENERAL INFORMATION

1. Crisis Management Flow Chart – FYI
2. Inclement Weather Chain – Be sure you have the necessary telephone numbers.
3. Principal Designee Letters for Granting Personal Leave Days – Be sure to check the Board Policy prior to granting personal leave as it is different for different employees.
4. Northern Neck Farm Museum Information
5. HPV Immunization Requirement
6. Updated Central Office Telephone List
7. Department Report Schedule
8. Administrative Team Meeting Schedule
9. Principal Meeting Schedule
10. Record Retention and Disposition Schedule
11. Credit Card Policy and Procedures
12. Lillian Branham will be scheduling the School Board Office Conference Rooms.
13. 6 copies of your Faculty/Student Handbook are due to Sheryl Bushrod by August 21, 2009.

REMINDERS FOR PRINCIPALS

1. Be sure you comply with the King George School Board Policies listed on the attached Principal's Responsibilities Sheet.
2. Please be sure the nurses collect and document the HPV vaccine for any student providing a shot record. They are NOT to ask parents/guardians to sign any kind of waiver if they

choose not to have the student immunized and NOT to exclude and 6th grade girl because there is no documentation of the HPV vaccine.

3. Have your cell phones on and with you during school hours. These phones will be our means of emergency communication.
4. Post evacuation routes for students in each room.
5. Fire Drills must be completed weekly during the first month of school and once every month for the remainder of the school year. Please submit fire drill reports to Don Hall.
6. Simulated lock down and crisis emergency evacuation activity must take place early in the school year.
7. The following discrimination clause should be on all of your printed materials: "King George County Schools does not discriminate on the basis of race, color, national origin, age, religion, political affiliation, disabling condition, or sex in its educational programs and activities or employment. The contact person for coordinating compliance efforts is: Mrs. Gayle Hock, King George County School Board Office, P.O. Box 1239, King George, VA 22485, (540) 775-5833 Extension 13."
8. Display the Character Education Word of the Month in the schools.
9. Keep an updated copy of the School Board Policy Manual in your main office and the media center. Sheryl Bushrod will send one corrected copy of policies adopted/revised by the School Board.

AYP DATA DISCUSSION (Principals, Assistant Principals, Dick Roberts, Ann Cocke, Jennifer Collins)

READINGS

Four Myths About Leaders And Leadership
Gauging Audience Reaction
Making a Better Day Tomorrow
You May Be Saying More Than You Know
The Dangers of Thinking Out Loud
Avoid Notes on Hiring Files
Eight Signs of Untruthfulness
A Key Leadership Question
Nametag Tip
Be Cautious About Delegating Communication
Use Video Presentations Effectively
Making Better Speeches
Public School Enrollment Facing Continued Growth
The Difference Between Good Work And Great Performance
Life Is Better With laughter
Judging The Worth Of A Promise
Five Ways To Improve Your Communication
Body Language Of Leadership
Four Ways To Build Leadership Courage
Word Of The Hour: Deliberate Calm
Time management Tip
Getting The Most From New Employees
Improve Communication through Fierce Conversations
When Your Forget Someone's Name
Deflecting Inappropriate Questions
Do's And Don'ts For Giving And Accepting Criticism