

**APPROVED**

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

**1003(g)**

**Application for School Improvement Funds**

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

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

**Due June 14, 2010**

**COVER PAGE**

**DIVISION INFORMATION**

School Division Name: Shenandoah County Public Schools  
Mailing Address: 600 N Main Street Suite 200 Woodstock, Virginia 22664  
Division Contact: Kelly C. Storey  
Telephone (include extension if applicable): 540-459-6722 Fax: 540-459-6744  
E-mail: [kcstorey@shenandoah.k12.va.us](mailto:kcstorey@shenandoah.k12.va.us)

**SCHOOL INFORMATION**

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

School Name: Ashby Lee Elementary School  
Mailing Address: 480 Stonewall Lane Quicksburg, Virginia 22847  
School Contact: Holly Rusher  
Telephone (include extension if applicable): 540-477-2927 Fax: 540-477-2844  
E-mail: [hwrusher@shenandoah.k12.va.us](mailto:hwrusher@shenandoah.k12.va.us)

School Name: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_  
School Contact: \_\_\_\_\_  
Telephone (include extension if applicable): \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

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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: B.Keith Rowland

Date: June 14, 2010

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

**SECTION A: SCHOOLS TO BE SERVED**

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

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

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

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

**2a. Tier III School Information**

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

School Name	NCES ID #
Ashby Lee Elementary	510351001542

**2b. Tier III School Information**

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

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

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

**SECTION B: REQUIRED ELEMENTS**

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

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

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

Response:

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

<b>Required Information</b>		<b>Ashby Lee Elementary</b>							
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>All students</b>	<b>Black students</b>	<b>Hispanic students</b>	<b>White students</b>	<b>Disability students</b>	<b>Disadvantaged students</b>	<b>LEP students</b>
		<b>2007-2008 Math - 3rd</b>	92/112 82%	1/2 50%	12/15 80%	78/94 83%	14/17 82%	22/38 73%	11/14 79%
		<b>2007-2008 Reading - 3rd</b>	80/108 74%	0/2 0%	10/11 91%	67/94 73%	8/17 47%	20/28 71%	9/10 90%
		<b>2007-2008 Math - 4th</b>	68/95 72%	0	7/12 58%	60/82 73%	7/9 78%	13/25 52%	6/11 55%
		<b>2007-2008 Reading - 4th</b>	78/93 84%	3/4 75%	8/11 73%	69/81 85%	7/9 78%	19/24 79%	7/10 70%
		<b>2007-2008 Math - 5th</b>	82/114 72%	2/3 67%	6/11 55%	73/98 75%	7/15 47%	12/22 55%	4/8 50%
		<b>2007-2008 Reading - 5th</b>	94/113 83%	2/2 100%	9/11 82%	82/98 84%	8/14 57%	16/22 73%	7/8 88%
		<b>2008-2009 Math - 3rd</b>	88/104 85%	2/3 67%	9/13 69%	75/86 87%	7/9 78%	18/24 75%	4/7 57%
		<b>2008-2009 Reading - 3rd</b>	78/103 76%	2/3 67%	10/12 83%	65/83 76%	2/9 22%	18/24 75%	5/6 83%
		<b>2008-2009 Math - 4th</b>	72/113 64%	2/2 100%	9/15 60%	59/94 63%	7/14 50%	15/27 56%	8/14 57%
		<b>2008-2009 Reading - 4th</b>	84/112 75%	2/2 100%	12/14 86%	69/94 73%	7/14 50%	19/27 70%	11/13 85%
		<b>2008-2009 Math - 5th</b>	66/97 68%	0	7/11 64%	58/85 68%	2/5 40%	15/25 60%	6/10 60%
		<b>2008-2009 Reading - 5th</b>	77/97 79%	0	7/11 64%	69/85 81%	5/5 100%	19/25 76%	6/10 60%

b	Analyzed student achievement data with identified areas that need improvement;	<b>Reading SOL Reporting Categories</b>			
			<b>Year 2006 - 2007</b>	<b>Year 2007-2008</b>	<b>Year 2008-2009</b>
		<b>Grade 3 Reporting Category 1 - Use Word Analysis Strategies</b>	70.30%	74.10%	69.90%
		<b>Grade 3 Reporting Category 2 - Comprehension of Printed Materials</b>	74.70%	76.90%	72.80%
		<b>Grade 4 Reporting Category 1 - Use Word Analysis Strategies</b>	85%	76.30%	68.80%
		<b>Grade 4 Reporting Category 2 - Comprehension of Printed Materials</b>	82.30%	86%	71.40%
		<b>Grade 5 Reporting Category 1 - Use Word Analysis Strategies</b>	77.30%	79.60%	75.30%
		<b>Grade 5 Reporting Category 2 - Comprehension of Printed Materials</b>	75.50%	85.80%	84.50%

c	Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject;	There are 57 out 58 highly qualified K-5 teachers for a 98% percentage. K-5 teachers include special education, reading specialists, art, music, librarian, PE, guidance, technology, ELL and the gifted and talented educators. Teachers with less than 3 years of experience are as follows: 1 out 5 teachers in 1st grade, 1 out of 5 teachers in 2nd grade, 1 out of 5 in 3rd grade, no teachers in 4th grade, 2 out of 5 teachers in 5thgrade, and 2 out of 7 teachers in the specials or related arts rotation.
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d	Number of years each instructional staff member has been employed at the school;	<p><b>KG</b>  Teacher A – 7  Teacher B – 14  Teacher C – 3  Teacher D – 36  Teacher E – 36  Teacher F – 26</p> <p><b>1<sup>st</sup></b>  Teacher A – 2  Teacher B – 22  Teacher C – 9  Teacher D – 9  Teacher E – 17  Teacher F – 10</p> <p><b>2<sup>nd</sup></b>  Teacher A – 13  Teacher B – 37  Teacher C – 3  Teacher D – 5  Teacher E – 1</p> <p><b>3<sup>rd</sup></b>  Teacher A – 6  Teacher B – 3  Teacher C – 1  Teacher D – 33  Teacher E – 20  Teacher F – 5</p> <p><b>4<sup>th</sup></b>  Teacher A – 10  Teacher B – 12  Teacher C – 10  Teacher D – 8  Teacher E – 7</p> <p><b>5<sup>th</sup></b>  Teacher A – 2  Teacher B – 23  Teacher C – 10  Teacher D – 35</p>
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		<p>Teacher E – 3</p> <p><b>Specials or Related Arts</b></p> <p>Teacher A – 4  Teacher B – 12  Teacher C – 3  Teacher D – 1  Teacher E – 9  Teacher F – 8</p> <p><b>Special Education/ELL/Title 1</b></p> <p>Teacher A – 10  Teacher B – 21  Teacher C – 4  Teacher D – 10  Teacher E – 9  Teacher F – 18  Teacher G – 9  Teacher H – 3  Teacher I – 10  Teacher J – 20  Teacher K – 4  Teacher L – 10  Teacher M – 33  Teacher N – 6  Teacher O – 1  Teacher P – 2  Teacher Q – 1  Teacher R – 5  Teacher S – 23</p> <p><b>Pre K</b></p> <p>Teacher A – 3  Teacher B – 19</p>
e	Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary	N/A

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;

**Total Number of Students K-5**

Total number of K-5 students – 646  
 Total number of k-5 male students – 333  
 Total number of k-5 female students – 313  
 Total number of k-5 American Indian students – 1  
 Total number of K-5 Asian students – 4  
 Total number of black students – 9  
 Total number of white students – 544  
 Total number of Hispanic students – 88

**Number of Students with Disability Status**

Disability Status #	KG	1st	2nd	3rd	4th	5th
3	1		2	1	1	
6						1
7	3	2	5	2	5	5
8	1			1		2
9	5	2	2	1		
10	1		1		1	1
13	4	1		1		1
15		1		1	1	
16	1		1			
19	2		2	1		

**Number of Students with ELL Status**

VA LEP State Code #	KG	1st	2nd	3rd	4th	5th
15	8	6	1	1		
16	2	4	2	3		
17		4	7	2	1	
18			5	5		3

19				1	4	4
21						1

**Number of Disadvantaged/SES, Migrant and Homeless Students**

Grade Level	SES	Migrant	Homeless
KG	52	1	0
1st	46	0	0
2nd	64	1	1
3rd	53	1	0
4th	53	0	0
5th	44	2	1

g Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of the library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess;

- 1) Ashby Lee Elementary School was built in 1974. In 1998, an additional wing was built to accommodate the growing population and to be able to move fifth grade students from the middle school back to the elementary school.
- 2) There are six kindergarten classrooms, six first grade classrooms, five second grade classrooms, six third grade classrooms, five fourth grade classrooms and five fifth grade classrooms. One room houses the clinic. There are five special education classrooms; two classrooms for ELL; four classrooms for Title 1 and Reading Recovery; two preschool classrooms; one classroom for Gifted and Talented; two computer labs; one classroom for art; one classroom for music; and two gymnasiums.
- 3) The library media center is comprised of 16,301 books; two stations that have four computers each; five tables that seat approximately eight students; a mounted Smart board and overhead projector. There is a separate professional library for the staff that contains resources for staff to check out as needed.
- 4) On a typical day, it has six tables that seat 24 students each and six tables that seat 12 students each. The cafeteria serves breakfast and lunch and is operated by a cafeteria manager.
- 5) There are two gymnasiums for physical education classes. Students have physical education every other day. There are three outside playground areas. One area is specifically for kindergarten students, one is for preschool and kindergarten students, and one is for the upper grades students (1<sup>st</sup> through 5<sup>th</sup>). There is also a track area in the back of the building for students to walk or run. In addition, there is a large black top area on the inside portion of the track for games, etc.

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);	59,400 minutes (990 hours) for all students; SES Reading Services 1,800 minutes (30 hours) for identified students; math tutoring for 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade select students 960 minutes (16 hours) ; 3,840 minutes (64 hours) of summer school for select students																																																																																																																																																																					
i	Total number of days teachers worked divided by the maximum number of teacher working days;	<p>200 working day contract for teachers -15 snow days = 93%</p> <table border="1"> <thead> <tr> <th>Teacher</th> <th>Teaching Assignment</th> <th>Personal Days</th> <th>Professional Days</th> <th>Sick Days</th> <th>Total Days Absent</th> <th>Total No. of Working Days Assigned</th> <th>Days Missed for Snow</th> <th>Total Possible Days to Work</th> <th>Total No. of Days Worked</th> <th>% of Days Worked</th> </tr> </thead> <tbody> <tr><td>A</td><td>5th</td><td>3</td><td>5.5</td><td>14.5</td><td>23</td><td>200</td><td>15</td><td>185</td><td>162</td><td>88%</td></tr> <tr><td>B</td><td>KG</td><td>0</td><td>4.5</td><td>22.5</td><td>27</td><td>200</td><td>15</td><td>185</td><td>158</td><td>85%</td></tr> <tr><td>C</td><td>SPED</td><td>0.5</td><td>10</td><td>9.5</td><td>20</td><td>200</td><td>15</td><td>185</td><td>165</td><td>89%</td></tr> <tr><td>D</td><td>4th</td><td>2.5</td><td>5.5</td><td>14.5</td><td>22.5</td><td>200</td><td>15</td><td>185</td><td>162.5</td><td>88%</td></tr> <tr><td>E</td><td>SPED</td><td>2.5</td><td>9</td><td>3.5</td><td>15</td><td>200</td><td>15</td><td>185</td><td>170</td><td>92%</td></tr> <tr><td>F</td><td>TITLE 1</td><td>3</td><td>6</td><td>5.5</td><td>14.5</td><td>200</td><td>15</td><td>185</td><td>170.5</td><td>92%</td></tr> <tr><td>G</td><td>SPED</td><td>2</td><td>6.5</td><td>64.5</td><td>73</td><td>200</td><td>15</td><td>185</td><td>112</td><td>61%</td></tr> <tr><td>H</td><td>SPED</td><td>3</td><td>9.5</td><td>14</td><td>26.5</td><td>200</td><td>15</td><td>185</td><td>158.5</td><td>86%</td></tr> <tr><td>I</td><td>TITLE 1</td><td>1</td><td>2</td><td>15</td><td>18</td><td>200</td><td>15</td><td>185</td><td>167</td><td>90%</td></tr> <tr><td>J</td><td>5th</td><td>4</td><td>5.5</td><td>5</td><td>14.5</td><td>200</td><td>15</td><td>185</td><td>170.5</td><td>92%</td></tr> <tr><td>K</td><td>5th</td><td>3</td><td>3</td><td>9</td><td>15</td><td>200</td><td>15</td><td>185</td><td>170</td><td>92%</td></tr> <tr><td>L</td><td>RESOURCE</td><td>2</td><td>0</td><td>42.5</td><td>44.5</td><td>200</td><td>15</td><td>185</td><td>140.5</td><td>76%</td></tr> <tr><td>M</td><td>RESOURCE</td><td>1</td><td>0</td><td>7</td><td>8</td><td>200</td><td>15</td><td>185</td><td>177</td><td>96%</td></tr> <tr><td>N</td><td>1st</td><td>3</td><td>2.5</td><td>64.5</td><td>70</td><td>200</td><td>15</td><td>185</td><td>115</td><td>62%</td></tr> </tbody> </table>	Teacher	Teaching Assignment	Personal Days	Professional Days	Sick Days	Total Days Absent	Total No. of Working Days Assigned	Days Missed for Snow	Total Possible Days to Work	Total No. of Days Worked	% of Days Worked	A	5th	3	5.5	14.5	23	200	15	185	162	88%	B	KG	0	4.5	22.5	27	200	15	185	158	85%	C	SPED	0.5	10	9.5	20	200	15	185	165	89%	D	4th	2.5	5.5	14.5	22.5	200	15	185	162.5	88%	E	SPED	2.5	9	3.5	15	200	15	185	170	92%	F	TITLE 1	3	6	5.5	14.5	200	15	185	170.5	92%	G	SPED	2	6.5	64.5	73	200	15	185	112	61%	H	SPED	3	9.5	14	26.5	200	15	185	158.5	86%	I	TITLE 1	1	2	15	18	200	15	185	167	90%	J	5th	4	5.5	5	14.5	200	15	185	170.5	92%	K	5th	3	3	9	15	200	15	185	170	92%	L	RESOURCE	2	0	42.5	44.5	200	15	185	140.5	76%	M	RESOURCE	1	0	7	8	200	15	185	177	96%	N	1st	3	2.5	64.5	70	200	15	185	115	62%
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VV	1st	1	9.5	5	15.5	200	15	185	169.5	92%
WW	4th	3	2.5	15	20.5	200	15	185	164.5	89%
XX	2nd	1	4.5	4	9.5	200	15	185	175.5	95%
YY	3rd	2	4	6.5	12.5	200	15	185	172.5	93%
ZZ	1st	1	3.5	4	8.5	200	15	185	176.5	95%
AAA	KG	1	6	4	11	200	15	185	174	94%
BBB	SPED	5.5	12	4	21.5	200	15	185	163.5	88%
CCC	SPED	1	5.5	13.5	20	200	15	185	165	89%
DDD	RESOURCE	4.5	0	11	15.5	200	15	185	169.5	92%
EEE	3rd	2	6	6.5	14.5	200	15	185	170.5	92%
FFF	RESOURCE	2.5	4	25.5	32	200	15	185	153	83%

j Information about the types of technology that are available to students and instructional staff; Ashby Lee is equipped with two computer labs with 30 computers each (Dells), two wireless laptop computer carts with 30 computers each, Smart boards in every classroom with mounted projectors, 80% of the teachers have document cameras in their classrooms, 10 Senteo sets, 2 classroom sets of Palm Pilots (24 in each set); every classroom has a teacher computer and at least one student computer; there are 9 flip cameras and 9 digital cameras for staff use.

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 N/A

activities the school will implement; and

1

Goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools implementing the State Transformation Model.

The requirement set by the state that at minimum a 10 point increase of the AYP subgroups of disadvantaged and white in reading; or the AYP expectations in reading whichever is lower for the testing year.

<b>White Subgroup</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>Increase Needed</b>
Grade 3 Reading SOL	75.60%	85%	9.40%
Grade 4 Reading SOL	73.40%	85%	11.60%
Grade 5 Reading SOL	81%	85%	4%
<b>Disadvantaged Subgroup</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>Increase Needed</b>
Grade 3 Reading SOL	64%	74%	10%
Grade 4 Reading SOL	65%	75%	10%
Grade 5 Reading SOL	73%	83%	10%

## 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:

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

1. Each grade level team will meet once a month for a ½ day to analyze data provided by the literacy coach, plan units, design pre/post tests, and to collaborate as a team.
2. A school support/improvement committee has already been established in the 200-2010 school year. The committee is made up of team members from each grade level and specialty area. They have and will continue to meet twice a month.
3. Grade levels 1-5 have established common instruction time for the subject areas of math and language arts. Grades 1-5 will also have a designated 60 minute reading remediation/intervention time period and must use the small group reading model.
4. An assessment grid has been established that designates which reading assessments and the six weeks time period that it should occur. Results of these assessments are then analyzed in team planning times.
5. All students in K-5 will be using the AIMS Web tool as a universal screener. Students will be tiered according to those results and then receive appropriate services through RTI.

6. Professional development will involve consulting with Ray Jones on best practices in lesson planning. Consulting will also include peer observations and coaching.
7. Fontus and Pinnell based reading workshops will be provided each year as well as 2 day consultations with the presenter in order to model and coach K-5 teachers and specialty teachers.
8. Each grade level is part of a summer book reading club. Study of these books will continue into the 2010-2011 school year.
9. Grades 2-5 will design and use post test (benchmarks) at the end of each six weeks and then use the data provided by the coach to remediate or enrich instruction.
10. After school reading tutoring will be provided for SES students throughout the year for 2 days a week.
11. After school SOL tutoring will be provided for those students that are in the 350-399 range on the winter released SOL test.

**•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.**

1. The school support team is made up members from each school specialty area. They meet twice a month and are then expected to share the information with their representative members.
2. Once a month the school support team will provide quick updates on the agenda items of the support team.
3. School support team minutes will be linked to the school webpage so that there is access by all faculty members.
4. All school members will complete a survey on the current classroom instruction which will then be presented to the whole faculty and the results will be used to guide the school support team in the upcoming year.

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

The division level as well as the school level principal, literacy coach, and teachers have met and discussed how best to use the given money for the next 3 years. The literacy coach received requests for teachers on weaknesses like incorporating writing, having enough leveled readers, and resources to best remediate those students that are below grade level in reading. The literacy coach also met with the school principal and made note of important resources and presented other additions. The literacy coach then gathered quotes and researched the resources. They were presented to the division representative and the recommendations were accepted.

Monthly meetings times have been set aside for each grade level to meet with the literacy coach while substitutes cover their classrooms. The literacy coach has time set aside to analyze the data and to plan for meetings with each grade level. The school support team also has time set aside to meet as a committee twice monthly.

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

1. Grade levels will meet with the literacy coach one day in the summer to plan and collaborate for the upcoming school year. They will also participate in summer reading book groups.

2. Leveled readers, small group professional development, and book resources will be used as a reference for teachers to provide best practices in reading; whole and small group instruction.
3. Reading assessments like AIMS WEB, PM Benchmarks, and QRIs will be used to provide guidance in placing students in their instructional reading level text.
4. Professional development will revolve around guided reading, best practices, and lesson planning.
5. After-school staff developments will be comprised of data analysis, reader's diet, and best instructional practices in reading.

•**The LEA has demonstrated adequate capacity to implement the selected intervention models.**

Ashby Lee Elementary has completed one full year of school improvement during the 2009-2010 school year. We have met each requirement of the 1003a and 1003g grants. The administration, community, all faculty and staff members, and district level representatives have and will continue to be committed to this initiative. All of these components prove that Ashby Lee Elementary has adequate capacity to successfully sustain the efforts put forth in the past year. We are also committed to continue the next three years in the school improvement initiative.

- 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

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

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

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

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

<input type="checkbox"/> Mark NA here if the LEA selected a LTP from the state's list.
<input type="checkbox"/> Mark NA here if the selected model does not require a LTP.

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

<input type="checkbox"/> Mark NA here if the LEA selected a LTP from the state's list.
<input type="checkbox"/> 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:

Shenandoah County Public Schools has reviewed division and school policies and ensure that they are in alignment with the interventions. Minutes of Division Instructional Team attached.

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

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

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

Describe the following:

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

Response: Shenandoah County Public Schools is committed to sustaining the reform effort after the funding period ends. Existing structures evaluate student performance data and curriculum alignment. Professional development planning is data driven. The executive administrative team meets in June to develop a plan for meeting system instructional needs within current budget constraints.

The school system will continue its use of the Indistar tool by both the division and school improvement teams. The division contact will serve as the liaison between the two groups to ensure a continuous flow of information related to school improvement activities. Any expenses related to this initiative will be funded through Title II, Part A allocations.

When funding for the school coaches ends, the division will use Title II, Part A funds to pay salaries and fixed charges as needed. Needs Assessment data and AYP status will guide professional development and formative assessment activities. Supportive funding through Title II, Part A and Title III, Part A, (as necessary to meet needs of LEP subgroup) will be written into the Federal Consolidated Grant application.

### **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.)

Ashby Lee Elementary’s Tier III coach is the 1003g Literacy Coach hired for the 2009-10 school year. She was selected over 4 other candidates through the division’s interview process. The School Board approved hiring. Her current coaching position has given her an opportunity to implement her knowledge as a reading specialist as well as hone her instructional leadership and administrative skills. She has served on multiple Virginia Standards of Learning Item and Test Review committees, and brings that expertise to this position.

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

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

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

Part 1. Budget Summary (one for the division and one for each school). Description of expenditure codes can be found at the end of Section C. 1003(g) and 1003(a) funding may be expended on any Condition of Award. See Attachment C-g. 1003(g) and 1003(a) funds may also be expended for the purchase of educational vendor/company services to support the implementation of the selected reform model. See Attachment D-g.

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

**Division Budget Summary**

**Division Name: Shenandoah County Public Schools**

**Virginia Department of Education Grant Expenditure Requirements**

**Note 1**

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

Cost: \$1,650 per school

**Note 2**

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

Cost: \$4.00 per student per school.

**Division Budget Summary**

**Division Name: Shenandoah County Public Schools**

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

	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Total
	<p><b>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></b></p>			

Expenditure Codes	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARR A (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		71,792.28		4,500		71,792.28	4,500		71,792.28	4,500	215,376.84
2000 - Employee Benefits		11,429.06		394.25		11,429.06	394.25		11,429.06	394.25	34,287.18
3000 - Purchased Services		26,545.00				26,545.00			27,045.00		80,135.00
4000 - Internal Services											
5000 - Other Charges		700.00				700.00			700.00		2,100.00
6000 - Materials and Supplies		68,700.66		3,000		68,700.66	3,000		68,199.66	3,000	205,600.98
8000 - Equipment/Capital Outlay											
<b>Total</b>		179,167.00		7,894.25		179,167.00	7,894.25		179,166.00	7,894.25	<b>(Must Equal Division Allocation)</b> 537,500.00

\* If applicable.

**School Budget Summary**

**School Name: Ashby Lee Elementary School**

**Virginia Department of Education Grant Expenditure Requirements**

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

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

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

If yes, check here to indicate that the school has included the purchase of I Station 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)	ESE A (1003 a)	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		71,792.28				71,792.28			71,792.28		215,376.84
2000 - Employee Benefits		11,429.06				11,429.06			11,429.06		34,287.18
3000 - Purchased Services		26,545.00				26,545.00			27,045.00		80,135.00
4000 - Internal		0				0			0		

<b>Services</b>										
<b>5000 - Other Charges</b>		700.00				700.00			700.00	2,100.00
<b>6000 - Materials and Supplies</b>		68,700.66				68,700.66			68,199.66	205,600.98
<b>8000 - Equipment/Capital Outlay</b>		0				0				
<b>Total</b>		179,167.00				179,167.00			179,166.00	<b>(Must Equal School Allocation)</b> 537,500.00

**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: Shenandoah County**

1. Personal Services (1000)

1003g funds will pay the salary for the school coach, cover substitutes for grant mandated team planning, professional development, peer observations and teacher stipends. Title II, Part A will fund stipends for school Math Specialist. Title III, Part A will fund SOL tutors for LEP students in the bubble group.

2. Employee Benefits (2000)

1003g funds will cover fixed charges for the school coach and FICA for substitutes. Title II, Part A will fund FICA for school Math Specialist. Title III, Part A will fund FICA for SOL tutors.

3. Purchased Services (3000)

1003g will fund literacy focused professional development as outlined in the grant application.

4. Internal Services (4000)

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5. Other Charges (5000)

1003g will cover travel expenses of the division contact as related to grant mandated professional development.
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6. Materials and Supplies (6000)

1003 g funds will purchase listed materials for both assessment and data driven instruction. All materials will enhance literacy instruction and intervention. Title III, Part A funds will purchase materials targeting the LEP subgroup in literacy instruction.
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7. Equipment/Capital Outlay (8000)

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**(Individual School Narratives Follow)**

**SCHOOL NAME: Ashby Lee Elementary School**

1. Personal Services (1000)

<b>Year 1 Narrative</b>		
<b>Expenditure</b>	<b>Amount</b>	<b>Implementation</b>
Literacy Coach Salary	\$50,407.00	Provide teachers and support staff expertise in aligning curriculum with SOL standards, benchmark assessments, and best practices in reading instruction due to school not meeting AYP in the disadvantaged and white subgroups.
Sub pay for 1/2 day grade level meetings 10 times a year	\$12,383.28	Provide grade levels the opportunity to meet for 1/2 day to plan, align, and develop benchmarks to provide the best reading instructional practices due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Sub pay for teachers to observe their peers and later discuss with the instructional consultant	\$1,170.00	Teachers will observe their peers and discuss findings with instructional consultant due to the school not meeting AYP in the disadvantaged and white subgroups in reading.

Teacher stipend for 1 day summer meeting	\$1,950.00	Teachers will meet with the literacy coach to plan for the upcoming school year due to not meeting AYP in the disadvantaged and white subgroups in reading.
Literacy coach pay for 6 days in summer to meet with each grade level	\$1,082.00	Literacy coach will meet with each grade level for one day to prepare for the upcoming school year due to not meeting AYP in the disadvantaged and white subgroup in reading.
After School Tutoring pay for SOL Bubble Students	\$4,800.00	Tutors will provide after school SOL remediation due to the school not making AYP in reading for the disadvantaged and white subgroups.
<b>Total 1000 Year 1 Expenditures</b>	<b>\$71,792.28</b>	

**Year 2 Narrative**

Literacy Coach Salary	\$50,407.00	Provide teachers and support staff expertise in aligning curriculum with SOL standards, benchmark assessments, and best practices in reading instruction due to school not meeting AYP in the disadvantaged and white subgroups.
Sub pay for 1/2 day grade level meetings 10 times a year	\$12,383.28	Provide grade levels the opportunity to meet for 1/2 day to plan, align, and develop benchmarks to provide the best reading instructional practices due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Sub pay for teachers to observe their peers and later discuss with the instructional consultant	\$1,170.00	Teachers will observe their peers and discuss findings with instructional consultant due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Teacher pay for 1 day summer meeting	\$1,950.00	Teachers will meet with the literacy coach to plan for the upcoming school year due to not meeting AYP in the disadvantaged and white subgroups in reading.

Literacy coach pay for 6 days in summer to meet with each grade level	\$1,082.00	Literacy coach will meet with each grade level for one day to prepare for the upcoming school year due to not meeting AYP in the disadvantaged and white subgroup in reading.
After School Tutoring Pay for SOL Bubble Students	\$4,800.00	Tutors will provide after school SOL remediation due to the school not making AYP in reading for the disadvantaged and white subgroups.
<b>Total 1000 Year 2 Expenditures</b>	<b>\$71,792.28</b>	

**Year 3 Narrative**

Literacy Coach Salary	\$50,407.00	Provide teachers and support staff expertise in aligning curriculum with SOL standards, benchmark assessments, and best practices in reading instruction due to school not meeting AYP in the disadvantaged and white subgroups.
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Sub pay for 1/2 day grade level meetings 10 times a year	\$12,383.28	Provide grade levels the opportunity to meet for 1/2 day to plan, align, and develop benchmarks to provide the best reading instructional practices due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Sub pay for teachers to observe their peers and later discuss with the instructional consultant	\$1,170.00	Teachers will observe their peers and discuss findings with instructional consultant due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Teacher pay for 1 day summer meeting	\$1,950.00	Teachers will meet with the literacy coach to plan for the upcoming school year due to not meeting AYP in the disadvantaged and white subgroups in reading.
Literacy coach pay for 6 days in summer to meet with each grade level	\$1,082.00	Literacy coach will meet with each grade level for one day to prepare for the upcoming school year due to not meeting AYP in the disadvantaged and white subgroup in reading.
After School Tutoring Pay for SOL Bubble Students	\$4,800.00	Tutors will provide after school SOL remediation due to the school not making AYP in reading for the disadvantaged and white subgroups.

<b>Total 1000 Year 3 Expenditures</b>	<b>\$71,792.28</b>	
<b>Total Year 1, 2, and 3 1000 Expenditures = \$215,376.84</b>		

2. Employee Benefits (2000)

<b>Year 1 Narrative</b>		
<b>Expenditure</b>	<b>Amount</b>	<b>Implementation</b>
Benefits for Literacy Coach	\$10,127.62	Provide teachers and support staff expertise in aligning curriculum with SOL standards, benchmark assessments, and best practices in reading instruction due to school not meeting AYP in the disadvantaged and white subgroups.

Substitute FICA in order for Teachers to Observe Peers	\$180.00	Teachers will observe their peers and discuss findings with instructional consultant due to the school not meeting AYP in the disadvantaged and white subgroups in reading.	
Substitute FICA for 1/2 day grade level meetings	\$366.72	Provide grade levels the opportunity to meet for 1/2 day to plan, align, and develop benchmarks to provide the best reading instructional practices due to the school not meeting AYP in the disadvantaged and white subgroups in reading.	
Teacher FICA for 1 day summer meeting	\$150.00	Teachers will meet with the literacy coach to plan for the upcoming school year due to not meeting AYP in the disadvantaged and white subgroups in reading.	
Literacy Coach FICA for 6 day summer meetings	\$238.00	Literacy coach will meet with each grade level for one day to prepare for the upcoming school year due to not meeting AYP in the disadvantaged and white subgroup in reading.	

After School Tutoring FICA	\$366.72	Tutors will provide after school SOL remediation due to the school not making AYP in reading for the disadvantaged and white subgroups.
<b>Total Year 1 2000 Expenditures</b>	<b>\$11,429.06</b>	

**Year 2 Narrative**

Substitute FICA in order for Teachers to Observe Peers	\$180.00	Teachers will observe their peers and discuss findings with instructional consultant due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Substitute FICA for 1/2 day grade level meetings	\$366.72	Provide grade levels the opportunity to meet for 1/2 day to plan, align, and develop benchmarks to provide the best reading instructional practices due to the school not meeting AYP in the disadvantaged and white subgroups in reading.

Teacher FICA for 1 day summer meeting	\$150.00	Teachers will meet with the literacy coach to plan for the upcoming school year due to not meeting AYP in the disadvantaged and white subgroups in reading.
Literacy Coach FICA for 6 day summer meetings	\$238.00	Literacy coach will meet with each grade level for one day to prepare for the upcoming school year due to not meeting AYP in the disadvantaged and white subgroup in reading.
After School Tutoring FICA	\$366.72	Tutors will provide after school SOL remediation due to the school not making AYP in reading for the disadvantaged and white subgroups.
<b>Total Year 2 2000 Expenditures</b>	<b>\$11,429.06</b>	

**Year 3 Narrative**

Substitute FICA in order for Teachers to Observe Peers	\$180.00	Teachers will observe their peers and discuss findings with instructional consultant due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
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Substitute FICA for 1/2 day grade level meetings	\$366.72	Provide grade levels the opportunity to meet for 1/2 day to plan, align, and develop benchmarks to provide the best reading instructional practices due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Teacher FICA for 1 day summer meeting	\$150.00	Teachers will meet with the literacy coach to plan for the upcoming school year due to not meeting AYP in the disadvantaged and white subgroups in reading.
Literacy Coach FICA for 6 day summer meetings	\$238.00	Literacy coach will meet with each grade level for one day to prepare for the upcoming school year due to not meeting AYP in the disadvantaged and white subgroup in reading.
After School Tutoring FICA	\$366.72	Tutors will provide after school SOL remediation due to the school not making AYP in reading for the disadvantaged and white subgroups.
<b>Total Year 3 2000 Expenditures</b>	<b>\$11,429.06</b>	

**Total Year 1, 2, and 3 2000 Expenditures = \$34,287.18**

3. Purchased Services (3000)

<b>Year 1 Narrative</b>		
<b>Expenditure</b>	<b>Amount</b>	<b>Implementation</b>
Ray Jones Consulting on Quality Instruction	\$17,045.00	Provide professional development and consulting on best practices in instruction to meet the needs of all students due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Professional Literacy Seminars and Follow Up	\$9,500.00	Provide professional development and consulting on best practices in instruction to meet the needs of all students due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
<b>Total Year 1 -3000 Expenditures</b>	<b>\$26,545.00</b>	

**Year 2 Narrative**

Ray Jones Consulting on Quality Instruction	\$17,045.00	Provide professional development and consulting on best practices in instruction to meet the needs of all students due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Professional Literacy Seminars and Follow Up	\$9,500.00	Provide professional development and consulting on best practices in instruction to meet the needs of all students due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
<b>Total Year 2 -3000 Expenditures</b>	<b>\$26,545.00</b>	

**Year 3 Narrative**

Ray Jones Consulting on Quality Instruction	\$17,045.00	Provide professional development and consulting on best practices in instruction to meet the needs of all students due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
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Professional Literacy Seminars and Follow Up	\$10,000.00	Provide professional development and consulting on best practices in instruction to meet the needs of all students due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
<b>Total Year 3 -3000 Expenditures</b>	<b>\$27,045.00</b>	
<b>Year 1, 2, and 3 3000 Expenditures = \$80,135.00</b>		

4. Internal Services (4000)

N/A

5. Other Charges (5000)

<b>Year 1 Narrative</b>		
<b>Expenditure</b>	<b>Amount</b>	<b>Implementation</b>

Hotel/Mileage/Food for District Level School Improvement Meetings	\$700.00	District level representative training for school improvement due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
<b>Total Year 1 -5000 Expenditures</b>	<b>\$700.00</b>	

**Year 2 Narrative**

Hotel/Mileage/Food for District Level School Improvement Meetings	\$700.00	District level representative training for school improvement due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
<b>Total Year 2 -5000 Expenditures</b>	<b>\$700.00</b>	

**Year 3 Narrative**

Hotel/Mileage/Food for District Level School Improvement Meetings	\$700.00	District level representative training for school improvement due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
<b>Total Year 3 -5000 Expenditures</b>	<b>\$700.00</b>	

**Year 1, 2, and 3 5000 Expenditures = \$2100.00**

6. Materials and Supplies (6000)

**Year 1 Narrative**

<b>Expenditure</b>	<b>Amount</b>	<b>Implementation</b>
Scholastic Read 180 subscription, maintenance, and materials	\$10,108.00	Reading remediation program for below level readers in 4th and 5th grade due to the school not meeting AYP in the disadvantaged and white subgroups in reading.

Reading Assessment Materials and Kits - QRI and PM Benchmarks	\$2,576.00	Assessments to correctly place students in independent and instructional level text due to the school not meeting AYP in the disadvantaged and white subgroups in reading.	
Literacy By Design Small Group Reading Sets	\$17,685.78	Provide small group differentiated instruction during LA block due to the school not meeting AYP in the disadvantaged and white subgroups in reading.	
Literacy Room Organization and Materials	\$4,600.00	Provide teachers with literacy resources to provide best instructional practices due to the school not meeting AYP in the disadvantaged and white subgroups in reading.	
After School SOL Remediation Program Materials	\$4,400.00	Instruct bubble students with SOL after school test prep and skill remediation due to the school not meeting AYP in the disadvantaged and white subgroups in reading.	

Houghton Mifflin Harcourt Interactive Social Studies Consumable	\$8,483.09	Incorporate reading instruction during the study of social studies due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Reading A to Z Subscription	\$3,200.00	Provides reading lesson planning and printable-leveled texts in order to differentiate due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Reading and Writing Professional Books, Resources, and Supplies	\$2,106.60	Provide teachers with a variety of resources to differentiate reading instruction due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
I Touch Cart, Downloads, and support materials	\$13,591.19	Provide audio books to differentiate reading instruction and provide remediation of weak reading skills with applications due to the school not meeting AYP in the disadvantaged and white subgroups in reading.

Teach First Formative Assessment Series	\$1,950.00	Requirement of Grant due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
<b>Total Year 1 6000 Expenditures</b>	<b>\$68,700.66</b>	

**Year 2 Narrative**

Scholastic Read 180 subscription, maintenance, and materials	\$1,300.00	Reading remediation program for below level readers in 4th and 5th grade due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Wordstudy in Action Consumables	\$1,138.50	Provide differentiated spelling instruction due to the school not meeting AYP in the disadvantaged and white subgroups in reading.

After School SOL Remediation Program Materials	\$6,000.00	Instruct bubble students with SOL after school test prep and skill remediation due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Houghton Mifflin Harcourt Interactive Social Studies Consumable	\$11,983.00	Incorporate reading instruction during the study of social studies due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Professional Summer Book Club Reading	\$1,260.00	Teachers read professional books to improve classroom instruction due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Parent and Child Time	\$5,000.00	Provide children and their parents quality reading time and support due to the school not meeting AYP in the disadvantaged and white subgroups in reading.

Teach First Formative Assessment Series	\$1,950.00	Requirement of Grant due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Reading A to Z Subscription	\$2,975.00	Provides reading lesson planning and printable-leveled texts in order to differentiate due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Reading and Writing Professional Books, Resources, and Supplies	\$15,000.00	Provide teachers with a variety of resources to differentiate reading instruction due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Additions to Literacy Library	\$12,094.16	Provide teachers with leveled texts and reading support materials in order to differentiate reading for their students due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
I Touch Cart Maintenance, Additions/Upgrades, and Downloads	\$10,000.00	Provide audio books to differentiate reading instruction and provide remediation of weak reading skills with applications due to the school not meeting AYP in the disadvantaged and white subgroups in reading.

<b>Total Year 2 6000 Expenditures</b>	<b>\$68,700.66</b>	
<b>Year 3 Narrative</b>		
Scholastic Read 180 subscription, maintenance, and materials	\$1,300.00	Reading remediation program for below level readers in 4th and 5th grade due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Wordstudy in Action Consumables	\$1,265.00	Provide differentiated spelling instruction due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
After School SOL Remediation Program Materials	\$6,000.00	Instruct bubble students with SOL after school test prep and skill remediation due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Houghton Mifflin Harcourt Interactive Social Studies Consumable	\$12,995.00	Incorporate reading instruction during the study of social studies due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Professional Summer Book Club Reading	\$1,260.00	Teachers read professional books to improve classroom instruction due to the school not meeting AYP in the disadvantaged and white subgroups in reading.

Parent and Child Time	\$5,000.00	Provide children and their parents quality reading time and support due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Teach First Formative Assessment Series	\$1,950.00	Requirement of Grant due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Reading A to Z Subscription	\$2,975.00	Provides reading lesson planning and printable-leveled texts in order to differentiate due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Reading and Writing Professional Books, Resources, and Supplies	\$15,000.00	Provide teachers with a variety of resources to differentiate reading instruction due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
Additions to Literacy Library	\$10,454.66	Provide teachers with leveled texts and reading support materials in order to differentiate reading for their students due to the school not meeting AYP in the disadvantaged and white subgroups in reading.

I Touch Cart Maintenance, Additions/Upgrades, and Downloads	\$10,000.00	Provide audio books to differentiate reading instruction and provide remediation of weak reading skills with applications due to the school not meeting AYP in the disadvantaged and white subgroups in reading.
<b>Total Year 3 6000 Expenditures</b>	<b>\$68,199.66</b>	
<b>Year 1, 2, and 3 6000 Expenditures = \$205,600.98</b>		

7. Equipment/Capital Outlay (8000)

N/A
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**Complete a budget narrative for each applicant school.**

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

### **Expenditure Code Definitions**

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

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

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

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

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

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

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

**Section E: Assurances**

The LEA must assure that it will—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Strand III

#### (Formative Assessment™ Training)

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

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

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

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

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

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

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

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

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

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

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

## The Reform Models

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

### 1. Turnaround Model

A turnaround model is one in which a LEA must:

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

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

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

### 2. Restart Model

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

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

**3. School Closure Model**

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

**4. Transformation Model**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

An LEA will use comprehensive instructional reform strategies by:

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

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

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

**Quick Reference Summary of Major Requirements**

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

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

## SUMMARY OF CONDITIONS OF AWARD

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

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

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

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