

APPROVED

Amended 11-4-2010

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

1003(g)

Application for School Improvement Funds

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

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

Due June 14, 2010

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DIVISION INFORMATION

School Division Name: Roanoke City Public Schools
Mailing Address: 40 Douglass Ave., Roanoke, Virginia 24012
Division Contact: Dr. Vella Wright / Carl McDaniel
Telephone (include extension if applicable): (540)853-6113 / (540)853-2957 Fax: (540)853-1491 / (540)853-2959
E-mail: vwright@rcps.info / cmcdaniel@rcps.info

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: Hurt Park Elementary
Mailing Address: 1525 Salem Ave., Roanoke, Virginia 24016
School Contact: Julie Bush, Principal
Telephone (include extension if applicable): (540)853-2986 Fax: (540)853-2397
E-mail: jbush@rcps.info

School Name: Westside Elementary
Mailing Address: 1441 Westside Blvd., Roanoke, Virginia 24017
School Contact: Seydric Williams, Principal
Telephone (include extension if applicable): (540)853-2967 Fax: (540)853-1429
E-mail: slwilliams@rcps.info

School Name: Addison Middle School
Mailing Address: 1220 Fifth St., NW, Roanoke, Virginia 24016
School Contact: Robert Johnson, Principal
Telephone (include extension if applicable): (540)853-2681 Fax: (540)853-1424
E-mail: rojohanson@rcps.info

School Name: William Fleming High School
Mailing Address: 3649 Ferncliff Ave., Roanoke, Virginia 24017
School Contact: Gene Jones
Telephone (include extension if applicable): (540)853-2781 Fax: (540)853-1984
E-mail: gtjones@rcps.info

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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: _____

Date: _____

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
Westside Elementary	510330001437	X		LTP:	LTP:	LTP: New Teacher Center (Santa Cruz, CA)	
				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 #
Hurt Park Elementary	510330001423
Addison Middle School	510330001412
William Fleming High School	510330001438

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

Not applicable.		LTP:	LTP:	LTP:	
		LTP:	LTP:	LTP:	

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

SECTION B: REQUIRED ELEMENTS

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

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

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

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

Response:

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

	Required Information	School: Hurt Park Elementary
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>	<p><u>Reading/Lang Arts:</u> 2007-2008 pass rate for “all students” – 75.0%; 2008-2009 pass rate for “all students” – 81.57%.</p> <p><u>By Grade Level:</u> Third Grade pass rate – 2007-2008 – 81%, 2008-2009 – 86% Fourth Grade pass rate – 2007-2008 – 77%, 2008-2009 – 78% Fifth Grade pass rate – 2007-2008 – 67%, 2008-2009 – 80%</p> <p><u>Reading/Lang Arts (AYP Subgroup data):</u> “Black students” pass rate – 2007-2008 – 85.71%, 2008-09 – 76.82% “Hispanic students” pass rate – 2007-08 – 0.00%, 2008-09 – 100.0% “White students” pass rate – 2007-08 – 47.36%, 2008-09 – 92.0% “LEP students” pass rate – 2007-08 – 100.0%, 2008-09 – 90.0% “Econ disadvantaged” pass rate – 2007-08 – 75.71%, 2008-09 – 81.65% “Students with Disabilities” pass rate – 2007-08 – 54.54%, 2008-09 – 78.57%</p> <p><u>Mathematics:</u> 2007-2008 pass rate for “all students” - 78.37%; 2008-2009 pass rate for “all students” – 81.08%.</p> <p><u>By Grade Level:</u> Third Grade pass rate – 2007-2008 – 85%, 2008-2009 – 79% Fourth Grade pass rate – 2007-2008 – 77%, 2008-2009 – 84% Fifth Grade pass rate – 2007-2008 – 73%, 2008-2009 – 79%</p> <p><u>Mathematics (AYP Subgroup data):</u> “Black students” pass rate – 2007-2008 – 84.31%, 2008-09 – 77.50% “Hispanic students” pass rate – 2007-08 – 100.0%, 2008-09 – 80.0% “White students” pass rate – 2007-08 – 57.89%, 2008-09 – 91.66% “LEP students” pass rate – 2007-08 – 100.0%, 2008-09 – 55.55% “Econ disadvantaged” pass rate – 2007-08 – 79.16%, 2008-09 – 81.13% “Students with Disabilities” pass rate – 2007-08 – 72.72%, 2008-09 – 80.0%</p>
b.	Analyzed student achievement data with identified areas that need improvement	<p>Based on the last assessment results, students’ scores fell within the following Tiers: Tier I: 70-100%, Tier IIa: 60-69%, Tier IIb: 50-59%, Tier III: 0-49%</p>

		<p>Reading: Combined 3rd, 4th, and 5th Graders in Tier I: 40% 3rd, 4th, and 5th Graders in Tier IIa: 19% 3rd, 4th, and 5th Graders in Tier IIb: 18% 3rd, 4th, and 5th Graders in Tier III: 19%</p> <p>Math: Combined 3rd, 4th, and 5th Graders in Tier I: 42% 3rd, 4th, and 5th Graders in Tier IIa: 16% 3rd, 4th, and 5th Graders in Tier IIb: 14% 3rd, 4th, and 5th Graders in Tier III: 28%</p> <p><u>Areas for Improvement:</u> Understanding Vocabulary Main Idea Sequencing Dictionary Skills Reference Materials Fractions: Adding, subtracting, (like and unlike denominators) equivalent, relating fractions to a decimal, comparing, recognizing, and naming Measurement: Weight, length, area, perimeter Decimals: Reading, rounding Patterns, equalities</p>
c.	Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject	<p>Highly Qualified Teachers: 29 Teachers (100% are highly qualified) Less Than 3 Years Experience: First Grade – 1 teacher; Third Grade – 2 teachers; Music – 1 teacher; Physical Education – 1 teacher</p>
d.	Number of years each instructional staff member has been employed at the school	<p>Classroom teachers in grades K-5 have been employed at the school on average 4.8 years. The following is a breakdown by grade level: Kindergarten – Teacher A – 7 yrs, Teacher B – 1 yr, Teacher C – 1 yr; First Grade – Teacher A – 1 yr, Teacher B – 8 yrs, Teacher C – 2 yrs, Teacher D – 12 yrs; Second Grade – Teacher A – 5 yrs, Teacher B – 8 yrs, Teacher C – 14 yrs; Third Grade – Teacher A – 1 yr, Teacher B – 2 yrs, Teacher C – 1 yr; Fourth Grade – Teacher A – 2 yrs, Teacher B – 2 yrs, Teacher C – 15 yrs;</p>

		Fifth Grade – Teacher A – 2 yrs, Teacher B – 2 yrs.
e.	Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools	Not applicable.
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	Attendance Rate – 96.01% Student Membership – 305 Gender: Male students - 160; Female students – 145 Ethnicity: Amer. Indian – 1; Asian – 4; Black - 246; Hispanic - 16; White - 38 Students with Disabilities – 49 No. of LEP students – 42 No. of Migrant students – 0 No. of Homeless students - 34 Low-Income Percent – 97.44%
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	Date Built – 1961; Number of classrooms – 23; Library/Media Center – The media center consists of 8 computers for student use, various collections of books for students, collection of educational videos for teachers. There is also space for students to read and for the librarian to conduct classes. Cafeteria/Physical Education - The cafeteria and physical education classes are located in our multipurpose facility. Students each lunch and assemblies are held here. Physical education classes are held on the stage during the lunch periods.
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)	<u>Total Number of Minutes in the School Year</u> Regular School Year – 1,003 hrs = 60,180 minutes Before/After School/Saturday School - 18,720 minutes (students were not required to attend but were offered the opportunity to participate). Summer School – 60 hrs = 3,600 minutes
i.	Total number of days teachers worked divided by the maximum number of teacher working days	7,806.20 days / 8,100 days = <u>96.37%</u>
j.	Information about the types of technology that are available to students and instructional staff	Smart Boards in grades 1 – 5. Projectors: One per Smart Board, no other projectors in the school

		<p>Classroom Computers: minimum 3 per classroom; with 2 classrooms having 4- 5 computers for students</p> <p>One desktop lab, 3 Dell laptop carts, 1 MacBook cart</p> <p>Hardware: iPod Touches, CPS, Plato Playstations</p>
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</p> <p>services that the Tier III schools will receive or the activities the schools will implement.</p>	<p>In the Spring of 2011, the percent of students in grades 3-5 scoring 400 or more on the SOL English and Mathematics tests will meet or exceed AYP benchmarks (English - 89%, Mathematics - 87%).</p> <p><u>Services and Activities:</u> Saturday School for 3rd, 4th, and 5th grade. Certificated staff to provide academic support at 3rd, 4th, and 5th grade. After-school support for all students. Continue Oversight Committee meetings. AIMS web (K-2 students reading project) School will continue with instructional support team to provide assistance to classroom teachers and students.</p>
l.	<p>L is different. Ask for Goals it has established in order to hold accountable its Tier III school.</p>	<p>As a Tier III school, Hurt Park Elementary will be held accountable as measured by the school division’s goals for student’s performance on benchmark tests. This is measured three times per school year. This will allow the school division to monitor the progress and ensure that students are making necessary progress in order to be successful on the state’s assessments in reading and mathematics (SOLs). Using a 70% cut score for benchmark test, our goal is to consistently increase the percentage of students passing over the three assessments to meet AYP benchmark by the third assessment. Additionally, all Tier III schools will be responsible for designing a 20-day “jump start” instructional plan for the first month of school. The “jump start” will culminate in a “mini-benchmark” test in reading and mathematics. Tier III schools will prepare a 45 day count down plan to culminate in State SOL testing in May.</p>

	Required Information	School: Westside Elementary
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>	<p>Reading/Lang Arts: 2007-2008 pass rate for “all students” – 69.96%; 2008-2009 pass rate for “all students” – 56.29%.</p> <p>By Grade Level: Third Grade pass rate – 2007-2008 – 82%, 2008-2009 – 47% Fourth Grade pass rate – 2007-2008 – 63%, 2008-2009 – 58% Fifth Grade pass rate – 2007-2008 – 67%, 2008-2009 – 64%</p> <p>Reading/Lang Arts (AYP Subgroup data): “Black students” pass rate – 2007-2008 – 68.0%, 2008-09 – 55.77% “Hispanic students” pass rate – 2007-08 – 66.66%, 2008-09 – 69.23% “White students” pass rate – 2007-08 – 80.48%, 2008-09 – 55.0% “LEP students” pass rate – 2007-08 – 48.14%, 2008-09 – 66.66% “Econ disadvantaged” pass rate – 2007-08 – 67.12%, 2008-09 – 55.55% “Students with Disabilities” pass rate – 2007-08 – 58.33%, 2008-09 – 61.53%</p> <p>Mathematics: 2007-2008 pass rate for “all students” - 67.30%; 2008-2009 pass rate for “all students” – 64.96%.</p> <p>By Grade Level: Third Grade pass rate – 2007-2008 – 82%, 2008-2009 – 68% Fourth Grade pass rate – 2007-2008 – 58%, 2008-2009 – 62% Fifth Grade pass rate – 2007-2008 – 63%, 2008-2009 – 64%</p> <p>Mathematics (AYP Subgroup data): “Black students” pass rate – 2007-2008 – 66.0%, 2008-09 – 65.32% “Hispanic students” pass rate – 2007-08 – 72.22%, 2008-09 – 53.84% “White students” pass rate – 2007-08 – 70.73%, 2008-09 – 67.50% “LEP students” pass rate – 2007-08 – 60.71%, 2008-09 – 53.33% “Econ disadvantaged” pass rate – 2007-08 – 65.27%, 2008-09 – 61.35% “Students with Disabilities” pass rate – 2007-08 – 56.52%, 2008-09 – 48.0%</p>
b.	Analyzed student achievement data with identified areas that need improvement	SOL results for the past two years as well as benchmark assessments (Interactive Achievement) indicates that the area that is in need of

		improvement is Reading for grades 3, 4, and 5. Students need support in the area of reading fluency, comprehension, and word analysis. Reading instruction in grades K-2 is an area that will be targeted for the 2010-2011 school year. The use of Interactive Reading in 4 th and 5 th grades has been successful in producing gains at those grade levels in the area of Reading.
c.	Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject	Highly Qualified Teachers: 54 Teachers (100% are highly qualified) Less Than 3 Years Experience: Kindergarten – 1 teacher; First Grade – 2 teachers; Third Grade – 3 teachers; Fourth Grade – 4 teachers; Fifth Grade – 2 teachers; Spec. Education – 1 teacher
d.	Number of years each instructional staff member has been employed at the school	Classroom teachers in grades K-5 have been employed at the school on average 4.5 years. The following is a breakdown by grade level: Kindergarten – Teacher A – 3 yrs, Teacher B – 8 yrs, Teacher C – 3 yrs, Teacher D – 9 yrs, Teacher E – 2 yrs, Teacher F – 15 yrs, Teacher G – 3 yrs; First Grade – Teacher A – 1 yr, Teacher B – 3 yrs, Teacher C – 2 yrs, Teacher D – 6 yrs, Teacher E – 7 yrs, Teacher F – 15 yrs; Second Grade – Teacher A – 6 yrs, Teacher B – 1 yr, Teacher C – 5 yrs, Teacher D – 4 yrs, Teacher E – 1 yr; Third Grade – Teacher A – 2 yrs, Teacher B – 3 yrs, Teacher C – 3 yrs, Teacher D – 5 yrs, Teacher E – 5 yrs, Teacher F – 10 yrs; Fourth Grade – Teacher A – 1 yr, Teacher B – 1 yr, Teacher C – 1 yr, Teacher D – 3 yrs, Teacher E – 1 yr, Teacher F – 7 yrs; Fifth Grade – Teacher A – 1 yr, Teacher B – 3 yrs, Teacher C – 1 yr, Teacher D – 1 yr, Teacher E – 17 yrs.
e.	Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools	Not applicable.
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)	Attendance Rate – 94.64% Student Membership – 563 Gender: Male students - 302; Female students - 261 Ethnicity: Asian – 8; Black - 431; Hispanic - 45; White - 79 Students with Disabilities – 63 No. of LEP students – 65 No. of Migrant students – 0

	economically disadvantaged status	No. of Homeless students - 17 Low-Income Percent – 86.88%
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	Date Built: 1959 Number of classrooms: 48 classrooms Library/Media Center: Leveled-reading book room; carpeted reading area; teacher resource center Cafeteria: The Cafetorium serves as both cafeteria and auditorium. Seats approximately 180 students. Physical Education / Recess: 2 playground areas; open field area, Gym
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)	<u>Total Number of Minutes in the School Year</u> Regular School Year – 1003 hrs = 60,180 minutes Before/After School – 150 hours = 9,000 minutes (students were not required to attend but were offered the opportunity to participate). Summer School – 60 hrs = 3,600 minutes
i.	Total number of days teachers worked divided by the maximum number of teacher working days	12,189.25 days / 12,780 days = <u>95.38%</u>
j.	Information about the types of technology that are available to students and instructional staff	Smart boards are installed in classrooms as follows: 6 in 3rd grade, 6 in 4 th grade, and 5 in 5 th grade. Grades K-2 have mobile smart boards -- 2 per grade level. LCD Projectors: Projectors are used with Smart boards. Projectors are used during student assessments (Interactive Achievement) Projectors are used to show video clips (United Streaming) Laptops:

		<p>3 Laptop carts (are set up as labs in available rooms) Laptop carts are rarely taken into classrooms Some laptops from carts are used to run Smart board software (hooked to Smart board)</p> <p>Desktop Computers: One desktop computer lab</p> <p>Other Hardware: CPS class set – classroom performance systems (student response systems) 6 document cameras</p>
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</p> <p>(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 will implement.</p>	<p>In the Spring of 2011, the percent of students in grades 3-5 scoring 400 or more on the SOL English and Mathematics tests will meet or exceed AYP benchmarks (English - 89%, Mathematics - 87%).</p> <p><u>Baseline Data (2008-09):</u> Reading Pass Rate – 56% Math Pass Rate – 65%</p> <p>Preliminary (unadjusted) data from current school year (2009-10) shows the following pass rates: Reading Pass Rate – 63% Math Pass Rate – 75%</p>
l.	<p>L is different. Ask for Goals it has established in order to hold accountable its Tier III school.</p>	<p>Not applicable. Westside is a Tier I school.</p>

	Required Information	School: Addison Middle 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>	<p><u>Reading/Lang Arts:</u> 2007-2008 pass rate for “all students” – 70.97%; 2008-2009 pass rate for “all students” – 73.95%.</p> <p><u>By Grade Level:</u> Sixth Grade pass rate – 2007-2008 – 74%, 2008-2009 – 76% Seventh Grade pass rate – 2007-2008 – 71%, 2008-2009 – 71% Eighth Grade pass rate – 2007-2008 – 69%, 2008-2009 – 75%</p> <p><u>Reading/Lang Arts (AYP Subgroup data):</u> “Black students” pass rate – 2007-2008 – 68.30%, 2008-09 – 73.86% “Hispanic students” pass rate – 2007-08 – 57.69%, 2008-09 – 76.92% “White students” pass rate – 2007-08 – 84.52%, 2008-09 – 73.23% “LEP students” pass rate – 2007-08 – 40.90%, 2008-09 – 60.78% “Econ disadvantaged” pass rate – 2007-08 – 69.03%, 2008-09 – 72.09% “Students with Disabilities” pass rate – 2007-08 – 86.66%, 2008-09 – 66.66%</p> <p><u>Mathematics:</u> 2007-2008 pass rate for “all students” - 71.27%; 2008-2009 pass rate for “all students” – 73.48%.</p> <p><u>By Grade Level:</u> Sixth Grade pass rate – 2007-2008 – 53%, 2008-2009 – 63% Seventh Grade pass rate – 2007-2008 – 77%, 2008-2009 – 76% Eighth Grade pass rate – 2007-2008 – 80%, 2008-2009 – 74%</p> <p><u>Mathematics (AYP Subgroup data):</u> “Black students” pass rate – 2007-2008 – 68.82%, 2008-09 – 72.17% “Hispanic students” pass rate – 2007-08 – 66.66%, 2008-09 – 80.76% “White students” pass rate – 2007-08 – 79.54%, 2008-09 – 75.0% “LEP students” pass rate – 2007-08 – 63.04%, 2008-09 – 58.0% “Econ disadvantaged” pass rate – 2007-08 – 69.12%, 2008-09 – 72.02% “Students with Disabilities” pass rate – 2007-08 – 90.90%, 2008-09 – 77.41%</p>

b.	Analyzed student achievement data with identified areas that need improvement	Based on an analysis of SOL data, the following areas were identified as in need of improvement: <u>Reading</u> Inferences & drawing conclusions Summarizing text <u>Math</u> Patterns Fractions, decimals Geometry concepts Probability Estimation
c.	Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject	Highly Qualified Teachers: 41 Teachers (100% are highly qualified) Less Than 3 Years Experience: Math – 1 teacher; Science – 1 teacher; Physical Education – 2 teachers
d.	Number of years each instructional staff member has been employed at the school	Content area teachers have been employed at the school on average 4.9 years. The following is a breakdown by content area: English/Lang – Teacher A – 5 yrs, Teacher B – 6 yrs, Teacher C – 7 yrs, Teacher D – 4 yrs, Teacher E – 11yrs; Math – Teacher A – 1 yr, Teacher B – 4 yrs, Teacher C – 6 yrs; Science – Teacher A – 1 yr, Teacher B – 1 yr, Teacher C – 4 yrs, Teacher D – 13 yrs; History – Teacher A – 3 yrs, Teacher B – 7 yrs, Teacher C – 3 yrs
e.	Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools	Not applicable.
f.	Information about the demographics of the student population to include attendance	Attendance Rate – 93.68% Student Membership – 478

	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	Gender: Male students - 254; Female students – 224 Ethnicity: Amer. Indian – 1; Asian – 11; Black - 390; Hispanic - 9; White - 67 Students with Disabilities – 51 No. of LEP students – 15 No. of Migrant students – 0 No. of Homeless students - 13 Low-Income Percent – 86.30%
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	Date Built – 1950 Number of classrooms – 36 Library/Media Center – Octagon-shaped resource center, computers, online access, electronic check out system Cafeteria – Self-serve, seats 180 students, built around the aerospace theme. Physical Education / Recess – Gym, Fitness Center, Outside resources include track and tennis courts.
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)	<u>Total Number of Minutes in the School Year</u> Regular School Year – 1,003 hrs = 60,180 minutes Before/After School – 150 hours = 9,000 minutes (students were not required to attend but were offered the opportunity to participate). Summer School – 60 hrs = 3,600 minutes
i.	Total number of days teachers worked divided by the maximum number of teacher working days	9,121.75 days / 9,540 days = <u>95.62%</u>
j.	Information about the types of technology that are available to students and instructional staff	Currently there are 2 smart boards per hall. LCD projectors are used with smart boards, videos and for day to day class activities like CPS (Classroom Performance Systems – student response systems). Addison has three laptop carts for the classrooms. There are two computer labs (equipment is old and needs to be replaced) The student / computer ratio for the school is about 3 students / 1 computer.

		The school has 17 CPS class sets and 5 Mobi boards. Graphing calculators for math classes.
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 will implement.</p>	<p>In the Spring of 2011, the percent of students in grades 6-8 scoring 400 or more on the SOL English and Mathematics tests will meet or exceed AYP benchmarks (English - 89%, Mathematics - 87%).</p> <p><u>Services and Activities:</u> After-school support for all students Continue Oversight Committee Certificated staff to provide academic support / tutoring in grades 6, 7, & 8 Use of ARDT</p>
l.	L is different. Ask for Goals it has established in order to hold accountable its Tier III school.	<p>As a Tier III school, Addison Middle School will be held accountable as measured by the school division’s goals for student’s performance on benchmark tests. This is measured three times per school year. This will allow the school division to monitor the progress and ensure that students are making necessary progress in order to be successful on the state’s assessments in reading and mathematics (SOLs). Using a 70% cut score for benchmark test, our goal is to consistently increase the percentage of students passing over the three assessments to meet AYP benchmark by the third assessment. Additionally, all Tier III schools will be responsible for designing a 20-day “jump start” instructional plan for the first month of school. The “jump start” will culminate in a “mini-benchmark” test in reading and mathematics. Tier III schools will prepare a 45 day count down plan to culminate in State SOL testing in May.</p>

	Required Information	School: William Fleming High 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>	<p>Reading/Lang Arts: 2007-2008 pass rate for “all students” – 91.44%; 2008-2009 pass rate for “all students” – 86.79%.</p> <p>Reading/Lang Arts (AYP Subgroup data):</p> <p>“Black students” pass rate – 2007-2008 – 89.03%, 2008-09 – 84.94%</p> <p>“Hispanic students” pass rate – 2007-08 – 90.0%, 2008-09 – 100.0%</p> <p>“White students” pass rate – 2007-08 – 96.84%, 2008-09 – 89.74%</p> <p>“LEP students” pass rate – 2007-08 – 85.71%, 2008-09 – 86.66%</p> <p>“Econ disadvantaged” pass rate – 2007-08 – 90.15%, 2008-09 – 86.59%</p> <p>“Students with Disabilities” pass rate – 2007-08 – 84.61%, 2008-09 – 51.85%</p> <p>Mathematics: 2007-2008 pass rate for “all students” - 75.19%; 2008-2009 pass rate for “all students” – 75.62%.</p> <p>Mathematics (AYP Subgroup data):</p> <p>“Black students” pass rate – 2007-2008 – 71.79%, 2008-09 – 72.01%</p> <p>“Hispanic students” pass rate – 2007-08 – 83.33%, 2008-09 – 86.11%</p> <p>“White students” pass rate – 2007-08 – 82.72%, 2008-09 – 83.05%</p> <p>“LEP students” pass rate – 2007-08 – 75.75%, 2008-09 – 86.44%</p> <p>“Econ disadvantaged” pass rate – 2007-08 – 73.89%, 2008-09 – 73.34%</p> <p>“Students with Disabilities” pass rate – 2007-08 – 66.0%, 2008-09 – 64.70%</p>
b.	Analyzed student achievement data with identified areas that need improvement	Spring 2010 SOL results indicate that areas in need of improvement include the content areas of mathematics and science as well as English/reading for the subgroup of students with disabilities. Graduation rate also has been identified as needing improvement.
c.	Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject	Highly Qualified Teachers: 109 Teachers (97.93% of class sections are taught by highly qualified teachers – data is from the 2009-2010 IPALS report) Less Than 3 Years Experience: Math – 1 teacher; Science – 4 teachers; English – 1 teacher; Social Studies/History – 3 teachers; Electives Teachers – 6; Physical Education – 1 teacher
d.	Number of years each instructional staff member has been employed at the school	Content area teachers have been employed at the school on average 5.5 years. The following is a breakdown by content area:

		<p>English/Lang – 12 teachers (avg. experience is 6.3 yrs with a range of 2-18 yrs) Math – 13 teachers (avg. experience is 4.3 yrs with a range of 1-24 yrs) Science – 14 teachers (avg. experience is 4.5 yrs with a range of 1-25 yrs) History – 12 teachers (avg. experience is 7.3 yrs with a range of 1-22 yrs)</p>
e.	Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools	<p>Graduation Rate: 2007-2008 graduation rate for “all students” – 60.52%; 2008-2009 graduation rate for “all students” – 64.39%. AYP Subgroup Graduation Rate: “Black students” graduation rate – 2007-2008 – 67.92%, 2008-09 – 65.04% “Hispanic students” graduation rate – 2007-08 – 60.0%, 2008-09 – 57.89% “White students” graduation rate – 2007-08 – 44.80%, 2008-09 – 62.04% “LEP students” graduation rate – 2007-08 – 14.29%, 2008-09 – 40.0% “Econ disadvantaged” graduation rate – 2007-08 – 60.17%, 2008-09 – 61.95% “Students with Disabilities” grad. rate – 2007-08 – 20.45%, 2008-09 – 30.56%</p>
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	<p>Attendance Rate – 91.68% Student Membership – 1564 Gender: Male students - 812 ; Female students – 752 Ethnicity: Black – 64%; Hispanic – 5% ; White – 27% Students with Disabilities – 178 No. of LEP students – 138 No. of Migrant students – 0 No. of Homeless students - 21 Low-Income Percent – 72.7%</p>
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	<p>Date Built – 2009 Number of classrooms – 84 Library/Media Center – Reading Room and stacks of 6,550 sq. ft. along with a computer lab of 920 sq. ft., 3 study rooms and another reading room that has 38 computer kiosks for data retrieval. Cafeteria – Dining room has 7,100 sq. ft., 4 serving lines, ala-carte food selection along with 6 food selection stations. Physical Education / Recess – Main Gym 12,770 sq. ft. (2500 seats), aux. gym has 11,850 sq. ft., training room has 1,275 sq. ft.</p>
h.	Total number of minutes in the school year that all students were required to attend	<p><u>Total Number of Minutes in the School Year</u> Regular School Year – 1,003 hrs = 60,180 minutes</p>

	school and any increased learning time (e.g., before- or after-school, Saturday school, summer school)	Summer School: 2 sessions (am and pm) -- each session is 71.25 hrs = 4,275 minutes
i.	Total number of days teachers worked divided by the maximum number of teacher working days	18,775 days / 19,620 days = <u>95.69%</u>
j.	Information about the types of technology that are available to students and instructional staff	Multiple computer labs, Ipod mobile labs, Laptop mobile labs, Video on Demand/Streaming, Active Boards in every classroom, Classroom Responsive Systems / Electronic Quiz Systems, Online Classroom Environment System, Universal Website System, and Cutting Edge Software Systems for CTE, Fine Arts, and Social Studies.
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 (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.	In the Spring of 2011, the percent of students in grades 9-12 scoring 400 or more on the SOL English and Mathematics tests will meet or exceed AYP benchmarks (English - 89%, Mathematics - 87%). By June 2011, the percent of students graduating from William Fleming High School will meet or exceed the 80% graduation rate benchmark. <u>Services and Activities:</u> Twilight Academy – online credit recovery (using PLATO Learning) Implementation of a school Oversight Committee Intervention specialists and guidance counselors have identified students from the 2011 cohort who are in danger of not graduating on time and offer alternative solutions to allow students to recover credits. Guidance counselors monitor the progress of 12 th graders to offer support and ensure that those who are eligible will graduate on time. Special Education and ELL students are closely monitored and are given opportunities for intervention support in Mathematics and English.
l.	L is different. Ask for Goals it has established in order to hold accountable its Tier III school.	As a Tier III school, William Fleming High School will be held accountable as measured by the school division's goals for student's performance on benchmark tests. This is measured three times per school year. This will allow the school division to monitor the progress and ensure that students are making necessary progress in order to be successful on the state's assessments in reading and mathematics (SOLs). Using a 70% cut score for benchmark test,

		<p>our goal is to consistently increase the percentage of students passing over the three assessments to meet AYP benchmark by the third assessment. Additionally, all Tier III schools will be responsible for designing a 20-day “jump start” instructional plan for the first month of school. The “jump start” will culminate in a “mini-benchmark” test in reading and mathematics. Tier III schools will prepare a 45 day count down plan to culminate in State SOL testing in May.</p>
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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:

Roanoke City Public Schools’ plans to implement the following interventions beginning 2010-2011:

- At Westside Elementary School (Tier I), a transformation model will be implemented utilizing an existing partnership with the New Teacher Center in Santa Cruz, CA and an internal lead partner who is currently Executive Director of K-8 programs. At Hurt Park Elementary School and William Fleming High School (Tier III), the state transformation model (Part I) will be implemented and at Addison Middle School (also Tier III), the state transformation model (Part II) will be the focus.
- To ensure community engagement, Westside Elementary, Hurt Park Elementary, Addison Middle, and William Fleming High Schools will utilize an Oversight Committee to gather input and best thinking from key stakeholders including the School

Improvement Coach, the internal lead partner, the school principal, the instructional coach, the teacher/mentor, curriculum supervisors in English/reading, mathematics and science, parents, and others as appropriate.

- The staff in the Department for Teaching and Learning who work under the leadership of the Assistant Superintendent (Dr. Vella Wright) includes a number of key individuals who will support the Tier I and Tier III schools in their school improvement efforts. The Director of Research, Testing and Evaluation, Jean Pollock and the Coordinator for Data Analysis, John Lincoln will assist schools with assessments and the subsequent use of data to determine instructional strengths, weakness, gaps in achievement, and patterns in performance. The cadre of instructional supervisors in content areas including Dr. Julie Drewry (mathematics), Christine McNair (English/Reading), Tom Fitzpatrick (science), and Lynn Jacomen (Response to Intervention) led by Tom Dunleavy, the Executive Director for K-8 Programs, and Tom Haley, the Executive Director for High Schools, are available to provide support to the schools on a daily or weekly basis as needed. Additionally, mathematics and reading specialists may be assigned to assist at the school. The Director of Special Education, Dr. Barbara Flanagan and her staff provide support on topics including co-teaching, appropriate assessment, analysis of data, and compliance with student IEPs. The combined efforts of these individuals provide a framework of support that is matched to the needs of the various schools' students and staff.
- Funds from the local (general fund) budget support each school and, in addition to basic funds, these schools receive funds through Title I-A, Title II-A, Title III, and 21st Century Learning Community grants.
- Tom Dunleavy, Director of K-8 Programs, represented RCPS at the SEA sponsored strategic planning session on April 7, 2010.
- In terms of capacity to implement the intervention, RCPS has provided training and internalized a continuous cycle that starts with a focus on detailed data analysis and continuous monitoring of instruction to determine what is working and to make immediate mid-course corrections when needed. To do so, Roanoke City Public Schools adheres to an instructional improvement process guided by the Plan-Do-Check-Act cycle, applying the Eight Step instructional process developed by Dr. Patricia Davenport and Dr. Gerald Anderson and described in their book, Closing the Achievement Gap. RCPS has demonstrated success with this process (having had schools recognized by National Center for Urban School Transformation) and we are confident and committed to using this foundation for school interventions. Our Executive Directors Tom Dunleavy (K-8 Programs) and Tom Haley (High School Programs) monitor this process by conducting regular on-site process checks, walk-through observations with the principals, and review of individual student data. Monitoring of school improvement has three major areas of focus: constant attention to data, expectation that all teachers teach effective lessons every day, and active compliance and participation with training sessions, required meetings and reports (Indistar).
- RCPS has used the restructuring construct of an Oversight Committee successfully in a number of schools and that process has led to school accreditation and success with AYP under NCLB. We plan to continue support for the oversight committee, to include Mr. Dunleavy, who will serve as Internal Lead Partner for this grant. The committee does include broad representation, including the principal, teachers, the school's academic coach, the mentor teacher, an external School Improvement Coach (who has worked with the school during the past year), and a highly qualified support team represented by the central office Supervisor of Mathematics, Supervisor of English Language Arts/Reading, the Coordinator of Response to Intervention, and the Coordinator of Science.
- RCPS has implemented a new teacher performance assessment developed with input from principals and teachers, grounded in 6

professional teaching standards (Knowledge of Students; Knowledge of Content; Planning, Delivery and Assessment of Instruction; Safe and Effective Learning Environment; Communication and Collaboration; Professionalism). This process is tightly linked to classroom observations and regular “quick visits” with specific performance feedback. The performance levels include exemplary, proficient, emerging and ineffective. Teachers are provided information about the “look fors” that principals expect when determining performance level. The New Teacher Center has utilized the RCPS performance assessment framework when training mentors on the collaboration with new (first three years) teachers.

- RCPS uses Response to Intervention as a framework for designing appropriate instruction for students in Tiers I, II, and III. A global “state of the school” model is prepared using the RtI tiers and, based on distribution of data and determination of student needs, teachers focus classroom interventions to respond to those needs, bringing in additional resources for students in the appropriate tiers. This “state of the school” process is translated into an examination of student needs by grade level. Interventions include additional resources such as AIMSweb, IStation, and the ARDT along with diagnostic assessments (Gates-McGinitie).
- Mentor coaches have been trained by staff from the New Teacher Center (Santa Cruz, CA). This training has occurred as three-full-day sessions offered quarterly over the course of the full school year (total 12 days of training). Additionally, the mentor coaches (who are relieved of teaching responsibilities in order to focus the support and development of beginning teachers) meet for 2-3 hours weekly to share ideas and to participate in local professional development (covering topics such as data analysis, team teaching, lesson design, positive behavior management, and so on.) Research indicates that using mentors makes a significant difference in success of students and retention of quality staff. In our urban school setting, the mentor program has added value to our goal of developing effective teachers for an urban school division.
- Professional development is imperative to the retention of highly qualified staff. Although RCPS does not have a staff dedicated solely to professional development, all members of the Department for Teaching and Learning are accountable for professional development in their specific content areas. We have purchased PD 360 (a web-based tool for professional development) and have trained school staff (principals and teachers) as well as central office supervisory staff so that they may interact with selected topics using the on-line modality. This technology tool supports improved teaching and learning.
- Collaboration and support from the Virginia Department of Education (academic review process) have resulted in focused planning at the school level. The insights offered by members of the review team and reports from auditors have served to guide the principal in leading change at the school level. The opportunity for central office supervisors (particularly in reading, mathematics, science and special education) to become part of the review process has increased the probability of success by strengthening the local capacity to support change at the school level. One of the most important components of support from the SEA has come to RCPS in the form of a School Improvement Coach. As a veteran educator with a wealth of experience at all levels (teacher to principal to supervisor to Superintendent), the coach has provided candid and targeted advice to support school improvement. He has established a strong working relationship with the principal and has demonstrated sincere interest in serving the students by coaching the adults to examine practice and act to make necessary changes in day-to-day operations in the school.

- If the LEA lacks sufficient capacity to serve all of its Tier I schools provide the following information:

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

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

___Mark NA, if applicable

The School Division has the capacity to serve its Tier I school (Westside Elementary).

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

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

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

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

- Delineating the responsibilities and expectations to be carried out by the external provider as well as those to be carried out by the LEA.

Mark NA here if the LEA selected a LTP from the state's list.
 Mark NA here if the selected model does not require a LTP.

Response:

Transformation model for Tier I school (Westside) will utilize a continuing partnership with New Teacher Center (Santa Cruz, CA) as educational partner in leadership development, teacher mentoring, and resulting student academic improvement. Training for principals and coaches will be offered to Tier III schools as well.

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

Mark NA here if the LEA selected a LTP from the state's list.
 Mark NA here if the selected model does not require a LTP.

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

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

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

Attached documents provide evidence of school improvement meeting activities as documentation of current practices. At this point, there has been no need to modify school board policy, although, *procedures* have been changed to allow for rapid response when concerns arise.

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

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

Describe the following:

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

Response:

The Roanoke City Public Schools are prepared to sustain the reform effort after the funding period ends. Our commitment to continuous school improvement and to closing the achievement gap while raising performance of all students has been demonstrated by our work prior to funding. This commitment is further emphasized by the three key goals of our strategic plan which states “ RCPS’ focus must be to (1) Raise the level of academic achievement for all students; (2) Intentionally close the achievement gap; and (3) Graduate 100% of our students.”

In RCPS, we seek ways to function as a high performing organization and we believe that continued use of the Indistar tool by the division and school improvement teams will allow us to remain informed while sustaining, tracking and reporting school improvement activities. We will continue to improve our use of this tool to communicate internally and externally with our partners in the school improvement process, particularly with VA DOE and with our School Improvement Coach.

Since 2007-08, Roanoke City Public Schools has been actively involved in building a collaborative, learning relationship with the New Teacher Center in Santa Cruz, CA. A number of key district stakeholders (principals, central office instructional leaders, School Board members, and community partners) have participated in the Induction Institute in order to learn more about the roles, responsibilities, and benefits of effective mentors to supporting new teachers. One of the strategic focus areas in our plan is to “Master teaching in a diverse urban environment” and we believe that our relationship with NTC is enabling us to build a strong cadre of excellent mentor teachers and their influence and interaction with new staff is improving our ability to meet the needs of our students. Our principals have received excellent professional training from NTC staff on the role of principals in supporting teachers (to benefit student learning.) All 18 of our mentor/coaches have participated in 12 days of professional training through NTC and will participate in another 12 days of training during 2010-11. We are currently working on additional training for principals on “blended coaching” and we are committed to continuing the relationship with NTC over the coming years because we subscribe to research findings that point to the success of the project. If we wish to have teachers who have mastered teaching in a diverse urban environment, we must practice fidelity to programs that work. New Teacher Center training works for us.

Our division plan is to continue to focus on four major areas: (1) Master teaching and learning in a diverse urban environment, (2) create an optimal urban learning environment, (3) develop a high-performing organization, and (4) collaborate with the City of Roanoke, businesses, community and faith-based organizations to provide a better prepared student. These areas are outlined in our Strategic Plan 2009-2014. (A full copy of the plan is available upon request.) Our annual general fund budget provides support for our reform effort and, additionally, we utilize Title I-A, Title II-A, Title III, and 21st CLC funds to support continuous school improvement in our targeted schools. Further, we have submitted a number of other applications for grant funding (including I3 grant application) to support pay for performance, social-emotional learning, and developing a cadre of mentors for those difficult transition points (entering kindergarten, moving from elementary to middle, moving from middle to high school, and moving from high school to post secondary experiences—particularly to our local community college.) In summary, we submit that our current practice is focused on continuous school improvement and we pledge to sustain that effort after the end of this funding period.

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.)

Hurt Park Elementary and Addison Middle Schools will continue to employ the coaches who worked with the schools during 2009-2010. These coaches were selected by application process, an interview, and provided a narrative on the topic “Why they would be an effective coach”. During 2009-2010, the Hurt Park coach received four (4) mentor/coach trainings from the New Teacher Center (Santa Cruz, CA model). These 4 sessions took place over the course of the school year, and took 12 full days of focused instruction. The coach for Addison Middle received the Teacher Leader Training provided by the Virginia DOE as part of the State Transformation model.

William Fleming High School has hired one part-time coach to work with science and is currently working with the human resources department to secure another. The criteria include an emphasis in mathematics and science (biology, earth science, chemistry) as well as experience working with students with special needs. Additional leadership training will be provided to key teacher-leaders (in the areas of mathematics, science, special education, as well as a lead teacher working with English language learners.)

Hurt Park coach will participate in the Teacher Leader Training as part of the State Transformation model beginning at the July, 2010 VA DOE Summer Institute. Addison coach will receive Part II of this training at the Summer Institute.

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

School 1: <u>Hurt Park Elementary</u> <input checked="" type="checkbox"/> Reading/English/Language Arts <input 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	School 2: <u>Addison Middle School</u> <input checked="" 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	School 3: <u>William Fleming High School</u> <input 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
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<input type="checkbox"/> Independent Education Contractor/Consultant	<input type="checkbox"/> Independent Education Contractor/Consultant	<input type="checkbox"/> Independent Education Contractor/Consultant <input checked="" type="checkbox"/> Other: Science and/or Special Education
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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: Roanoke City Public Schools

Virginia Department of Education Grant Expenditure Requirements

Note 1

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

Cost: \$1,650 per school

Note 2

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

Cost: \$4.00 per student per school.

Division Budget Summary

Division Name: Roanoke City Public Schools

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

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 division total for these schools. <i>[1003(a) funds must be encumbered by September 30, 2011]</i>										
1000 - Personnel	369,230		239,713		369,230	296,413		369,230	296,413		1,940,229
2000 - Employee Benefits	106,400		68,961		106,400	82,271		106,400	82,270		552,702
3000 - Purchased Services	63,470		87,150		63,470	87,150		63,470	87,150		232,500
4000 - Internal Services											
5000 - Other Charges	6,000		12,000		6,000	12,000		6,000	12,000		54,000
6000 - Materials and Supplies			74,817			59,667			59,665		194,149
8000 - Equipment/Capital Outlay	35,000		54,860		33,500			23,450			146,810
											(Must Equal Division Allocation)

Total	580,100		537,501		578,600	537,501		568,550	537,498		3,339,750
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* If applicable.

School Budget Summary

School Name: Hurt Park 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.

School Budget Summary (One Per Applicant School)

Complete using all applicable funding sources.

	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here. [1003(a) funds must be encumbered by September 30, 2011]										
Expenditure Codes	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
1000 – Personnel			88,500			136,500			136,500		361,500
2000 -											

Employee Benefits			26,057			38,667			38,666		103,390
3000 - Purchased Services			8,000								8,000
4000 - Internal Services											
5000 - Other Charges			4,000			4,000			4,000		12,000
6000 - Materials and Supplies			37,150								37,150
8000 - Equipment/Capital Outlay			15,460								15,460
Total			179,167			179,167			179,166		(Must Equal School Allocation) 537,500

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

School Budget Summary

School Name: Westside 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.

School Budget Summary (One Per Applicant School)

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.")
1000 - Personnel	369,230				369,230			369,230			1,110,690
2000 - Employee Benefits	106,400				106,400			106,400			319,200
3000 - Purchased Services	63,470				63,470			63,470			190,410
4000 - Internal Services											
5000 - Other Charges	6,000				6,000			6,000			18,000
6000 - Materials and Supplies											
8000 - Equipment/Capital Outlay	35,000				33,500			23,450			91,950
Total	580,100				578,600			568,550			(Must Equal School Allocation) 1,727,250

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

School Budget Summary

School Name: Addison Middle School

Virginia Department of Education Grant Expenditure Requirements

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

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

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

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

School Budget Summary (One Per Applicant School)

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.")
1000 – Personnel			103,213			111,913			111,913		327,039

2000 - Employee Benefits			30,904			31,604			31,604		94,112
3000 - Purchased Services			1,650			9,650			9,650		20,950
4000 - Internal Services											
5000 - Other Charges			4,000			4,000			4,000		12,000
6000 - Materials and Supplies						22,000			21,999		43,999
8000 - Equipment/Capital Outlay			39,400								39,400
Total			179,167			179,167			179,166		(Must Equal School Allocation) 537,500

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

School Budget Summary

School Name: William Fleming

Virginia Department of Education Grant Expenditure Requirements

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

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

School Budget Summary (One Per Applicant School)

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.")
1000 – Personnel			48,000			48,000			48,000		144,000
2000 - Employee Benefits			12,000			12,000			12,000		36,000
3000 - Purchased Services			77,500			77,500			77,500		232,500
4000 - Internal											

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]

Services											
5000 - Other Charges			4,000			4,000			4,000		12,000
6000 - Materials and Supplies			37,667			37,667			37,666		113,000
8000 - Equipment/Capital Outlay											
Total			179,167			179,167			179,166		(Must Equal School Allocation) 537,500

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

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

DIVISION NAME: Roanoke City Public Schools

1. Personal Services (1000)

The personnel funded from 1003(g) funds (Instructional Coaches, Support/Resource Teachers, Reading Specialist, Teachers, Tutors/Remediation, Substitutes, and Teacher Stipends) provide these schools (Hurt Park, Westside, Addison, and William Fleming) the opportunity to implement school improvement / reform efforts over the next three school years. These resources will supplement and enhance the existing instructional programs at these schools. These positions are vital to the instructional planning and best practices for classroom instruction. These funded positions will be coordinated with positions funded by Title I, part A and local funds to allow the schools to make the necessary transformation and complete many of the tasks included in their school improvement plans.
TOTAL PERSONAL SERVICES: YR. 1 = \$608,943; YR. 2 = \$665,643; YR. 3 = \$665,643.

2. Employee Benefits (2000)

Benefits for Personnel funded from 1003(g) funds.
TOTAL EMPLOYEE BENEFITS: YR. 1 = \$175,361; YR. 2 = \$188,671; YR. 3 = \$188,670.

3. Purchased Services (3000)

1003(g) funds will be used to provide staff at these schools high quality professional development/training. Addison staff will receive formative assessment training from Teach First. All schools will receive training at the VA DOE summer

institute (July, 2010). The training received at a school will be dependent on which level of school improvement applies to the school. Hurt Park and William Fleming will receive Part I of the state transformation model, In addition, William Fleming will provide training (through the Leadership and Learning Center) on using data to prioritize needs, set SMART goals, identify strategies and monitoring/evaluating results. Addison will receive Part II of the state transformation model, and Westside will receive training and implement the USED transformation model.

Staff at all schools will be involved in training and professional development based on identified areas of need as determined by SOL results, teacher feedback, and principal observations.

Westside Elementary will contract with a School Improvement Coach to assist with school improvement / reform efforts. As part of the Transformation Model, Westside Elementary will contract with New Teacher Center to provide training in the following areas: Leadership Training, Coach/Mentor Teacher Training, On-line professional development (PD 360 network), and Blended Coaching onsite with trained staff from New Teacher Center.

1003(g) funds will be coordinated with Title I, Part A, Title II, A, Title III, A, and LEA funds to provide staff with high quality professional development to impact classroom instruction and student achievement.

TOTAL PURCHASED SERVICES: YR. 1 = \$150,620; YR. 2 = \$150,620; YR. 3 = \$150,620.

4. Internal Services (4000)

Not applicable.

5. Other Charges (5000)

All 1003(g) funded schools will require travel expenditures. School staff and division-level personnel will attend VA DOE trainings related to school improvement efforts. Staff at the four schools will also participate in trainings based on areas identified as in need of improvement. Travel costs related to the trainings and professional development activities specified in each schools transformation / reform efforts will be funded from 1003(g) funds.

TOTAL OTHER CHARGES: YR. 1 = \$18,000; YR. 2 = \$18,000; YR. 3 = \$18,000.

6. Materials and Supplies (6000)

Tier III schools (Hurt Park and Addison) will purchase resource materials to support SOL preparation. Purchases will include proven resources such as SOL Coach books, Measure Up, Focus, and AIMS materials. Response to Intervention (RTI) materials will be purchased. William Fleming will purchase materials to support improvement efforts in the areas of mathematics and science.

TOTAL MATERIALS AND SUPPLIES: YR. 1 = \$74,817; YR. 2 = \$59,667; YR. 3 = \$59,665.

7. Equipment/Capital Outlay (8000)

Instructional technology is a vital component for the school division and at these four schools. Use of technology to enhance

classroom instruction is a part of each school's improvement plan. LEA funded instructional technology resource teachers provide training for all classroom teachers on the various technologies and how they may be used effectively to improve instruction in their classrooms. These schools will use 1003(g) funds to purchase additional smart boards, laptop carts, and computers.

TOTAL INSTRUCTIONAL EQUIPMENT: YR. 1 = \$89,860; YR. 2 = \$33,500; YR. 3 = \$23,450.

(Individual School Narratives Follow)

SCHOOL NAME: Hurt Park Elementary

1. Personal Services (1000)

2010-2011: Fund two (2) – K-5 Support Teachers @ \$37,500 each = \$75,000. This will enable to school to continue to provide additional instructional support in all grade levels. One support teacher will be serve grades K-2 and the other support teacher will provide additional support in grades 3-5.

Teacher stipend will be provided for Saturday school - \$5,000. Saturday school will be offered 3 times during each nine-week grading period. This will allow students the opportunity to receive 12 days of additional instruction throughout the school year.

Substitute teachers will be funded at various times throughout the school year - \$8,500. This will give teachers a full day (every other month) of grade level planning.

2011-12 and 2012-13: Continue to fund personnel from 2010-2011. For 2011-12 and 2012-13, 1003(g) will fund the instructional coach position. The instructional coach position will be funded from Title I, part A (ARRA) for 2010-11.

TOTAL PERSONAL SERVICES: YR. 1 = \$88,500; YR. 2 = \$136,500; YR. 3 = \$136,500.

2. Employee Benefits (2000)

2010-2011:

FICA, Retirement, Health/Dental for 2 Support Teachers - \$25,000

FICA for teacher stipends - \$400

FICA for substitute teachers - \$650

2011-12 and 2012-13:

Continue to fund benefits for positions from 2010-2011. For 2011-12 and 2012-13, 1003(g) will fund benefits for the instructional coach position.

TOTAL EMPLOYEE BENEFITS: YR. 1 = \$26,057; YR. 2 = \$38,667; YR. 3 = \$38,666.

3. Purchased Services (3000)

2010-2011:

Professional development materials (reading/writing) for Teacher Training – Books, Videos -- \$3,000

Workshops for teachers based on identified needs (reading and math) - \$5,000

TOTAL PURCHASED SERVICES: \$8,000.

4. Internal Services (4000)

Not applicable.

5. Other Charges (5000)

2010-2011:

Travel expenses (lodging, meals, mileage, etc.) for VA DOE trainings throughout the school year - \$4,000

2011-2012:

Travel expenses (lodging, meals, mileage, etc.) for VA DOE trainings throughout the school year - \$4,000

2012-2013:

Travel expenses (lodging, meals, mileage, etc.) for VA DOE trainings throughout the school year - \$4,000

6. Materials and Supplies (6000)

2010-2011:

Instructional Materials and Supplies will include the following --- SOL Coach Books; Measure Up; “Focus” - (SOL related practice materials in Reading/Math); AIMS materials; Independent Leveled Readers (content area); materials to support the ELL population & SOL preparation in Reading and Math. - \$26,650

Parent Involvement Materials: Interactive Parent Resource Kit / Training on Kit - \$7,500;

Response to Intervention Materials - \$3,000

TOTAL MATERIALS AND SUPPLIES: \$37,150.

7. Equipment/Capital Outlay (8000)

The following instructional equipment will be purchased to continue to enhance classroom instruction through using technology. 14 computers will be purchased to continue the schools efforts to have the necessary technology for students to use in their learning. The computers will also be used for the I Station program.

TOTAL EQUIPMENT = \$15,460.

Complete a budget narrative for each applicant school.

SCHOOL NAME: Westside Elementary

1. Personal Services (1000)

2010-2011:

After a review of the schools needs by the Principal, school leadership team, school oversight committee, and various school division personnel – the following positions will be provided using the 1003(g) funds as part of Westside’s school improvement efforts:

2 Coaches - \$82,300 (one instructional coach and one mentor/coach)

Reading Specialist - \$42,000 (to be used for 1st grade students – this will enable the school to have a Reading Specialist at each grade level).

K-5 Resource Teacher - \$45,600 (to provide instructional support throughout the school in all grade levels).

Additional teachers (one for 4th grade and one for 5th grade) – to reduce class sizes for students, which will provide the best opportunity for improved student achievement. (2 @ \$40,000 = \$80,000). This will allow our 4th and 5th grade classrooms to have a student teacher ratio of no more than 17:1.

ELL Teacher (.5 FTE) - \$28,600 (This will allow the school to address the needs of an important AYP subgroup – LEP students).

Technology Resource Teacher - \$40,000 (will maintain the computer lab, assist with both teachers and students technology needs, and become part of the schools resource teachers that rotate through the various classrooms and grade levels)

Teacher Stipends for additional duties beyond contracted hours : Grade Level Team Leaders; Lead Reading Specialist; Academic Coach; Mentor/Coach; School Improvement Planning; Curriculum Planning; Teacher Trainings - \$42,050.

Substitute Teachers will be provided at various dates during the school year so that teachers at each grade level can have grade level team planning time (4-6 hours) - \$9,180

2011-12 and 2012-13: The personnel listed for 2010-2011 will continue for 2011-12 and 2012-13.

TOTAL PERSONAL SERVICES: YR. 1 = \$369,230; YR. 2 = \$369,230; YR. 3 = \$369,230.

2. Employee Benefits (2000)

Employee Benefits for funded positions (see above) and FICA for Teacher Stipends.

TOTAL EMPLOYEE BENEFITS: YR. 1 = \$106,400; YR. 2 = \$106,400; YR. 3 = \$106,400.

3. Purchased Services (3000)

2010-2011:

Westside began using I Station with students during 2009-2010, and will continue to use I Station as a requirement of the

1003(g) funds - \$6,500. Westside will also administer the Algebra Readiness Diagnostic Test (ARDT) to those students in grades 3-5 that did not pass the Math SOL test - \$500. The Gates-MacGinitie assessment will also be administered to all students in grades 3-5 (\$3,200). This will be administered to students during the Summer (July 2010) so that results are available at the beginning of school year.

Professional Development / Teacher Training will be provided for staff based on needs identified by SOL results, benchmark tests, and principal observations (\$9,800).

Westside will contract with a School Improvement Coach - \$10,000.

As part of the Transformation Model, the school will contract with New Teacher Center to provide training in the following areas: Leadership Training, Coach/Mentor Teacher Training, On-line professional development (network), and Blended Coaching (\$33,470).

Funded items under the category of purchased services for 2010-2011, will be continued for 2011-12 and 2012-13.

TOTAL PURCHASED SERVICES: YR. 1 = \$63,470; YR. 2 = \$63,470; YR. 3 = \$63,470.

4. Internal Services (4000)

Not applicable.

5. Other Charges (5000)

2010-2011:
 Travel expenses (lodging, meals, mileage, etc.) for VA DOE trainings throughout the school year - \$4,000.
 Travel cost for staff attending trainings / professional development - \$2,000.

2011-2012:
 Travel expenses (lodging, meals, mileage, etc.) for VA DOE trainings throughout the school year - \$4,000.
 Travel cost for staff attending trainings / professional development - \$2,000.

2012-2013:
 Travel expenses (lodging, meals, mileage, etc.) for VA DOE trainings throughout the school year - \$4,000.
 Travel cost for staff attending trainings / professional development - \$2,000.

TOTAL OTHER CHARGES: YR. 1 = \$6,000; YR. 2 = \$6,000; YR. 3 = \$6,000.

6. Materials and Supplies (6000)

Not applicable.

7. Equipment/Capital Outlay (8000)

During the 3 year period of this grant cycle, Westside will use 1003(a) funds to purchase instructional technology that will continue to improve classroom instruction. The purchases are as follows:

2010-2011: Purchase 30-unit laptop cart to be used for I Station -- \$35,000.

2011-2012: Purchase smart boards for first and second grade classrooms -- \$33,500.

2012-2013: Purchase smart boards for Kindergarten classrooms -- \$23,450.

The smart board purchases in Years 2 and 3 will allow teachers at these grade levels to expose the students in grades K – 2 to the same technology that is being used in grades 3, 4, and 5. Smart boards were purchased for grades 3, 4, and 5 using the schools Title I, Part A allocation for 2009-2010. All teachers receive training in the use of smart boards.

Complete a budget narrative for each applicant school.

SCHOOL NAME: Addison Middle School

1. Personal Services (1000)

2010-2011:

As part of Addison Middle School's plan for improvement, an Instructional Coach - \$51,611; Reading Remediation Teacher - \$36,602; and Math Tutor (PT) - \$15,000 will be provided using 1003(g) funds. The instructional coach is vital to the instructional planning, working with grade level and content area planning teams, and providing both new and veteran teachers best practices for classroom instruction. The Reading Remediation Teacher will provide support to targeted students that did not pass the Reading SOL test. The Math Tutor will rotate through all grade levels to provide instructional support to targeted students.

2011-12 and 2012-13:

The positions funded for 2010-2011 will continue for 2011-12 and 2012-13. In years two and three of the funding cycle, stipends (\$8,700) will be provided for retired teachers to be hired as tutors to work with targeted students in the areas of reading and math.

TOTAL PERSONAL SERVICES: YR. 1 = \$103,213; YR. 2 = \$111,913; YR. 3 = \$103,913.

2. Employee Benefits (2000)

Employee Benefits for funded positions (see above) and FICA for Teacher Stipends.

TOTAL EMPLOYEE BENEFITS: YR. 1 = \$30,904; YR. 2 = \$31,604; YR. 3 = \$31,604.

3. Purchased Services (3000)

2010-2011: Teach First (Formative Assessment Training) - \$1,650

School will receive formative assessment training from Teach First during the VA DOE Summer Institute (July, 2010).

2011-12:

Staff will receive professional development/training based on those areas that are identified as in need of improvement based on SOL tests, benchmark tests, teacher feedback, and principal observations. - \$9,650

2012-13:

Staff will receive professional development/training based on those areas that are identified as in need of improvement based on SOL tests, benchmark tests, teacher feedback, and principal observations. - \$9,650

TOTAL PURCHASED SERVICES: YR. 1 = \$1,650; YR. 2 = \$9,650; YR. 3 = \$9,650.

4. Internal Services (4000)

Not Applicable.

5. Other Charges (5000)

2010-2011:

Travel expenses (lodging, meals, mileage, etc.) for VA DOE trainings throughout the school year - \$4,000.

2011-2012:

Travel expenses (lodging, meals, mileage, etc.) for VA DOE trainings throughout the school year - \$4,000.

2012-2013:

Travel expenses (lodging, meals, mileage, etc.) for VA DOE trainings throughout the school year - \$4,000.

TOTAL OTHER CHARGES: YR. 1 = \$4,000; YR. 2 = \$4,000; YR. 3 = \$4,000.

6. Materials and Supplies (6000)

2011-2012:

Instructional Materials and Supplies will include materials and resources to support SOL preparation in Reading and Math. - \$22,000.

2012-2013:

Instructional Materials and Supplies will include materials and resources to support SOL preparation in Reading and Math. - \$21,999.

TOTAL MATERIALS AND SUPPLIES: YR. 2 = \$22,000; YR. 3 = \$21,999.

7. Equipment/Capital Outlay (8000)

2010-2011:

Technology/computer upgrades for 7th grade computer lab and 8th grade computer lab - \$39,400.

TOTAL INSTRUCTIONAL EQUIPMENT: YR. 1 = \$39,400.

SCHOOL NAME: William Fleming High School

1. Personal Services (1000)

2010-2011:

As part of William Fleming's plan for improvement, funds for instructional coaching (\$48,000) will be provided using 1003(g) funds. The instructional coach is vital to instructional planning, working with content area planning teams, and providing both new and veteran teachers with support on use of best practices for classroom instruction. The primary use of the funds will be in the area of science; however, additional funds will support leadership in the Twilight Academy (focused on credit recovery and cohort graduation.)

2011-12 and 2012-13:

The Instructional Coach position funded for 2010-2011 will continue for both the 2011-12 and 2012-13.

TOTAL PERSONAL SERVICES: YR. 1 = \$48,000; YR. 2 = \$48,000; YR. 3 = \$48,000.

2. Employee Benefits (2000)

Employee Benefits for funded positions (see above) and FICA for Teacher Stipends.

TOTAL EMPLOYEE BENEFITS: YR. 1 = \$12,000; YR. 2 = \$12,000; YR. 3 = \$12,000.

3. Purchased Services (3000)

2010-2011:

William Fleming will purchase I Station as a requirement of the 1003(g) funds - \$6,500. I Station will be used support instruction and to assess 9th and 10th grade student's progress in English/reading. Remediation of students who struggle with the transition to high school

Professional Development / Teacher Training will be provided for staff based on needs identified by SOL results, benchmark tests, and principal's observations (\$35,000). The training will focus on data analysis, SMART goals, monitoring and evaluation. The PLATO Learning program (\$36,000) will be purchased for use with students in William Fleming's Twilight Academy (afterschool program). This will enable students to take courses online and recover credits to assist in getting them back on track to graduate on-time with their cohort.

Funded items under the category of purchased services for 2010-2011, will be continued for 2011-12 and 2012-13.

TOTAL PURCHASED SERVICES: YR. 1 = \$77,500; YR. 2 = \$77,500; YR. 3 = \$77,500.

4. Internal Services (4000)

Not Applicable.

5. Other Charges (5000)

2010-2011:

Travel expenses (lodging, meals, mileage, etc.) for VA DOE trainings throughout the school year - \$4,000.

2011-2012:

Travel expenses (lodging, meals, mileage, etc.) for VA DOE trainings throughout the school year - \$4,000.

2012-2013:

Travel expenses (lodging, meals, mileage, etc.) for VA DOE trainings throughout the school year - \$4,000.

TOTAL OTHER CHARGES: YR. 1 = \$4,000; YR. 2 = \$4,000; YR. 3 = \$4,000.

6. Materials and Supplies (6000)

2010-2011:

Materials will be purchased for all core content areas based on a review of each subject matters needs and student's needs.

For 2010-2011, materials will be purchased for the content areas of Math and Science. These are the two areas that have been identified as in need of improvement.

Supplies and materials will also be purchased to be used with teachers as part of professional development activities.

A needs assessment process will be used for instructional material purchases for 2011-12 and 2012-13.

TOTAL MATERIALS AND SUPPLIES: YR. 1 = \$37,667; YR. 2 = \$37,667; YR. 3 = \$37,666.

7. Equipment/Capital Outlay (8000)

Not applicable.

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. Hurt Park Elementary
2. Westside Elementary
3. Addison Middle

4. William Fleming High School

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.

NOT APPLICABLE FOR ROANOKE CITY

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.

NOT APPLICABLE FOR ROANOKE CITY

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