

**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: Orange County  
Mailing Address: 200 Dailey Drive Orange, VA 22960  
Division Contact: Chuck Winkler  
Telephone (include extension if applicable): 540-661-4550 ext 1600 Fax: 540-661-4599  
E-mail: [cwinkler@ocss-va.org](mailto:cwinkler@ocss-va.org)

**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: Orange Elementary School  
Mailing Address: 230 Montevista Avenue Orange, Virginia 22960  
School Contact: Daniel M. Phillips  
Telephone (include extension if applicable): (540)661-4450 Fax: (540)661-4449  
E-mail: [danphillips@ocss-va.org](mailto:danphillips@ocss-va.org)

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

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

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

Superintendent's Signature: \_\_\_\_\_  
Superintendent's Name: \_\_\_\_\_ Dr. Robert Grimesey \_\_\_\_\_  
Date: \_\_\_\_\_ June 10, 2010 \_\_\_\_\_

**The division will submit one application packet.**

**SECTION A: SCHOOLS TO BE SERVED**

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

**1. Tier I and Tier II School Information**

School Name	NCES ID #	Check Tier I	Check Tier II	Intervention			
				Turnaround	Restart	Transformation	Closure
NA							
				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 #
Orange Elementary School	510282001175

**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
NA					
		LTP:	LTP:	LTP:	
		LTP:	LTP:	LTP:	

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

**SECTION B: REQUIRED ELEMENTS**

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

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

- a. Student achievement data for the past two years (2007-2008 and 2008-2009) in reading/language arts and mathematics: by school for the “all students” category and for each AYP subgroup; and by grade level in the all students category and for each AYP subgroup;
- b. Analyzed student achievement data with identified areas that need improvement;
- c. Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject;
- d. Number of years each instructional staff member has been employed at the school;
- e. Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools;
- f. Information about the demographics of the student population to include attendance rate, total number of students, and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status;
- g. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of the library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess;
- h. Total number of minutes in the school year that all students were required to attend school and any increased learning time (e.g., before- or after-school, Saturday school, summer school);
- i. Total number of days teachers worked divided by the maximum number of teacher working days;

<b>Student Subgroup</b>	Type	<b>Student Subgroup</b>	Type	2007 - 2008	2008 - 2009
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- 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.

				Passed Percentage	Passed Percentage
<b>Reading/Language Arts Performance</b>					
<b>All Students</b>	School	<b>All Students</b>	School	78	76
<b>Black</b>	School	<b>Black</b>	School	57	62
<b>Hispanic</b>	School	<b>Hispanic</b>	School	82	73
<b>White</b>	School	<b>White</b>	School	85	81
<b>Students with Disabilities</b>	School	<b>Students with Disabilities</b>	School	77	77
<b>Economically Disadvantaged</b>	School	<b>Economically Disadvantaged</b>	School	60	66
<b>Limited English Proficient</b>	School	<b>Limited English Proficient</b>	School	82	<
<b>Math Performance</b>					
<b>All Students</b>	School	<b>All Students</b>	School	83	78
<b>Black</b>	School	<b>Black</b>	School	76	62
<b>Hispanic</b>	School	<b>Hispanic</b>	School	64	73
<b>White</b>	School	<b>White</b>	School	86	85
<b>Students with Disabilities</b>	School	<b>Students with Disabilities</b>	School	71	67
<b>Economically Disadvantaged</b>	School	<b>Economically Disadvantaged</b>	School	73	62
<b>Limited English Proficient</b>	School	<b>Limited English Proficient</b>	School	64	<
<b>Reading/Language Arts Performance: Grade 3</b>					
<b>All Students</b>	School	<b>All Students</b>	School	63	68
<b>Female</b>	School	<b>Female</b>	School	64	66
<b>Male</b>	School	<b>Male</b>	School	63	70
<b>Black</b>	School	<b>Black</b>	School	40	60
<b>Hispanic</b>	School	<b>Hispanic</b>	School	<	<

<b>White</b>	School	<b>White</b>	School	72	71
<b>Students with Disabilities</b>	School	<b>Students with Disabilities</b>	School	<	<
<b>Economically Disadvantaged</b>	School	<b>Economically Disadvantaged</b>	School	36	58
<b>Limited English Proficient</b>	School	<b>Limited English Proficient</b>	School	<	<
<b>Mathematics Performance: Grade 3</b>					
<b>All Students</b>	School	<b>All Students</b>	School	84	69
<b>Female</b>	School	<b>Female</b>	School	77	76
<b>Male</b>	School	<b>Male</b>	School	90	63
<b>Black</b>	School	<b>Black</b>	School	75	43
<b>Hispanic</b>	School	<b>Hispanic</b>	School	<	<
<b>White</b>	School	<b>White</b>	School	87	81
<b>Students with Disabilities</b>	School	<b>Students with Disabilities</b>	School	<	<
<b>Economically Disadvantaged</b>	School	<b>Economically Disadvantaged</b>	School	52	55
<b>Limited English Proficient</b>	School	<b>Limited English Proficient</b>	School	<	<
<b>Reading/Language Arts Performance: Grade 4</b>					
<b>All Students</b>	School	<b>All Students</b>	School	84	74
<b>Female</b>	School	<b>Female</b>	School	90	77
<b>Male</b>	School	<b>Male</b>	School	77	71
<b>Black</b>	School	<b>Black</b>	School	73	45
<b>Hispanic</b>	School	<b>Hispanic</b>	School	<	<
<b>White</b>	School	<b>White</b>	School	88	87
<b>Students with Disabilities</b>	School	<b>Students with Disabilities</b>	School	92	<

<b>Economically Disadvantaged</b>	School	<b>Economically Disadvantaged</b>	School	70	58
<b>Limited English Proficient</b>	School	<b>Limited English Proficient</b>	School	<	<
<b>Mathematics Performance: Grade 4</b>					
<b>All Students</b>	School	<b>All Students</b>	School	80	76
<b>Female</b>	School	<b>Female</b>	School	81	74
<b>Male</b>	School	<b>Male</b>	School	80	79
<b>Black</b>	School	<b>Black</b>	School	77	64
<b>Hispanic</b>	School	<b>Hispanic</b>	School	<	<
<b>White</b>	School	<b>White</b>	School	83	83
<b>Asian</b>	School	<b>Asian</b>	School	<	<
<b>Students with Disabilities</b>	School	<b>Students with Disabilities</b>	School	77	<
<b>Economically Disadvantaged</b>	School	<b>Economically Disadvantaged</b>	School	71	60
<b>Limited English Proficient</b>	School	<b>Limited English Proficient</b>	School	<	<
<b>Reading/Language Arts Performance: Grade 5</b>					
<b>All Students</b>	School	<b>All Students</b>	School	87	85
<b>Female</b>	School	<b>Female</b>	School	97	92
<b>Male</b>	School	<b>Male</b>	School	81	79
<b>Black</b>	School	<b>Black</b>	School	65	85
<b>Hispanic</b>	School	<b>Hispanic</b>	School	<	<
<b>White</b>	School	<b>White</b>	School	93	87
<b>Asian</b>	School	<b>Asian</b>	School	-	<
<b>Students with</b>	School	<b>Students with</b>	School	<	93

<b>Disabilities</b>		<b>Disabilities</b>			
<b>Economically Disadvantaged</b>	School	<b>Economically Disadvantaged</b>	School	78	83
<b>Limited English Proficient</b>	School	<b>Limited English Proficient</b>	School	<	<

B. \*\*\*Red items denote need for improvement

C.

Percentage of Highly Qualified Teachers	100
Teachers with Less Than Three Years Teaching (by Grade)/ Total Teachers	
K	0/5
1	0/5
2	1/5
3	3/4
4	0/5
5	1/5

D.

Number of Years Teachers Have Been Employed at School		
Name	Position	Years in School
Adair, Brian	Technology	1
Allen, Steve	Math Coach	2
Bassett, Stephanie	Assistant Principal	3
Bosworth, Joyce	Teacher	19
Burke, Kristi	Teacher	7
Call, Julie	Teacher	2
Carr, Amy	Counselor	10
Carter, Sullivan	Library	5
Castillo, Heather	Teacher	2
Cooper, Regina	Teacher	7
Curry, Janet	Teacher	25

Cutter, Julie	Teacher	2
Davis, Jen	Reading Coach	1
Dudley, Glenda	Teacher	23
Freund, Cullen	P.E.	
Gardiner, Tiffany	Special Ed	10
Gordon, Jeff	Music	1
Herndon, Carolyn	Teacher	31
Herndon, Laurie	Teacher	17
Hoeckelman, Sharon	Teacher	7
Hogsten, Kathy	Teacher	8
Irwin, Janelle	Teacher	4
Jenkins, Suzanne	Teacher	28
Johnson Cookie	Special Ed	9
Knight, Peg	Teacher	1
Kohstall, Patty	Teacher	1
Leake, Kathy	Speech	
Lee, Cristy	Teacher	9
McLeod, Sandy	Teacher	9
Mohrmann, Jerinda	Teacher	1
Mohrmann, Sharon	Gifted and Talented	28
Morgan, Melody	Teacher	7
Morris, Bridget	Teacher	10
Neeley, Mike	P.E.	
Pitera, Rob	Teacher	9
Potter, Jenny	Reading Specialist	10
Pullen, Gloria	Reading Specialist	
Reid, Ernestine	Teacher	37
Rettig, Amanda	Teacher	1
Robertson, Rebecca	Teacher	1
Rose, Wendy	Reading Specialist	
Schools, Hollie	Special Ed	3

Schwind, Ann	Teacher	22
Speegle-kelleher, Cheryl	Teacher	30
Temple, Molly	Reading Specialist	3
Utz, Lynn	Teacher	36
Weldner, Amy	Art	1
Willard, Judy	Special ED	34
Winkler, Marlene	Teacher	13

F.

School Demographics	
Attendance Rate	
Total Number of Students	558
Female	256
Male	302
Black	164
Hispanic	15
White	372
Asian	3
Students with Disabilities	
Economically Disadvantaged	
Limited English Proficient	18
Migrant Status	
Homeless Status	

G.

**Physical Plant**

Orange Elementary School was built in 1964. It has forty classrooms, in addition to a gymnasium, library, cafeteria, and music room. The gymnasium is approximately 84’W x 50’L. The cafeteria is approximately 55’W x 49’L. The cafeteria will hold approximately 188 students seated and 402 students for an assembly. Orange Elementary has two playgrounds.

H.

- Total Number of Minutes in school year: 70,590
- Increased Learning Time : Afterschool, Lunch Bunch, SES

I. **Total Number of days Teachers work:**

200 Day Teacher Contract

J. Technology Available to teachers and students  
technology are available to students and teachers:

- 2 computer labs with 25 computers each
- Two 3<sup>rd</sup> grade classrooms with 12 desktop computers
- One 4<sup>th</sup> grade classroom with 12 desktop computers
- One 5<sup>th</sup> grade classroom with 12 desktop computers
- Grades 1-5 has access to 72 laptops
- Each grade level has a least one smart board
- Each grade level has 1 ELMO
- Grades 1-5 utilizes Successmaker, a Tier II reading and math remediation program
- Grades 2-5 utilizes Interactive Achievement, an online test-data bank

K.

Our annual goals are the state AMO at a minimum. Our goal this year was to achieve 90% in reading and math. Due to our school improvement status, we always strive to reduce the failure rate a minimum of 10%. To achieve this goal, Orange Elementary has implemented common planning, weekly data/RTI meetings, backward mapping, bi-weekly staff developments based on SPBQ information, bi-weekly school improvement committee meetings, afterschool remediation and enrichment programs, SES tutoring, Tier II strategies (Successmaker), Tier III strategies (Voyager Math, SRA Direct Instruction), day tutors, Hampton Eleven and test taking strategies, student incentive programs, and parent involvement activities (Parent Connections, which focused on reading and math skills and Parent Nights at local restaurants), Interactive Achievement an online test-data bank which allowed students to be assessed and have practice with online testing. In addition, Orange Elementary utilized its Reading and Math Coaches to enhance good first teaching and student learning. Orange Elementary will also be expected to utilize the CII site and attend all VADOE school improvement trainings.

L. The main goal(s) for OES will be to attain AYP and remain fully accredited according to VADOE. The annual measurable objectives will guide us in our pursuit as we continue our transformation efforts. Orange also will follow the state transformation efforts in the following manner:

The Director of Elementary Instruction and the Director of Testing and Accountability will serve as dual liaisons for OCPS and the School Improvement process. These individuals will meet with OES's Leadership Team on a bi-monthly basis to assist with the development of the school improvement plan and review their quarterly data reports. This team (LLT) will oversee the school level CII plan and objectives.

A district level team has also been formed comprised of the liaisons listed, Director of Special Education, Director of Secondary Instruction, Title III Coordinator, and parents. This team will design a division level plan and utilize the Indistar website for construction, updates and postings.

The liaisons will attend the Summer 2010 Institute and generate any follow-up at the county level required. The liaisons will also plan to attend the Virginia DOE planning meetings throughout the 2010-11 school, whether they be web-based or in Richmond. Funds have been set aside in the Title I A budget to cover travel expenses.

Coaches have been hired at OES to serve the teachers and assist with data analysis. Additional resources have been allocated to them for parental involvement and staff development.

Curriculum alignment strategies have been implemented to all SOLs and trainings will be on-going for teachers. A data warehouse will be purchased for teachers and administrators to use to analyze and monitor data regularly. RTI will be on the guiding force behind on instructional delivery and allow us more strategies for differentiation. Funding for these resources will be system-wide through local and Title IIA.

## 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:

Orange County Public Schools (OCPS) has a strategic plan (see attached below) that guides our system and staff. We are also planning to utilize the CII site to build and implement district and school-based improvement plans. A county-wide parent advisory committee has been designed to share goals and progress, and the parent involvement policy will be revisited to address needs. The Title I Coordinator will update the Orange School Board regularly on the progress of all the schools, but more detail will be given for schools in "Improvement". Local agencies such as the Kiwanis, Orange Library Foundation, DAR, and Board of Supervisors, and businesses will also be involved with updates and celebrations whenever possible.

RTI will continue to be on the forefront for all children, but attention will be given to Tier II and III students with specific instructional strategies. These interventions will be administered through a variety of methods to include, but not limited to the following: before and after school, whole group, small group, one-on-one, SES services, and technological lessons

OCPS will hire coaches in the "Improvement Schools" to work with teachers and staff to help design RTI. The coaches will also be required to model lessons and assist in classrooms. Weekly meetings will be held with teachers and administration (Professional learning Communities-PLC) to analyze data and target individual students needing assistance. PLCs will assign specific tools or methods such as: Success Maker, Waterford, SRA, Wilson, Moving with Math, etc.

OCPS has entered into a contract with Dr. James Stronge to assist with a new evaluation method through analyzing student growth. Dr. Stronge will be working directly with principals and teachers to design a new observation tool to facilitate quality classroom instruction. Lead teachers will also be used and trained over time to provide consistency through a mentor type of environment. The district liaison will attend all trainings that target or pertain to “School Improvement” provided by VADOE and USED. This will include CII sponsored events and activities that may be web-based.

All Title-based grant applications will include set asides for interventions and travel. OCPS has built in professional development that will be on-going during the 2010-11 school year that focus on improvement of instruction through data analysis and unit design. A data warehouse and interactive software will be purchased to facilitate our county goals and objectives.

Strategic Plan Link: [OCPS Strategic Plan 2010-2015](#)

- 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.eprocgipdc.com/webapp/VSSAPPX/Advantage> provides the background information regarding the selection of the LTPs.

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

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

<input type="checkbox"/> Mark NA here if the LEA selected a LTP from the state's list.
<input type="checkbox"/> 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:  
The Director of Elementary Instruction and the Director of Testing and Accountability will serve as dual liaisons for OCPS and the School Improvement process and assist with the transformation model at Orange Elementary School (OES). These individuals will meet with OES on a bi-monthly basis effective immediately. They will assist with the development of the School Improvement Plan (SIP). They will review and analyze the quarterly data reports. They will also serve on the OES Leadership Team (LLT) which will oversee the school level CII plan and objectives.  
A district level team has also been formed comprised of the liaisons listed, Director of Special Education, Director of Secondary Instruction, Title III Coordinator, and parents. This team will design a division level plan and utilize the Indistar website for construction, updates and postings. This team reviewed the Orange County Public Schools (OCPS) Parent Involvement Policy to ensure it is in compliance with OES Tier III plans and practices for 2010-11. See link:  
[Parental Involvement Policy](#)  
The liaisons will attend the Summer 2010 Institute and generate any follow-up at the county level required. The liaisons will also plan to attend the Virginia DOE planning meetings throughout the 2010-11 school, whether they be web-based or in Richmond. Funds have been set aside in the Title I A budget to cover travel expenses.  
Curriculum alignment strategies have been implemented to all SOLs and trainings will be on-going for teachers. A data warehouse will be purchased for teachers and administrators to use to analyze and monitor data regularly. RTI will be on the guiding force behind on instructional delivery and allow us more strategies for differentiation. Funding for these resources will be system-wide through local and Title IIA.  
An OCPS Strategic Plan was reviewed and consistent with the goals of the 1003 G Application and approved by the School Board – See

link: [OCPS Board Minutes](#)

The SIP process was reviewed with the OCPS School Board and an updated progress report was given.

See link: [SIP Progress Board Minutes](#)

Based on the response in this section and the outlining of the design and implementation of the interventions for the 1003G initiatives, OCPS will continue to proceed with current objectives and practices from a county perspective. These procedures have been in place since 2009 or before; therefore, no OCPS policies required modification.

#### **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:

Orange Elementary School (OES) has used the Indistar™ tool during all of the school improvement meetings. Having both grade level chairs and school improvement teachers review the site at each meeting has allowed Orange Elementary to see the gains they have made in the indicators that they selected to focus on during the previous school year. As teachers looked at the specific indicator they were able to create tasks that would not only meet the objectives but also improve teaching and school wide climate. Use of the Indistar™ tool gave better communication schoolwide due to use of common language and terms. The objectives and tasks were clear to all people involved. With the use of the Wise Ways™ tool in Indistar™ the school improvement team was able to show how and why each indicator would work with an emphasis on implementation in the classroom where most of our focus was for the past year. Recording when tasks were completed and if they were successful also helped to maintain and track that the school improvement goals were progressing towards reaching AYP for the school. If a task was not successful, Indistar™ allowed the team to change ideas and tasks to ones that

would work in both short and long term time frames. Our state coach was able to see all of the progression of the school improvement team with the Indistar™ tool giving us great feedback in a timely manner so the team could make more adjustments when needed or praise our successes.

### **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.)  
In examining math and reading data in the AYP subgroups of blacks and disadvantaged, it was determined that Orange Elementary would benefit from the support of a math coach. In the 2007-2008 school year, math scores were declining. For the 2008-2009 school year, Orange Elementary hired a math coach. We searched for a candidate who demonstrated strong leadership abilities, knowledge of the K-5 math curriculum, excellent communication skills, a willingness to provide support to teaches, knowledge of current best practices, assessment of mathematic skills, and interpretation of mathematic data.

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

School 1; <u>Orange Elementary School</u> <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 2: _____ <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 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

**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: \_\_\_\_\_ Orange County \_\_\_\_\_

**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: \_\_\_\_\_ Orange County \_\_\_\_\_

**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
	<p>Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include division total for these schools. <i>[1003(a) funds must be encumbered]</i></p>			

	<b>by September 30, 2011]</b>										
<b>Expenditure Codes</b>	<b>ARRA (1003g)</b>	<b>ESEA (1003g)</b>	<b>ESEA (1003a)</b>	<b>Other Funds</b>	<b>ARRA (1003g)</b>	<b>ESEA (1003g)</b>	<b>Other Funds</b>	<b>ARRA (1003g)</b>	<b>ESEA (1003g)</b>	<b>Other Funds</b>	<b>Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")</b>
<b>1000 - Personnel</b>	NA	83,424	NA	128,300		85092	130862		86793	133480	\$255309
<b>2000 - Employee Benefits</b>	NA	19,651	NA	15796		20044	16111		20444	16433	\$60139
<b>3000 - Purchased Services</b>	NA	71,092	NA	50,000		49031	50,000		41,091	50,000	\$161214
<b>4000 - Internal Services</b>	NA		NA	9500			9500			9500	
<b>5000 - Other Charges</b>	NA		NA	1000			1000			1000	
<b>6000 - Materials and Supplies</b>	NA	5,000	NA	5000		5,000	5000		5,000	5000	\$15000
<b>8000 - Equipment/Capital Outlay</b>	NA		NA	10000		20000	10000		25838	5000	\$45838
<b>Total</b>	NA	179167	NA			179167			179166		<b>(Must Equal Division Allocation)</b> 537,500

**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.

**School Budget Summary (Orange Elementary)**

**Complete using all applicable funding sources.**

	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	<b>Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here. [1003(a) funds must be encumbered by September 30, 2011]</b>										
Expenditure Codes	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
1000 - Personnel		83,424				85092			86793		\$255309
2000 - Employee Benefits		19,651				20044			20444		\$60139

<b>3000 - Purchased Services</b>		71,092				49031			41,091		\$161214
<b>4000 - Internal Services</b>											
<b>5000 - Other Charges</b>											
<b>6000 - Materials and Supplies</b>		5,000				5,000			5,000		\$15000
<b>8000 - Equipment/Capital Outlay</b>						20000			25838		\$45838
<b>Total</b>		179167				179167			179166		<b>(Must Equal School Allocation)</b> 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 Narrative (Outlines other funds): Orange County \_\_\_\_\_**

1. Personal Services (1000)

Title I funds will be used to pay the salaries of 3 reading specialists to work at Orange Elementary

2. Employee Benefits (2000)

Title I funds will be used to pay the benefits (FICA, VRS, etc.) of 3 reading specialists to work at Orange Elementary

3. Purchased Services (3000)

Title I funds will be used to pay hourly tutoring amounts for RTI students using SES providers. These funds will also support some costs associated with School Choice.

4. Internal Services (4000)

Title I and Title IIA funds will be used for food services to support parent outreach events. Title I funds will also be used to cover transportation costs with School Choice.

5. Other Charges (5000)

Travel will be covered to DOE based trainings and activities. Key leaders will be attending ASCD conferences as well. Expenses will include such items as: mileage reimbursement, meals, lodging etc.

6. Materials and Supplies (6000)

Title I A funds will be utilized to support community outreach events at the school level. These funds will buy books for parents and students, training materials, etc. A supply allocation will also be given to reading and math personnel to cover intervention materials.

7. Equipment/Capital Outlay (8000)

Title I A funds will be allocated to purchase laptops (5), CPU's (2) smartboards (1) and projectors (4) for Orange Elementary to use for intervention strategies. 1003G funds will be allocated in future years to purchase laptops (approx. 18 per year) and other hardware.

**Orange Elementary School Budget Narrative**

1. Personal Services (1000)

The use of the two coaches has been very beneficial to Orange Elementary School. They are able to give another pair of eyes in making sure good first teachings are happening in the classrooms with walk-throughs. The coaches have the time and ability to go give observations to teachers and help mentor struggling teachers in not just math or reading but classroom management and organization as well. Having two coaches means they can focus on their area of expertise, one math and one reading, and not feel they are leaving another subject behind. The coaches are also part of the leadership team and school improvement team to help give advice to all teachers and all grade levels while seeing the big picture of the two core subjects. With coaches at Orange Elementary School we have seen increased achievement in all grades and all sub groups for both math and reading. The coaches have been working for two years in Orange Elementary and have seen gains in third from 69% overall passing to 88% in math (scores are subject to final approval by state) in fourth 76% overall passing to 86% in math and in fifth 86% overall passing to 92%, with reading similar numbers show in third going from 68% over all passing to 85%, in fourth going from 74% overall passing to 80%, and in fifth 85% overall passing to 89%.

2. Employee Benefits (2000)

Since both coaches are full time employees of the county they are give benefits that match the current teachers' benefits.

3. Purchased Services (3000)

Since Orange Elementary is in Year 4 school improvement in reading, \$30,000 will be be set aside for an outside consultant. Should Orange Elementary attain AYP and is Year 4 holding, funds will go to supplying more services to students, such as tiers II and III reading and math interventions, staff development sessions, and technology. Part of the 1003r funding will go to SES tutoring (\$17,916) for afterschool remediation of students who are economically disadvantaged as is required by the state. We will also incorporate \$1,900 for the TeachFirst Formative Assessment platform. As well, our coaches and team leaders must attend trainings which are mandated by the state (\$5,000). An implementation of day tutors was put in place the previous years with a shown success in meeting AYP which Orange Elementary will continue to put in place the following year (\$18,176).

4. Internal Services (4000)

5. Other Charges (5000)

6. Materials and Supplies (6000)

\$5,000 in the other charges category will be utilized to continue supporting our parent connections and community involvement activities. Promoting parent-school connections and school-community connections help to create a positive school climate while focusing on student achievement, teacher productivity and community relations. When the community and parents are involved, students achieve higher scores and attend school more regularly, making the goal of AYP attainable.

7. Equipment/Capital Outlay (8000)

These funds will be used to purchase technology, both hardware and software. Some items will include the following:  
PCU, laptops, smartboards, LCD projectors, etc.

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. Orange Elementary
2. (School Name)
3. (School Name)
4. (School Name)

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

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

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

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

**Strand I  
(Mentor Coaching Training and Special Education Training)**

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

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

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

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

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

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

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

### Strand III

#### (Formative Assessment™ Training)

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

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

Albemarle County	Greer ES	Year I of Title I School Improvement
Alexandria City	Mount Vernon ES	Year I of Title I School Improvement
Alexandria City	Patrick Henry ES	Year I of Title I School Improvement
Alexandria City	Cora Kelly Magnet School	Tier III – 1003g
Alexandria City	Jefferson-Houston ES	Tier III – 1003g
Amherst County	Central ES	Tier III – 1003g
Arlington County	Barcroft ES	Year I of Title I School Improvement
Arlington County	Drew Model ES	Tier III – 1003g
Arlington County	Hoffman-Boston ES	Tier III – 1003g
Arlington County	Randolph ES	Tier III – 1003g
Bedford County	Bedford ES	Year I of Title I School Improvement
Bedford County	Bedford Primary	Year I of Title I School Improvement
Craig County	McCleary ES	Tier III – 1003g
Culpeper County	Sycamore Park ES	Tier III – 1003g
Culpeper County	Pearl Sample ES	Tier III – 1003g
Essex County	Essex Intermediate	Tier III – 1003g
Essex County	Tappahannock ES	Tier III – 1003g
Fauquier County	Grace Miller ES	Year I of Title I School Improvement

Fluvanna County	Central ES	Tier III – 1003g
Fluvanna County	Columbia District ES	Tier III – 1003g
Fluvanna County	Cunningham District ES	Tier III – 1003g
Hampton City	Smith ES	Year I of Title I School Improvement
King George County	King George ES	Tier III – 1003g
King George County	Potomac ES	Tier III – 1003g
King and Queen County	King and Queen ES	Tier III – 1003g
Lancaster County	Lancaster Primary School	Tier III – 1003g
Louisa County	Trevilians ES	Year I of Title I School Improvement
Lunenburg County	Victoria ES	Year I of Title I School Improvement
Newport News City	Sedgefield ES	Tier III – 1003g
Norfolk City	Jacox ES	Year I of Title I School Improvement
Norfolk City	Lindenwood ES	Year I of Title I School Improvement
Northampton County	Kiptopeke ES	Tier III – 1003g
Northampton County	Occohannock ES	Tier III – 1003g
Orange County	Orange ES	Tier III – 1003g
Orange County	Lightfoot ES	Year I of Title I School Improvement
Orange County	Unionville ES	Year I of Title I School Improvement
Orange County	Gordon Barbour ES	Year I of Title I School Improvement
Petersburg City	A.P. Hill ES	Tier III – 1003g
Petersburg City	J.E.B. Stuart ES	Tier III – 1003g
Petersburg City	Vernon Johns Junior High	Tier III – 1003g
Pittsylvania County	Dan River MS	Tier III – 1003g
Pittsylvania County	Kentuck ES	Tier III – 1003g
Portsmouth City	Brighton ES	Year I of Title I School Improvement
Portsmouth City	Churchland Academy ES	Tier III – 1003g
Pulaski County	Dublin ES	Year I of Title I School Improvement
Pulaski County	Pulaski ES	Tier III – 1003g
Richmond City	Blackwell ES	Year I of Title I School Improvement
Roanoke City	Addison MS	Tier III – 1003g
Roanoke City	Huff Lane Intermediate	Year I of Title I School Improvement
Roanoke City	Round Hill Montessori	Year I of Title I School Improvement
Rockbridge County	Fairfield ES	Year I of Title I School Improvement
Shenandoah County	Ashby Lee ES	Tier III – 1003g
Stafford County	Kate Waller Barrett ES	Year I of Title I School Improvement
Stafford County	Falmouth ES	Year I of Title I School Improvement
Suffolk City	Elephant’s Fork ES	Tier III – 1003g
Warren County	Warren County MS	Year I of Title I School Improvement
Westmoreland County	Washington District ES	Tier III – 1003g
Williamsburg-James City	Montague ES	Year I of Title I School Improvement

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

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

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

### Strand IV

#### (Lead Turnaround Partner Training)

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

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

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

## The Reform Models

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

### 1. Turnaround Model

A turnaround model is one in which a LEA must:

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

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

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

### 2. Restart Model

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

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

**3. School Closure Model**

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

**4. Transformation Model**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

An LEA will use comprehensive instructional reform strategies by:

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

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

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

**Quick Reference Summary of Major Requirements**

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

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

## SUMMARY OF CONDITIONS OF AWARD

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

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

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

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Compass Learning

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