

APPROVED

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

1003(g)

Application for School Improvement Funds

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

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

Due June 14, 2010

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DIVISION INFORMATION

School Division Name: Suffolk Public Schools
Mailing Address: 100 N. Main Street
Division Contact: Bettie J. Swain
Telephone (include extension if applicable): (757) 925-6759 Fax: (757) 925-6751
E-mail: betswain@spsk12.net

SCHOOL INFORMATION

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

School Name: Elephant's Fork Elementary School
Mailing Address: 2316 William Reid Drive
School Contact: Veleka S. Gatling, Ph.D.
Telephone (include extension if applicable) (757) 923-5250 Fax: (757) 925-5596
E-mail: velgatling@spsk12.net

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: Milton R. Liverman, Ed. D.

Date: _____

The division will submit one application packet.

SECTION A: SCHOOLS TO BE SERVED

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

1. Tier I and Tier II School Information

School Name	NCES ID #	Check Tier I	Check Tier II	Intervention			
				Turnaround	Restart	Transformation	Closure
				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 #
Elephant’s Fork	510371001876

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;

In analysis of the data, we find that the reading gap for Disable and Non- Disable students increased in 2009 from the previous year by 15 percentage points at grade 3 and is evident through grade 5 by as much as 12-15 percentage points. The reading achievement gap is more pronounced among the Non-Economically and Economically Disadvantaged students at all grade levels, ranging from 22-32 percentage points. Similar performance gaps are noted between Black and White students in reading that ranging from 4-24 percentage points among students in 3-5 grades. In grade 4, Black/White students showed the largest achievement gap on their 2009 test performance as measured by 24 percentage points. From 2008 to 2009, White students performed better on the Reading *SOL* as measured by 87% pass rate.

Assessment Results Grades 3-5 Combined			Assessment Results by Grade, by Subgroup		
	2007-2008	2008-2009		2007-2008	2008-2009
	Passed	Passed		Passed	Passed
English Performance	Gr 3 – 5	Gr 3 – 5	English: Reading	Grade 3	Grade 3
All Students	76	76	All Students	71	58
Black	70	72	Black	66	44
Hispanic	<	<	Hispanic	<	<
White	87	87	White	82	79
Students with Disabilities	17	58	Students with Disabilities	10	<
Economically Disadvantaged	64	69	Economically Disadvantaged	56	44
Limited English Proficient	-	<	Limited English Proficient	-	<
Mathematics Performance	Gr 3 – 5	Gr 3 – 5	Mathematics	Grade 3	Grade 3
All Students	79	76	All Students	79	63
Black	70	72	Black	71	55
Hispanic	<	<	Hispanic	<	<

White	93	90	White	94	79
Students with Disabilities	20	58	Students with Disabilities	10	<
Economically Disadvantaged	66	72	Economically Disadvantaged	63	56
Limited English Proficient	-	<	Limited English Proficient	-	<
			English: Reading	Grade 4	Grade 4
			All Students	69	82
			Black	60	80
			Hispanic	<	<
			White	88	90
			Students with Disabilities	<	<
			Economically Disadvantaged	58	77
			Mathematics	Grade 4	Grade 4
			All Students	71	81
			Black	60	77
			Hispanic	<	<
			White	97	100
			Students with Disabilities	<	<
			Economically Disadvantaged	61	80
			English: Reading	Grade 5	Grade 5
			All Students	91	84
			Black	89	81
			White	92	93
			Students with Disabilities	<	<
			Economically Disadvantaged	84	78
			Mathematics	Grade 5	Grade 5
			All Students	87	82
			Black	83	79
			White	90	93
			Students with Disabilities	<	<
			Economically Disadvantaged	77	76
			<i>Key: < = A group below state definition for personally identifiable results</i>		
			<i>- = No data for group</i>		
			<i>* = Data not yet available</i>		

b. Analyzed student achievement data with identified areas that need improvement;

An analysis of the school's 2009 achievement data shows that student met or exceed State/Local benchmarks in:

- Reading:** Grade 1, 4, and 5
- Math:** Grades 1, 2, 4, and 5
- Science:** Grades 1, 2, and 5
- History:** Grades 1, 2, 3, 4, and 5
- Writing:** Grade 5

We find that *SOL* proficiency was achieved in:

- Math:** Grade 4
- History:** Grade 4
- Social Studies:** Grade 4

In review of 2009 *SOL* performance in reading at Elephant's Fork, students in grades 4-5 showed significant growth in reading comprehension as measured by 83% and 85% pass rate, which is above the *AYP* benchmark. In all testing grades, students demonstrated a weakness in *Word Analysis* [See **Chart Below -54Elephant's Fork – SOL Reading/Math Category Results**]. School leaders attribute students' low test scores to limited vocabulary. Because of their limited vocabulary, students appeared to struggle with comprehension when reading test items. Longitudinally, reading achievement at the school continues to improve across all grade levels, but the most significant gains were made in 2007 and 2008[See **Chart Below- Elephant's Fork -Longitudinal Comparison for Reading**]. These findings and reflection will help staff to better understand the student population that continues to perform below proficiency on the standardized tests. There is a direct correlation between students' spoken vocabulary and their test performance. "Language between friends is characterized by a 400 to 800 word vocabulary," thus the need to work on vocabulary development[*A Framework for Understanding Poverty*, Ruby K. Payne].

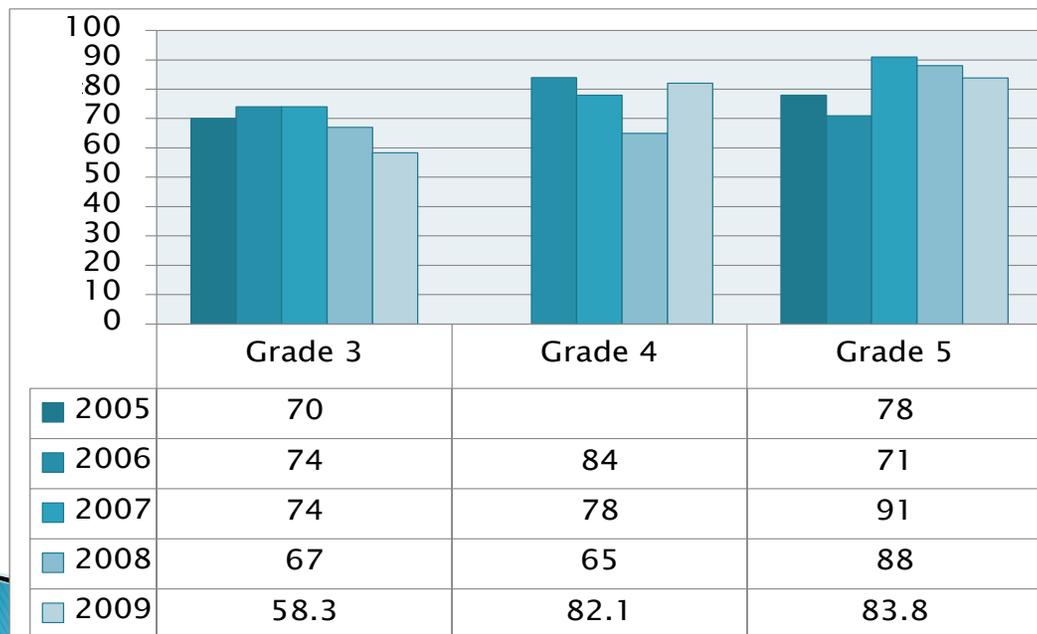
For mathematics, grade 3 students performed below the benchmarks in all categories. The greatest strength was seen in grades 4-5 for math achievement. Although grade 5 students demonstrated the greatest achievement gains, these students experienced difficulty with *Computation and Estimation* skills. Students at Elephant's Fork share similar math challenges as other students in divisions with *Measurement and Geometry, Patterns, Functions, and Algebra* and *Probability and Statistics*. Longitudinally, math achievement at the school continues to improve in 4-5 grades, but grade 3 students are still functioning significantly below the passing benchmark.[See **Chart Below- Elephant's Fork -Longitudinal Comparison for Reading**].

While school staff continues to address these weaknesses instructionally, 2010 Spring *STAR Math* data indicates at least 9 months of growth for all classes in grades 1-5. Student in grade 3 demonstrated 12 months of growth on the 2010 Spring *STAR Math* and *STAR Reading* tests. On average, *STAR Reading* data for grades 1-5, also shows at least 8 months of growth in students' reading instructional levels.

The end of the year PALS data indicates that 8 out of 51 students were identified as needing interventions in kindergarten. In first grade, 7 out of 54 students were identified; in second grade, 9 out of 50 students were identified; and 7 out of 49 students were identified for grade 3. This data is significant because it substantiates and validates that instructional strategies are positively impacting students' performance in reading and math.

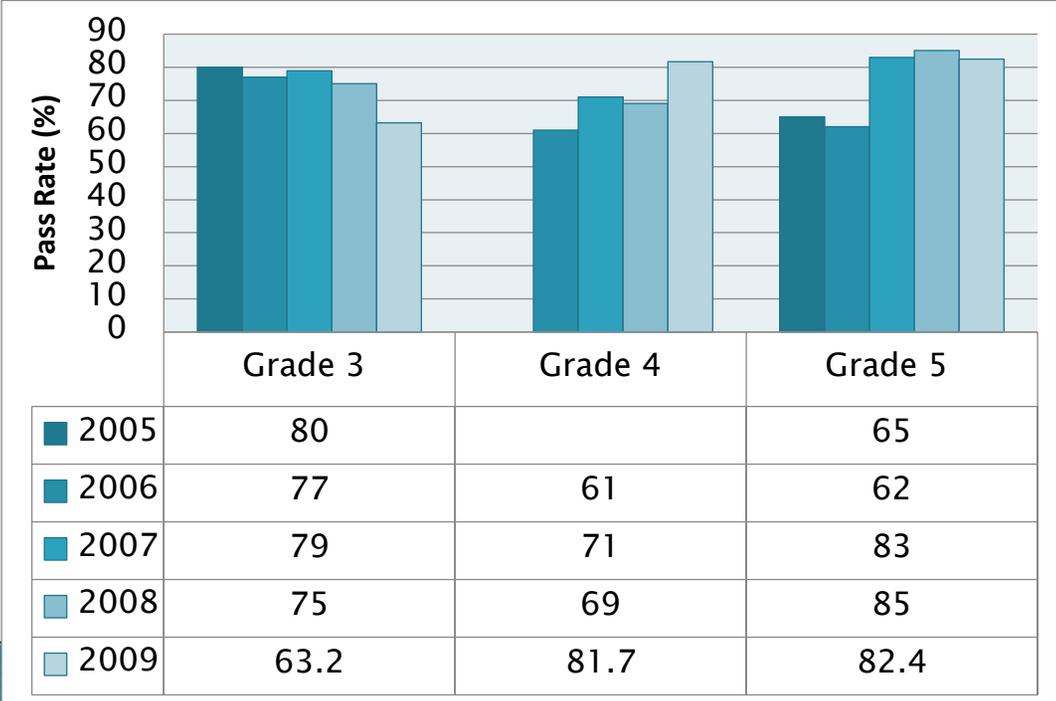
Elephant's Fork

Longitudinal Comparison READING



Elephant's Fork

Longitudinal Comparison MATH



Elephant's Fork – SOL Reading/Math Category Results

Test	Category	# of Ques	# Students	# Passed	Pass Rate
Gr 3 Mathematics	Computation and Estimation	11	49	28	57.1%
Gr 3 Mathematics	Measurement and Geometry	12	49	27	55.1%
Gr 3 Mathematics	Number and Number Sense	13	49	39	79.6%
Gr 3 Mathematics	Patterns, Functions, and Algebra	7	49	29	59.2%
Gr 3 Mathematics	Probability and Statistics	7	49	34	69.4%
Gr 3 Reading	Comprehend printed material	27	48	30	62.5%
Gr 3 Reading	Use word analysis strategies	8	48	24	50.0%
Gr 4 Mathematics	Computation and Estimation	12	57	50	87.7%
Gr 4 Mathematics	Measurement and Geometry	12	57	47	82.5%
Gr 4 Mathematics	Number and Number Sense	8	57	42	73.7%
Gr 4 Mathematics	Patterns, Functions, and Algebra	10	57	35	61.4%
Gr 4 Mathematics	Probability and Statistics	8	57	46	80.7%
Gr 4 Reading	Comprehend printed material	27	56	47	83.9%
Gr 4 Reading	Use word analysis strategies	8	56	41	73.2%
Gr 5 Mathematics	Computation and Estimation	12	68	52	76.5%
Gr 5 Mathematics	Measurement and Geometry	12	68	62	91.2%
Gr 5 Mathematics	Number and Number Sense	8	68	61	89.7%
Gr 5 Mathematics	Patterns, Functions, and Algebra	10	68	54	79.4%
Gr 5 Mathematics	Probability and Statistics	8	68	61	89.7%
Gr 5 Reading	Comprehend printed material	30	58	85.3%	85.3%
Gr 5 Reading	Use word analysis strategies	10	54	79.4%	79.4%

c. Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject;

K	All teachers have 3 or more years of experience= 100%
1	1 out of 3 teachers have 3 or more years of experience =33%
2	3 out of 3 teachers have 3 or more years of experience= 100%
3	3 out of 3 teachers have 3 or more years of experience=100%
4	2 out of 2 teachers have 3 or more years of experience=100%
5	2 out of 2 teachers have 3 or more years of experience= 100%

d. Number of years each instructional staff member has been employed at the school;

Kindergarten	Years at Elephant's Fork	First Grade	Years at Elephant's Fork	Second Grade	Years at Elephant's Fork	Third Grade	Years of Elephant's Fork	Fourth	Years at Elephant's Fork	Fifth	Years at EF
Blei	3	Lee	19	Johnson	17	Donovan	3	Barrett	2	Huff	7
Gaduyon	8	Jackson	21	Williams	1	Phipps	5	Clark	5	Alston	5
Mahoney	3	Smith	1	Thompson	21	Tawes	3				

Position	Years at EF		Years at EF
Academic Coach/Moyer	1	Special Ed. Teacher/Williams	20
Reading Coach/Whitney	8	Special Ed. Teacher/Brown	7
Art Teacher/Kerr	2	Special Ed. Teacher/Hamlin	10
Music Teacher/Viser	6	Special Ed. Teacher/Morgan	1
Media Specialist/Glanden	2	Linda Goode/Title I Teacher	21
Physical Education Teacher/Springer	30	Judy Scott/Title I	31

e. Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools;

2008 Cohort – Division		Cohort Status						
Subgroup	Adjusted Cohort	Graduated (*1)	GED	Certificate (*2)				
All Students	1,106	72.15%	0.36%	0.72%				
Female	526	76.62%	0.19%	0.38%				
Male	580	68.10%	0.52%	1.03%				
Black	625	69.44%	0.32%	0.80%				
Hispanic	16	87.50%	0.00%	0.00%				
White	448	75.45%	0.45%	0.67%				
Asian	11	72.73%	0.00%	0.00%				
American Indian	3	66.67%	0.00%	0.00%				
Other	17	70.59%	0.00%	0.00%				
Students with Disabilities	111	59.46%	0.90%	6.31%				
Students with Disabilities anytime	119	57.98%	0.84%	5.88%				
Economically Disadvantaged	303	59.74%	0.33%	1.65%				
Economically Disadvantaged anytime	446	60.99%	0.45%	1.12%				
Limited English Proficient	1	100.00%	0.00%	0.00%				
Limited English Proficient anytime	1	100.00%	0.00%	0.00%				
Homeless	13	76.92%	0.00%	0.00%				

Homeless anytime	24	79.17%	0.00%	0.00%				
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(*1) The percent Graduated is the Virginia On-Time Graduation Rate.

(*2) Represents all students who completed high school but did not earn enough requirements for a diploma or GED.

(*3) Represents all non-graduates, non-completers who are still enrolled in school working towards graduation.

(*4) Represents all non-graduates, non-completers who have discontinued school. These students have not earned a credential and are not enrolled in school at the time of this..

(*5) Represents students who are on long-term medical absence, emergency family absence, and students who were expelled for one-year. These students have not earned a credential and are not enrolled in school at the time of this report.

(*6) Represents students whose records were properly reported to the state but whose status is inconclusive. The state does not have evidence that the student graduated, earned a GED, transferred out of public education or dropout of school.

n/a - Students with disabilities and students who are limited English proficient who were still enrolled in school were moved into next year's cohort, consistent with the formula approved by the Virginia Board of Education.

Most subgroups are based on students' most recent status.

"Anytime" subgroups include all students so identified at least once since entering high school.

Note: This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

2009 Division		Cohort Status						
Subgroup	Adjusted Cohort	Graduated (*1)	GED	Certificate (*2)				
All Students	1,141	77.83%	2.28%	0.09%				
Female	566	82.33%	1.41%	0.00%				
Male	575	73.39%	3.13%	0.17%				
Black	687	77.15%	1.75%	0.00%				
Hispanic	12	83.33%	0.00%	0.00%				
White	421	78.15%	3.33%	0.24%				
Asian	17	88.24%	0.00%	0.00%				
American Indian	2	100.00%	0.00%	0.00%				
Other	21	90.48%	0.00%	0.00%				
Students with Disabilities	104	68.27%	0.96%	0.00%				
Students with Disabilities anytime	128	67.97%	0.78%	0.00%				
Economically Disadvantaged	314	65.29%	2.87%	0.00%				
Economically Disadvantaged anytime	481	68.19%	2.70%	0.00%				
Limited English Proficient	1	100.00%	0.00%	0.00%				
Limited English Proficient anytime	2	100.00%	0.00%	0.00%				
Homeless	28	71.43%	0.00%	0.00%				

Homeless anytime	56	71.43%	0.00%	0.00%				
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(*1) The percent Graduated is the Virginia On-Time Graduation Rate.

(*2) Represents all students who completed high school but did not earn enough requirements for a diploma or GED.

(*3) Represents all non-graduates, non-completers who are still enrolled in school working towards graduation.

(*4) Represents all non-graduates, non-completers who have discontinued school. These students have not earned a credential and are not enrolled in school at the time of this..

(*5) Represents students who are on long-term medical absence, emergency family absence, and students who were expelled for one-year. These students have not earned a credential and are not enrolled in school at the time of this report.

(*6) Represents students whose records were properly reported to the state but whose status is inconclusive. The state does not have evidence that the student graduated, earned a GED, transferred out of public education or dropout of school.

n/a - Students with disabilities and students who are limited English proficient who were still enrolled in school were moved into next year's cohort, consistent with the formula approved by the Virginia Board of Education.

Most subgroups are based on students' most recent status.

"Anytime" subgroups include all students so identified at least once since entering high school.

Note: This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

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 (see chart);
- 2) Race or Ethnicity (see chart);
- 3) 51 students at Elephant’s Fork receive special education services. Students receiving speech and language services are included in this total. This is 13% of the total population.;
- 4) Limited English Proficient Status (none at Elephant’s Fork);
- 5) Migrant Status (none at Elephant’s Fork) ;
- 6) Homeless Status (13% of population at Elephant’s Fork); and
- 7) Economically Disadvantaged Status (72 % of the population).

Elephant's Fork Elementary School

Ethnic Name	Count By Ethnic Group	Percentage by Ethnic Group
American Indian/Alaska Native	3	1%
Asian	3	1%
Black or African American	285	74%
Native Hawaiian/Other Pacific Islander	1	0%
White	91	24%
Total Number of Students: 383		

Ethnic Counts by Gender
Elephant's Fork Elementary School

Ethnic Name	Gender	Number of Students
American Indian/Alaska Native	F	1
	M	2
Asian	F	3
Black or African American	F	142
	M	143
Native Hawaiian/Other Pacific Islander	M	1
White	F	50
	M	41
Total Students		383

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;

Elephant's Fork was built in 1979 to house K-5 grades. Over the years, the instructional program at the school expanded to include the Pre -K program. There are currently 26 core content area classrooms; seven mobile units that are used as resource rooms for Title I and special education.

The media center, 1,728 square feet in size, is located in the center of the school. With over 8,000 books in circulation, the oldest books date back to 1996. The media center helps to supplement the instructional program and is consistently utilized for research, access to computer software programs such as *Renaissance Place Accelerated Reader* and *STAR Reading*, and as an area to facilitate evidenced-based instruction, enrichment and remediation. The computer lab is connected to the media center and is used by staff for team teaching and extensions. There are 27 computers in the lab.

The cafeteria is located in the rear of the building and is open daily for breakfast and lunch. It covers 2,640 square feet of the school.

The school gymnasium covers 5,428 square feet of the building and is located towards the front entrance. Equipped with a stage, the gym also serves as an auditorium. Physical education classes are held both inside the gym and outside on the playground. As weather permits, students participate in recess and physical education outside. There are two playgrounds on the property and one black top area.

Elephant's Fork has two separate rooms for music and art instruction. These rooms were designed for their specific purposes.

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);

**Instruction Minutes Based
on July 1, 2009- June 30,
2010**

Program	Number of Minutes Per Day	X Number of Days	Total Minutes Per School Year
Regular School Hours	405	180	72,900
After-School Tutoring	75	44	3,300
Summer School	240	20	4,800
Totals	720	244	81,000

Minutes Calculated as:

Regular School Hours - 8:30 a.m. -3:15 p.m. - 6 hours 45 min
 After-School Tutoring - 3:45 p.m. - 5:00 p.m. - 1 hours 15 min
 Summer School - 9:00 a.m. - 1:00 p.m. - 4 hours

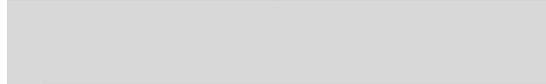
i. Total number of days teachers worked divided by the maximum number of teacher working days;

Total # of Teachers	Total # of Days Absent
36	592

Percentage of time in instruction 90.86%

Total # of Teachers	Total # of Contractual Instruction Days	
36	180	6480

Less Number of Days Absent through 5/21/10 -592
 Days Present 5,888



Attendance for Instructional Days (in days)	<u>5,888</u>
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Attendance for Instructional Days (in hours)	<u>353,280.00</u>
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Attendance for Instructional Days (in minutes)	<u>21,196,800</u>
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j. Information about the types of technology that is available to students and instructional staff;

In collaboration with the Department of Technology for Suffolk Public Schools, Elephant's Fork Elementary School provided students and staff with additional opportunities to apply and extend what they've learned through multimedia access to computer technology, including text, video, audio, animation, and graphics. At the school, technology integration focuses on the use of mobile projection carts {MPC}, video conferencing, online grade book, online testing and enhanced online resources via the school district's home page. To support computer software programs, vocal microphones are used by students and teachers through the school's library check-out system.

Although not limited only to Elephant's Fork Elementary, Suffolk Public Schools is committed to offering professional development opportunities that focuses on the integration of technology within instruction. Online professional development is one method of appealing to teachers and getting them to interact with online materials. One of the most important aspects of the online courses is its direct connection between strategies, activities and outcomes or goals as evidenced by classroom observations, walkthroughs, training evaluations, and Technology Standards Certification for instructional personnel. To this end, 3% of Suffolk Public School staff enrolled in online professional development that was funded through Title II-D federal programs for the 2009-10 school year; and 13% of Elephant's Fork's staff participated in online course work in mathematics and technology.

Having a menu of online courses for school staff and students to choose from in 2009-10, plus an abundance of interactive activities, and digital information, Elephant's Fork Elementary School teachers, administrators and students have embraced a variety of approaches to build proficiency in their basic productivity tools such as word processing, spreadsheets, database queries, electronic research, email, and applications for presentations and graphics. Educators continue to use the network to access resources, communicate by email, and participate in numerous staff development opportunities.

Elephant's Fork's students continue to demonstrate a conceptual understanding on the operation of technology systems and have learned to adapt to new and emerging technology tools as evidenced by their use with the Cricket handheld responders and virtual lessons. Log-on application is used by 100% of the students in grades 2-5 to perform queries, explore simulations, or create models. Both staff and students alike publish works and post them on the web. Moreover, E-books are used to promote library circulation and assist students with research papers and science and social studies projects. In fact, some curricula books are online that engaged students in games and simulations. At Elephant's Fork, all teachers are required to post weekly lesson plans on a web-supported BLOG for administrative review and monitoring.

Additionally, 100% of the school's teaching staff plans and develops data-based reports for discussion in their team meetings and curriculum mapping sessions as evidenced by team minutes, data notebooks, online grade books, and staff reflections. Students in Pre-K-5 grades participate in computer-based learning and assessments through *Pre-K PALS*, *PALS*, *Renaissance Place (STAR Reading* and

STAR Math are administered three times a year), and *SOLO*, a locally developed assessment system. Each nine weeks, grade 4 students participate in online testing for Science, which is a locally developed assessment. From online testing, teachers are still able to receive *SOL* aligned data for improving student achievement

Moreover, parents, as vested stakeholders, completed a web-based online survey that addressed how the division could continue to improve the schools. Approximately 40 % of the division’s parents have access to educational technology. Data also shows that 8.2% of Elephant’s Fork’s parents responded to the online survey.

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

Response:

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

School Board Goals Related to Increasing Student Achievement

- To assure that 100 percent of schools will meet or exceed the Virginia Standards of Accreditation benchmarks by showing yearly improvement in all areas, as measured by student performance on the *Standards of Learning (SOLs)* tests in mathematics, science, English, and history/social studies;
- With the 2009-2010 school year focus on increasing the percentage of students scoring on advanced proficient on *SOL* assessments and increasing the average scores above established benchmarks, quarterly review of progress shall be conducted in December 2009, April 2010 and July 2010.

Strategy	Results/ Evidence of Progress	Timeline (Beginning, Monitoring, & Completion Dates)
Utilize data to guide instruction that fosters improvement in teaching and learning	<ul style="list-style-type: none"> • School Leadership teams continue to use data to develop and refine School Improvement Plans. • Coordinators of Instruction facilitated three monitoring sessions which include the Academic Review Site visits. • Data notebooks, including data reflection comments are maintained by all core content area teachers. 	Spring 2009-Ongoing

Implement Differentiated Instruction Plan with the focus on mathematics and reading	<ul style="list-style-type: none"> • A Differentiated Instruction Plan has been developed and will begin in August 2009 • A <i>train the trainers</i> model will be implemented in August 2009 	Summer 2008-2012
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Among the division's prioritized goals are maintaining school accreditation, increasing student achievement and the graduation rate, reducing the percentage of drop-outs and building parent and community support. For the 2010-11 academic year, all schools (21) in Suffolk remain fully accredited.

Data shows that Suffolk Public Schools did not meet *Adequate Yearly Progress (AYP)* at the division level for the past three consecutive years in English and/or mathematics. Furthermore, twelve schools in the division did not make *AYP* in 2009-10. Three of the 12 schools are now in *School Improvement*- Elephant's Fork, Mack Benn, and Mt. Zion; and one is in "*Watch*"- Hillpoint. These schools failed to meet the *AYP* benchmark because of student performance in reading and/or mathematics. Moreover, for these schools and the division, *SOL* data shows a significant gap in the performance level between Students with Disability and the non-disabled students in reading and mathematics. Although the number of Students with Disabilities at these schools is less than 50, their performance continues to be reflected in the district's *AYP* status. Additionally, a significant gap is seen among the performance of Title I and non-Title I students. In grade 3, Title I students continue to face challenges with comprehension of printed materials and word analysis at grade 3.

In an effort to meet its prioritized goals, Suffolk Public Schools will continue to coordinate services through local, State, and federal funding. For improved scores in reading, teachers will be afforded opportunities to enroll in college classes on *Teaching in the Content Area, Word Study, Reading Foundation* and *Children's Literature*. Teachers in Title I schools who are not fully licensed/or endorsed in their current assignments will have an opportunity to participate in college level courses to gain the appropriate endorsement as math specialists. To close the achievement gap, schools will increase the implementation of proven strategies and differentiated instruction. Moreover, academic programs will be monitored for rigor, student engagement and quality lessons through the division's Academic Reviews. In addition, low achieving students will be offered extended learning time during summer school, which will be supported by local funds.

Response:

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

CII Goals for Elephant’s Fork Elementary Related to Increasing Student Achievement

Team Structures – ID10: The School’s Leadership Team regularly looks at the school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

Team Structure - ID07: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff will meet regularly (twice a month or more for an hour each meeting).

Principal’s Role - IE07: The principal will monitor curriculum and classroom instruction regularly.

Periodic Assessments – IID06: Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.

For the 2009-10 school year, Elephant's Fork remains in Year 3 of school improvement for failing to meet *AYP* benchmark goals in English and math that are set by the federal *No Child Left Behind* law. This determination was based on the 2008-09 *SOL* data, which shows that the school did not make *AYP* in Reading and mathematics for the following *NCLB* subgroups: All Students, Black and Economically Disadvantaged. As recently as three years ago, Elephant's Fork met all the *No Child Left Behind* objectives required to make *Adequate Yearly Progress*. The following year, when the standards were raised, the school once again fell short.

In accordance with the *NCLB* sanctions, another year without meeting *AYP* and the school could be restructured. Because the school accepts federal Title I funding for low- income students, Elephant's Fork faces sanctions each year that it doesn't meet targets. Currently 74% of its 380 students are eligible for free or reduced lunch, an indicator of poverty.

This year, the school hired an academic coach and offered after school tutoring that was supported by the 1003(g) grant. Other special services, *Public School Choice* and *Supplemental Education Services (SES)*, were offered to parents through the *NCLB* Title I-A program.

To facilitate achievement and *SOL* proficiency for students in reading and mathematics, the school will development and implement a School Improvement Plan. These plans will be monitored through the Department of Education’s *CII-Indistar* website.

Because this is a Targeted Assisted School, improvement initiatives will include an after-school tutorial program for students who continue to struggle academically, assignment of academic coach, Data Analysis consultant, staff reassignments and “staff hiring incentives” and employment of part-time grade-level remediation specialists, and parenting programs.

In preparation for meeting *AYP* and restructuring under the *State Turnaround Model*, Elephant’s Fork will focus on regularly pre-/post-assessments, data analysis, flexible grouping, student interventions, remediation and building of relationships among teachers, students and parents.

Elephant’s Fork Elementary Action Plan Steps

Strategy	Timeline	Comments
Meet with the principal to review each classroom teacher’s pass rate performance on the Standards of Learning Tests over the last three years to determine those who may be relevant to the school to meet <i>AYP</i> and administratively transfer them to another school.	April 2010	
Replace transferred teachers with at least one “Instructional Support Teacher” to serve as the grade level chairperson. These teachers will be teachers with consistently high performance pass rates based on three years of data. A pay incentive will be offered through School Improvement Funds.	May 2010	
Hire Remediation Specialists to serve each grade level to facilitate small group instruction within the classroom during math and reading (School Improvement Funds)	September 2010	
Review and enhance the Effective School-wide Discipline Plan throughout the school year to modify student behavior	August 2010	
Require the District-Level School Improvement Team to visit and monitor school data, observe teachers and provide quality feedback once every four weeks.	September 2010- June 2011	
Initiate a Parent University for parents throughout the year with a focus on providing parents with skills to help students succeed at school.	October 2010- May 2011	
Continue all Year 3 School Improvement Efforts	September 2010- June 2011	

Elephant's Fork School Improvement Monitoring Rubric [Every 4 -Weeks]

School: Elephant's Fork Date: February 19, 2010 Verified by: District-Level School Improvement Team

Task	5	3	1	Score
1. Classroom Observations (IE07)	Four or more classroom observations per administrator are available with quality comments/feedback for the teacher.	Four observations per administrator are available.	Less than four observations per administrator is available	3 5 (Gatling) and 1(Neighbours) Documentation is maintained in notebook. Mr. Neighbours did not meet the required observations for the weeks of 1/18, 1/25, 02/1, and 2/08. (1) Dr. Gatling has completed all of her required observations from 12-10 through 02-15. (5).
2. Accelerated Reader (ID10)	A notebook is maintained with copies of weekly diagnostic reports with specific comments written regarding students to the teacher.	A notebook is maintained with copies of weekly diagnostic reports.	A notebook is maintained with some copies of diagnostic reports.	5 A weekly notebook of reports from 12/10 to 2/12 has been maintained. Comments are included.
3. PALS (ID10)	The principal and teacher data notebooks include evidence that flexible groups are developed based on PALS data.	Evidence is maintained of PALS data.	Students are not grouped based on PALS data.	5 PALS information available - evidence in Principal's Data Notebook indicates students are grouped based on PALS scores. Reading First coach maintains a data notebook as well.
4. STAR Math (ID10)	Evidence of students' STAR Math performance is maintained / available beyond what is available online. Teachers have STAR Math data readily available.	Evidence of students' STAR Math performance is maintained / available.	STAR Math performance is available online.	5 The academic coach, teachers, and principal provided information in the data notebooks. These reports include the class summary and growth report. Academic coaches review each growth report and make comments and share with teachers at meetings. Awards were given this period.
5. STAR Reading (ID10)	Evidence of students' STAR Reading performance is maintained / available beyond what is available online. Teachers have STAR Math data readily available.	Evidence of students' STAR Reading performance is maintained / available.	STAR Reading performance is available online.	5 The academic coach, teachers, and principal provided information in the data notebooks. These reports include the class summary and growth report. Academic coaches review each growth report and make comments and share with teachers at meetings. Awards were given this period.
6. Classroom Assessments (IE07)	A notebook is maintained by grade level with teacher	A notebook is maintained by	Some assessments are available.	1 Grades 1-5 Assessments (pre-assessments and

Task	5	3	1	Score
	developed assessments; feedback is evident regarding assessments quality and alignment.	grade level with teacher developed assessments.		teacher made assessments) were available for review. However, there are missing assessments in various grades, example; grade 1 and 2 have no Reading assessments; grade 5 has no math and no math. A committee composed of administrators, academic coaches, lead teacher, and data analyst reviewed all assessments that were included in the notebook and wrote comments to teachers for improvements. Meetings were held to discuss the assessments and comments.
7. Walkthroughs/ Observations (ID10)	Three or more Walkthroughs / Observations are completed by Leadership Team members. Evidence is available that reflects instructional changes have occurred based on data.	At least two Walkthroughs / Observations are completed by Leadership Team members.	Less than two Walkthrough/Obse rvation forms are completed by the Leadership Team.	5 Evidence of walkthroughs is available on a spread sheet by each observer. The weeks of 1/25 – 2/8 the academic coaches had instructional planning meetings, proctoring tests and make-up tests and were not able to complete the required number of observations. This was not counted against them, as it was not within their control.
8 School Leadership Team Meetings (ID07)	Agendas and minutes of Principal’s Advisory Meetings (one every other week) are available reflecting discussions regarding instruction and data.	Agendas of Principal’s Advisory Meetings are available.	Limited evidence is available that the Principal’s Advisory Team is meeting consistently.	5 Weekly Principal’s Advisory Meetings have been held, except for the week 2/8 due to proctoring. Document is maintained in a notebook.
9. Lesson Plans (IID06)	Evidence of lesson plan review is available. Quality feedback is provided and adjustments are made. Two pre-assessments are included in each teacher’s lesson plan.	Evidence of lesson plan review is available.	No evidence of lesson plan review is available.	3 Lesson plans are available on the Blog. Helpful comments are made by the academic coaches and administrator when plans are reviewed for science, reading/writing, and social studies. Recommendation: Comments other than “math plans reviewed” should be given to teachers to increase accountability.

Total > 37 of 45

Comments: It is evident progress is being made and monitoring is taking place. It is evident that the principal is actively involved in daily instructional practices. The academic coach and the reading coach actively support daily operations and support instruction.

Task	5	3	1	Score
<p>Recommendations:</p> <ul style="list-style-type: none"> • Both administrators need to make every effort to meet requirements for observations each week. • Lesson plans in EVERY subject need to be reviewed AND helpful comments should be made to teachers to increase accountability and focus on instructional practices that will increase student achievement. Consistency among administrative team is required. It is recommended that the assistant principal consistently conducts classroom observations and monitors the math lesson plans and math instruction. • Continue to require grades 1 – 5 assessments (i.e. teacher made, pre and post assessments) for all core content areas (math, reading, science, and social studies). Review assessments as they are submitted and provide quality feedback. • Special education self-contained teachers should be administering all required district benchmarks or mock assessments to all students, with the exception of VAAP and VGLA students. <p>Next Visit: April 2010</p>				

Response:

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

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

Team Structures – ID10: The School’s Leadership Team regularly looks at the school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

Team Structure - ID07: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff will meet regularly (twice a month or more for an hour each meeting).

Principal’s Role - IE07: The principal will monitor curriculum and classroom instruction regularly.

Periodic Assessments – IID06: Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.

Elephant’s Fork Elementary School’s principal and School Leadership Team will continue to participate in the Teacher Leader Training sessions established by the Virginian Department of Education. These four *One-Day Division Leadership Workshops* will be held during the 2010-11 academic year (October, December, February, and April). Staff will continue to participate in School Improvement Planning via *Indistar* as well as the Division-Level Improvement Team (*Center on Innovation and Improvement – CII*). Additionally, the school’s leadership team will regularly attend webinars and/or video conferencing via the DOE’s website. Moreover, the principal and school’s leadership team will participate in follow-up (from summer institute) training with online attendance at *Formative Assessment Webinars*.

The 1003(g) School Improvement Grant will support the employment of the Academic Coach for School Improvement during the 2010-11 school year and thereafter for the next two years (2011-12 and 2012-13). In conjunction to the grant’s requirements, the principal, academic coach, and special education teacher will attend the *Summer Institute Training* (July 19-22, 2010) and purchase the *Formative Assessment Module: Checking for Understanding* [Training Provided by *TeachFirst*].

Data will be continuously monitored at the State level through submission of the of the *Data Analysis Quarterly Reports*. Lastly, a district-level School Improvement Consultant will serve as the liaison between the State, district and schools during the improvement process. This person will provide technical assistance with the *NCLB/ESEA* sanctions, *Indistar*, webinar trainings, and mentoring of district personnel and schools’ academic coaches.

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.**

Globally, school improvement plans and staff assessment data suggest that the next step to boost student achievement in 2010-11 is to expand staff training to encompass a comprehensive support system that will address barriers to learning and teaching. A series of Professional Development Academies (PDAs) will focus on improving pedagogical strategies and practices, leadership development and technology integration. Coaching will serve as an embedded professional development strategy that will lead the division and schools towards improved student performance. Technical assistance will be provided by the district as well as by outside consultants to assure that the needs of the schools are being met. Parents will be fully apprised of the school's improvement efforts and their input will be requested. Additionally, meetings will be held with parents to involve them in the process and to help them develop the skills to assist their children at home.

Part of the district's intervention and support for school improvement includes the establishment of proven strategies and action steps that correspond to the *Rapid Improvement Indicators* on the CII-Indistar site. During the 2009-10 academic year, three indicators were selected to expedite the school improvement process. Subsequently, a central office person was assigned to each of the schools identified for Improvement/"Watch" to maintain close communication with the school and an interest in its progress (CII-#ICO2). In collaboration with principals and school leadership teams, the district established Non-negotiable Action Steps for schools in Year 1 and 3 Improvement for the 2009-10 school year. These efforts were monitored bi-monthly by the District-Level School Improvement Team. Using a School Improvement Rubric with measurable values, the district examined Year 1 and 3 Schools' improvement strategies (CII- # IBO2), performance data, aggregated classroom observation data and professional development plans (CII- # ID10). These strategies will continue in the next school year as other schools are identified for school improvement.

Through 1003(g) and 1003(a) School Improvement grant funding, Beginning in 2010-11, a District-Level School Improvement Consultant will be secured to assist Suffolk Public Schools' central office personnel with school improvement planning, program monitoring and support, coordination of the district's and schools' CII site-*Indistar*, school improvement visitation, mentoring of schools' academic coaches, and implementation of *NCLB/ESEA* Blueprint sanctions. School Improvement funds [1003 (g) and 1003 (a)] will support this part-time position.

School Improvement 1003(a) funding will support the employment of an elementary District Improvement Math Specialist to serve each of the Year 1, 3, and *Watch* schools. This position will be supplemental to these schools' instruction and will help to reshape their math performances for success. The District Math Specialist will provide technical assistance and support for these schools to improve math instruction based on best practices. Suffolk Public Schools has allocated funding to support Title I Reading Specialists, but none in the area of mathematics due to budget restraints.

In compliance with *NCLB*, schools that have been identified for improvement will develop a School Improvement Plan that addresses *AYP* initiatives and goals for student achievement in reading and mathematics. The LEA will work parallel to the school with its improvement efforts, conducting periodic reviews to ensure that the curriculum is being implemented with fidelity and continue to offer job-embedded professional develop that is aligned with the school's district Comprehensive Improvement Plan.

For the 2010-11 academic year, Suffolk Public Schools instituted a comprehensive "Strategic Staffing Initiative" for Elephant's Fork. The principal will have an opportunity to employ up to six highly effective teachers from a roster of volunteers identified and recruited by the district. The six teachers who transfer to the Elephant's Fork will receive a substantial financial incentives of \$7,500.00, funded through 1003(g) School Improvement funds; but, just as important, all who are offered the opportunity to work at the school will join a team of teachers and administrator committed to achieving success.

The six classroom teachers referred as Instructional Support Teachers, one per grade level, will serve as the grade level chair and on the school's leadership team. As members of the school leadership team, they will work to develop and implement a support framework for student achievement. This will include analyzing student performance data to make instructional decisions, establishing student and school performance goals, providing teachers with feedback and ongoing monitoring of student achievement.

In an effort to further affect school improvement at Elephant's Fork, the LEA recommends additional part-time staff to serve as Remediation Specialists. Three part-time teachers will be hired to support students identified by assessment data [*PALS and STAR* Testing] and teacher recommendation for additional academic intervention. These students will receive remediation during the regular school day; therefore, the master schedule will be adjusted to maximize optimal instructional time.

- **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.**

Parent and community engagement will be strengthened as the school promotes a strategic communication plan. The staff and administration will focus on polishing the school's image and reputation. Communication will be improved so parents and community friends are aware of the school's plan to meet *AYP*. Planned workshops and informational meetings will address *NCLB* sanctions so parents will understand the improvement process. The analysis of the Winter 2009 Elephant's Fork's Parent Surveys will be reviewed for recommendations and improvement planning during the School Leadership Team Meetings this summer. A parent representative will be invited to join the Leadership Team. The parent will be invited to view a copy of the school improvement plan and to give input regarding the revisions that need to be made to the plan. When the plan is finalized and approved, a copy will be placed in the office at the front table and on the school's website. Any parent has the right to submit their concerns in writing to the school, and the school will submit their concerns to the Central Office as well. All concerns are taken seriously; consequently, the administration will listen to parents regularly as target groups will be invited to the school for special programs.

Automated phone messages, e-mails, e-newsletter - school wide and classroom specific, newspaper, and cable-TV will be used to inform parents of the school's progress towards academic achievement. The school will expand its web presence by posting its quarterly newsletters and video clips of improvement strategies for parents and community friends to view.

Monthly reports from the principal on student achievement will be added to the monthly PTA Executive Board Meetings. The principal will also share relevant information regarding student achievement at the regularly PTA meetings. Student achievement will be highlighted in the quarterly newsletter that goes home with the report card and posted on the web.

Part of the school's outreach efforts is its neighborhood visits to students' homes and communities, which will continue in the new school year. To ensure equitable distribution of school supplies and home library books, teachers will distribute these items during their visits to the attendance zones' neighborhoods.

Elephant's Fork Elementary will inform parents of Title I requirements and information regarding the continuous School Improvement Plan for the Year 3 school during the annual Parental Involvement Meeting. Parents will be chosen to be a part of the Leadership Team. The meeting will be scheduled at a time convenient for parents. Parents will be informed of their meeting by (1) notices sent home by students, (2) school newsletter, and (3) website and (4) phone system.

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

Unlike many districts across the nation that are facing budget cuts and fiscal restraint, Suffolk Public Schools is challenged to provide rigorous instruction and meet higher academic standards. This year, the school system faced more than 6.3 million dollars in budget reductions, which resulted in the restructuring of various programs, retirement incentive to reduce personnel cost, and reduction in expenditures and non-personnel related cost. In addition, one support personnel at Elephant's Fork, Reading Academic Coach, has been a vital part of the school improvement program. This position has been eliminated and will not be funded through stimulus or local funds in the 2010-11 academic year. The assistant principal will be shared with another school. With the lost of one key personnel positions, the proposed 1003(g) School Improvement grant funding will continue to support the school's Instructional Academic Coach and provide the fiscal resources to support the "Strategic Staffing Initiative," which will impact teacher quality and student achievement in reading and math. The LEA will identify the strongest teachers in order to recruit and retain them, and assign them to the school as classroom teachers and grade level chairs. "A recent report from the Los Angeles Public Schools supports the action that Suffolk Public Schools district will implement for the 2010-11 school year for Elephant's Fork School. Their data analysis found that the impact of individual teachers is so great that providing top-quartile teachers rather than bottom-quartile teachers for four years in a row would be enough to completely close the achievement gap between white and African American students. An incentive approach must be the centerpiece of improving teacher quality in urban schools and in the most disadvantaged schools. It is necessary to reward success rather than try to regulate it" (Education Next, "An Effective Teacher In Every Classroom" by Kati Haycock and Eric Hanushek, April 10, 2010). Research shows that "effective teachers who choose to work in the most challenging schools often sacrifice pay and professional status." It is further recommended that State leaders reverse that relationship by offering such teachers higher pay, visible respect, and strong and supportive principals who provide effective instructional leadership, and opportunities to collaborate in meaningful ways" (Education Next, "An Effective Teacher In Every Classroom" by Kati Haycock and Eric Hanushek, April 10, 2010). It is very much a matter of focusing on student achievement gains and of keeping those teachers who do a good job while recruiting others who have shown proven results.

Based on the 2010 Free and Reduced Lunch percentages, 74.7%, these teachers will serve students who need their expertise the most. Similarly, the principal will identify the weaker teachers at the school and get them the support they need to join the ranks of effective teachers or to move them out of classrooms if they cannot improve. An analysis of reading and math assessment data confirm that further intervention beyond previous efforts are needed to move the school out of improvement. *STAR Reading* data shows that fourth (-0.96) and fifth (-0.71) graders were nearly one grade level below their grade placement in 2007-08, on average. In 2008-09, we find that fourth (-0.87) and fifth (-1.33) graders were still functioning below their grade placement on the *STAR Reading* test.

During the two year period, on average, fifth graders showed the greatest distance from grade placement for *STAR Math* in 2007-08 (- 1.48) and 2008-09 (- 0.99). For the same year spans, third and fourth grade *STAR Math* scores showed that students were performing about 4 months below grade placement (Grade 3- 2008-09= -0.35 and 2007-08 0.40). *Star Math* placement for grade 4

during the two year period remained the same, 0.13.

2007-09 STAR Math and STAR Reading Data

The column named "Average" simply represents the average distance from grade placement of the STAR Reading score on the date the test was administered for that group of students. So, in the table below, third graders in 08-09 were nearly one grade level below their grade placement in STAR Reading, on average. Fifth graders were 1.33 grade levels below their grade placement, on average. The score from the final administration of the STAR Reading test was used to calculate the average distance from grade placement for all the tables through that file. The Grand Total in this table simply presents the average distance from grade placement for the three grade levels combined.

EFES 2007-2008 STAR Math

All Students	Grade	Average
	3	0.40
	4	0.13
	5	1.48
	Grand Total	0.65

EFES 2008-2009 STAR Math

All Students	Grade	Average
	3	-0.35
	4	0.13
	5	0.99
	Grand Total	0.32

EFES 2007-2008 STAR Reading

All Students	Grade	Average
	3	-0.46
	4	-0.96
	5	-0.71
	Grand Total	-0.70

EFES 2008-2009 STAR Reading

All Students	Grade	Average
	3	-0.98
	4	-0.87
	5	-1.33
	Grand Total	-1.06

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

The LEA ensures that the allocations of financial resources are supportive of the school’s vision, educational programs, and its plans for school improvement by creating a district budget for instructional and support areas. Schools identified for improvement must set-aside an equivalent of 10% of its Title I school-level allocation for professional development each year that it is in the improvement process. Also, Title I will include the school’s portion of the 95% of the LEA set-aside for parental involvement for the 2010-11 academic year. Elephant’s Fork Elementary School uses its parental involvement funds to purchase all materials and supplies for parent education and strengthening the home/school connection. Other funding to support professional development and materials is awarded through both Title I-A and Title I-A, ARRA. Local funds supplement *SOL* remediation, regular school staffing needs and technology. Title I-A, ARRA funding will assist with summer transitional and enrichment sessions for struggling learners and low achievers. Through 1003 (g) funding, substitutes will be secured quarterly as grade level teams meet to plan for school improvement. Additional supplemental services for school improvement will include the consulting services with *Simply Achieve* for data analysis and coaching, compensation for tutors, Interactive Notetaking workshops, parenting manipulatives, SES site coordinator, and *NCLB* printing and mailing publication [1003(g) School Improvement Grant].

The master schedule will be designed to maximum learning, intervention and remediation time for grouping of students. This model of instruction will be based on the RTI framework.

Resources the LEA will consider for Continued Integration of Services

Title I, Part A	Funding for professional development Funding for parental Involvement Allocation for supplemental instructional materials Set-Aside for Homeless
Title I- A,ARRA	Funding for professional development Funding for parental Involvement Funding to support Summer Transitional Program Funding to support materials expenditures for Summer Transitional Program Set-Aside for Homeless
Title II, Part A	Provide ongoing professional development and coaching for teacher retention and recruitment Provide course work for teachers in core content areas to become Highly Qualified.
Title II, Part D	Instructional technology to be integrated into core subjects Funding to support the purchase of <i>Renaissance Place</i> subscription for <i>Accelerated Reading/Math</i> and <i>STAR Reading/STAR Math</i> Funding of data system to promote use of data by all teachers

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

Suffolk Public Schools recognized the need for additional fiscal support when it recommended the implementation of the comprehensive “staffing incentive package” to the School Board for Elephant’s Fork. Because of budget restraints, the recommendation is that this initiative be supported through federal funding, preferably 1003 (g) grant. Because this is a three year grant award, the academic coaching and highly effective teaching staff will be able to affect instructional change and improved scores. Using the *State Transformation Model*, the coaching is designed to build the capacity of school and its leaders. This process will guide and direct the school and division on a larger scale toward sustained improvement of teaching and learning and the conditions in which they occur by:

- Supporting school principal and other district-level administrators to more effectively implement the instructional leadership concepts presented under the Teacher Leader Training Program, DOE webinars and CII-*Indistar*;
- Facilitating the creation of stronger action improvement plans by the LEA and school for achievement;
- Providing a context that encourages the school and district to reflect upon and improve their instructional practices; and
- Encouraging the alignment of district and school improvement goals through the facilitation of high-performing district leadership teams consisting of, but not limited to, the district leaders, principal, academic coach, school staff, and District-level School Improvement Consultant.

Although Elephant’s Fork Elementary School still has a long way to go in its efforts to achieve the ultimate goal of this Transformation Model, the above strategies will substantially improve the performance of the overall student population on the *SOLs*.

At the same time, an analysis of the *SOLs*, Ongoing local assessment scores and grades document academic improvement in both reading and Math by students who were enrolled in the school this past year. Thus, the changes made by the school with the assistance and support of the 1003 (g) Academic Coach and School Improvement process have resulted in achievement growth. (80%) for at least one group (Economically Disadvantaged) of students at Elephant’s Fork. Moving forward, the LEA and school will continue to build on these gains while also recognizing that new strategies must be integrated into the initiatives to address the needs of students who have not yet been reached by past efforts.

- If the LEA lacks sufficient capacity to serve all of its Tier I schools provide the following information:
 - a. What steps have been taken to secure the support of the local school board for the reform model selected?
 - b. What steps have been taken to secure the support of the parents for the reform model selected?

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

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

NA Mark NA, if applicable

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

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

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

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

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

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

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

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

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

Response:

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

LEA evidence to ensure that the school policies and practices will be in alignment with *State Transformation Model* is listed below. The premise is one that has been used by successful corporations. “Schools can accelerate reform efforts and see the same sort of quick, dramatic improvement if they engage in a process—characterized by strong leadership, a clear focus on improving instruction, achievement of “quick wins,” and building of a committed staff (2010 report *Achieving dramatic school improvement: An exploratory study issued by the Department of Education*).” In conjunction to the DOE’s *State Transformation Model*, Suffolk Public Schools has established the perimeters for effective practices for Elephant’s Fork.

- Timetable for implementing staff support, improve discipline and parental involvement
- Sustainability through the CII-*Indistar* site for School Improvement
- Sufficient latitude for the principal to implement substantial changes to scheduling, discipline and curriculum
- Support from district level administration for school improvement planning and implementation
- Performance monitoring through the District-Level Academic Review and District Level School Improvement Monthly Visitation [monitoring rubric] and classroom observation
- School and community engagement through PTA, Parent University, and Neighborhood Visitation

- As reported in the April 16, 2010 edition of The Virginian-Pilot (*Two Norfolk Middle Schools Get First Crack At Improvement Fund* by Lauren Roths), “Suffolk will apply for a grant for Elephant’s Fork Elementary, which also uses a coach,” said Deputy Superintendent Deran Whitney.
- The Deputy Superintendent and Coordinator of Elementary Instruction met with the Elephant’s Fork principal on May 18, 2010 to discuss the school’s Improvement status.
- April 27, 2010 -Memo from Deputy Superintendent to Superintendent- Requesting Incentive Pay Plan for Elephant’s Fork- [**See attachment-Appendix A**]
- June 10, 2010 -Suffolk Public Schools Board approval of Elephant’s Fork Request for Incentive Pay Plan [**Appendix B-School Board Agenda**]

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:

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

Use of the Indistar™ tool by the division and school improvement teams to inform, coach, sustain, track, and report school improvement activities;

The school’s demographic population will continue to challenge and shape the school by demanding continued focus on equal access to high-quality education for all students within the school. Important factors impacting *AYP* include:

- Population of African-Americans;
- Economically Disadvantaged; and
- Students with Disabilities.

To best serve the needs of these students who often require flexible class schedules and non-traditional ways of interacting with their peers and teachers, Elephant's Fork will need to modify the ways their academic programs and support services are delivered. Distance learning and teacher collaboration will become paramount as resources dwindled. Staff will continue to focus on student-centered learning and the district and school will continued to direct their attention to the most effective ways to facilitate and maximize learning.

In its efforts to sustain the reform measures after the 1003(g) funding period ends, Suffolk Public Schools will continue to use the *Indistar* tool as a monitoring system for continuous school improvement and framework for support of proven measures and practices. The school will still use the site to maintain its improvement goals and tasks for attainment or outcomes. As employees retire or transfer, it is anticipated that the newly hired staff will be supported by local funding.

Division plan and budget for sustaining the reform effort.

In the projected tight budget years ahead, Suffolk Public Schools will intensify the focus on school improvement and continue to identifying priorities, both for the Elephant's Fork and the school system. As *AYP* benchmarks continue to rise, and Suffolk Public Schools works not only to sustain, but also to increase student achievement, efficiency, creativity, and targeted interventions will be critical to the school's success. Recognizing that the school district's fiscal budgets will be limited in the years ahead, other federal program sources will be viewed for possible expanded services, particularly for personnel positions such as the academic coach who is also certified as a reading specialists. Because we live in a transient community that serve the military and government facilities, local revenue will be another option to fund key personnel positions as teachers retire, transfer to other school divisions or move. Partnerships with local universities will be explored for student teachers and interns to serve as remediation volunteers. Additionally, local club, civic groups, and social organizations will be contacted to facilitate volunteers for tutoring on designated days.

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:

CREDITIALS OF THE COACH TO BE SELECTED FOR ELEPHANT’S FORK

Describe the process that was used or will be used to select each school’s Tier III coach. (Use as much space as needed.)		
Check the expertise of the coach or prospective coach. Check all that apply.		
School 1; Elephant’s Fork <input checked="" type="checkbox"/> Reading/English/Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 2: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 3: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant
School 4: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 5: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 6: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant

CREDENTIALS OF THE COACH TO BE SELECTED FOR ELEPHANT'S FORK

- CERTIFIED IN GRADES K-6
- SERVED AS GENERAL EDUCATION TEACHER GRADES K-2
- TITLE I TEACHER- 13 YEARS (GRADES 3-5)
- MASTER'S DEGREE IN READING
- SERVED ON COMMITTEE FOR CURRICULUM WRITING
- SERVED ON STATE CONTENT REVIEW FOR READING AND SCIENCE
- SERVED ON DISTRICT WIDE TEST WRITING AND PROOFING COMMITTEES
- SERVED AS A TEACHER MENTOR

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: Suffolk 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: Suffolk Public Schools

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

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	ESEA (1003g)	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.")
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include division total for these schools. [1003(a) funds must be encumbered by September 30, 2011]										
1000 - Personnel		66,740.00		1,042,263.00		66,740.00	1,042,263.00		66,740.00	1,042,263.00	\$200,220.00
2000 - Employee Benefits		15,281.00		285,864.00		15,281.00	285,864.00		15,281.00	285,864.00	\$45,843.00
3000 - Purchased Services		85,920.00		128,646.00		85,920.00	128,646.00		85,920.00	128,646.00	\$257,760.00
4000 - Internal Services		2,506.68		26,941.11		2,506.68	26,941.11		2,506.00	26,941.11	\$7,519.36
5000 - Other Charges		1,000.00		1,682.00		1,000.00	1,682.00		1,000.00	1,682.00	\$3,000.00
6000 - Materials and Supplies		7,719.32		3,955.00		7,719.32	3,955.00		7,719.00	3,955.00	\$23,157.64
8000 - Equipment/Capital Outlay											
Total		179,167.00		1,518,351.11		179,167.00	1,518,351.11		179,166.00	1,518,351.11	(Must Equal Division Allocation) \$537,500.00

* If applicable.

School Budget Summary

School Name: Elephant's Fork

Virginia Department of Education Grant Expenditure Requirements

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

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

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

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

School Budget Summary (One Per Applicant School)

Complete using all applicable funding sources.

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
1000 – Personnel		147,347.00		166,335.00		147,347.00	166,335.00		147,347.00	166,335.00	\$442,041.00
2000 - Employee Benefits		25,308.00		46,574.00		25,308.00	46,574.00		25,308.00	46,574.00	\$75,924.00
3000 - Purchased Services				246,220.00			246,220.00			246,220.00	
4000 - Internal Services				20,429.00			20,429.00			20,429.00	
5000 - Other Charges		2,000.00				2,000.00			2,000.00		\$6,000.00
6000 - Materials and Supplies		4,512.00		11,969.00		4,512.00	11,969.00		4,511.00	11,969.00	\$13,535.00
8000 – Equipment/Capital Outlay											
Total		179,167.00		491,527.00		179,167.00	491,527.00		179,166.00	491,527.00	(Must Equal School Allocation) \$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: Suffolk Public Schools

1. Personal Services (1000)

Personal Services (1000) @ \$66,740.00

Elementary District Improvement Math Specialists- @\$50,000

1003(g) funding will support the employment of an elementary District Improvement Math Specialists to serve Year 1 and 3 and *Watch* schools @ \$50,000.00. The math specialists would provide schools with technical assistance and support to improve math instruction based on best practices. This position will be supplemental to these schools’ instruction and will help to reshape their performances for success. Suffolk Public Schools has allocated funding to support Title I Reading Specialists, but none in the area of mathematics due to funding.

Although the district is sensitive to the differences among schools and aware of each school’s plan for recovery, data shows that students’ math performance continues to challenge the district and the schools that have been identified for improvement [Elephant’s Fork, Mack Benn, Mt. Zion, and Hillpoint (*Watch* School)]. In 2006-07 and 2007-08, the district did not make *AYP* in mathematics. For the 2008-09 year, the district made Safe Harbor by reducing the failure rate by 10%.

The math specialists, along with other teachers in these schools, will be expected to achieve an “about- face” in one to three years. Staff will focus on “quick wins” for highly visible and immediate success in the areas that the schools did not make *AYP*- Mathematics [Elephant’s Fork, Mack Benn, and Hillpoint (*Watch* School)].

1003(g) funding will help the school district and Year 1 and 3 and *Watch* schools build up key resources with appropriate staffing, money, and program model [*State Transformation*]. Each of these high poverty schools will focus on developing a school improvement plans that serve as a road map for teachers’ needs in instruction, assessment data, grouping pattern, and student engagement. The rationale and supporting data for this recommendation comes from the district’s and schools’ performance in math, which has been below the *AYP* benchmarks for the last three years.

AYP Years	District	Elephant’s Fork	Mack Benn	Hillpoint	Mt. Zion
2007-08	Math	Math	-	Provisionally Accredited-new School	Reading
2008-09	Math	Math	Math	Conditionally Accredited	Reading
2009-10	Math	Math	Math	Math	Reading

Local assessment data shows that students performed poorly in Geometry, Measurements, Computation and Estimation. Listed below are the weakest math strands for students in the district. Grade 5 students have consistently scored above the *AYP* benchmarks over the past 3 years.

Grade	Strand	Strand
3	Patterns, Functions and Algebra	Probability and Statistics
4	Measurement and Geometry	Patterns, Functions and Algebra

Compensation for 15 Summer School Tutors @ \$16,740.00

School Improvement 1003(g) funds will be used to award staff compensation to tutors who will serve 250 struggling students from the lowest quartile of performance in reading and math from Year 1 and 3 and *Watch* schools and *Watch* in a Summer Transitional and Enrichment Program @ \$16,740.00 [4.5 hours x \$31 x 2 weeks days x 15 teachers= \$16,740.00]. Elephant’s Fork Elementary School will host two fun-filled weeks of hands-on learning during the summer with its *Summer Transitional and Enrichment Program (S.T.E.P.)*. Students will be invited to participate in the program (*S.T.E.P.*) during the first two weeks [August 1-12, 2011] from 8:30 a.m. -12:00 noon. Invitations and registration will be mailed to qualifying students in grades 3-5 from Elephant’s Fork, Hillpoint, Mt. Zion and Mack Benn, Jr. elementary schools by mid June 2011.

Other Funding Sources-Title I-A and Title I-A, ARRA [Not Included in Total For Object Code]

For schools in Year 1 and 3 and *watch*, Title I-A supports 10 Reading Specialists and 11 Paraprofessionals @ \$738,818.00.

Title I-A, ARRA supports 4 SOL /Reading Academic Coaches @ \$282,124.00 at these schools.

Title I-A, ARRA Tutoring @ \$21, 321.00 in reading and mathematics for schools that serve students in Improvement/*Choice*

2. Employee Benefits (2000)

Employee Benefits @ \$15,281.00

Elementary District Improvement Math Specialists @ \$14,000.00

FICA -20 Summer School Tutors @ \$1,281.00

Other Funding Sources-Title I-A and Title I-A, ARRA [Not Included in Total For Object Code]

Title I-A Fixed Benefits @ \$206,869.00

Title I-A,ARRA Fixed Benefits @ \$78,995.00

3. Purchased Services (3000)

Purchased Services (3000) @ \$85,920.00

District Level School Improvement Consultant @\$20,000.00

The role of the District-Level School Improvement Consultant will support the efforts of the division and schools for school improvement and planning. This person will offer support with *Indistar* and webinars' foci; technical assistance with *NCLB /ESEA* Blueprint for reform for restructuring; district mentoring; and schools' visitation and mentoring of academic coaches @ \$20,000.00. The District-Level School Improvement Consultant will provide prompt and timely feedback to school personnel. School visitation from the District-Level School Improvement Consultant will result in school improvement, collaboration, sharing, and guidance. The consultant will facilitate technical assistance to the division in the monitoring of the improvement process for reporting progress and goal attainment. Contractual services will be awarded to the consultant @ \$2000 per month [\$2,000.00 x 10 months= \$20,000.00].

Data Analysis Consultant/Teacher Mentor Coach [*Simply Achieve with Lisa Meyers*]@ \$65,920.00

Funding will support the professional services of the Data Analysis consultant/ teacher mentor coach who will help the schools' in "*Improvement and Watch*" [Elephant's Fork, Hillpoint, Mack Benn and Mt. Zion] focus on using data for continuous school improvement and modeling of proven instructional strategies @ \$65,920.00 [\$3,296.00 x 5 sessions x 4 schools= \$65,920.00].

For the last three years, *Simply Achieve* consulting agency has mentored the principal and staff at Elephant's Fork on the school's data. Staff and leadership team consulted with the *Simply Achieve* Consultant, Lisa Meyers, regarding the students' data and instructional practices to help drive instruction, lesson planning, and remediation efforts. This practice has proven to be an effective strategy for school improvement as measured by the performance of grade 3-5 learners. It is for this reason that the Data Analysis Consultant will continue to provide technical assistance at Elephant's Fork and the other schools identified for improvement and "*watch*" in 2010-11 academic year.

Other Funding Sources: Title I-A [Not Included in Total For Object Code]

Title I-A Allocation to Year 1 and 3 and *Watch* schools for professional development @ \$43,353.00

Title I-A , ARRA Purchased Services for *Renaissance Place* Renewal subscription for Year 1 and 3 and *Watch* schools @ \$20,091.00

Title I-A, ARRA Purchased Services for Online Technology Courses for staff serving Year 1 and 3 and *Watch* schools @ \$42,910.00

Title II-D-Purchased Services for Online Technology Courses for staff serving Year 1 and 3 and *Watch* schools @ \$3,500.00

Title II-D- *Study Island* renewal and *Renaissance Place* for Year 1 and 3 and *Watch* schools @ \$16,792.00

4. Internal Services (4000)

Internal Services for Transportation (4000) @ \$2,506.68

Transportation to support after school tutorial program at Elephant's Fork during the 2010-11 school year @ \$1,367.28

Bus # 1- 16 miles X 2.00 per mile X 12 days = \$384.00

Bus #2 - 13 miles X 2.00 per mile X 12 days = \$312.00

Driver # 1- 12.78/ hr X 2 hours a day X 12 days= \$306.72

Driver # 2- 15.19/hr X 2 hours a day X 12 days= \$364.56

Total \$1,367.28

Transportation to support the 2011 Summer Transitional and Enrichment Program @\$1,139.40

Bus # 1- 16 miles X 2.00 per mile X 10 days = \$320.00

Bus #2 - 13 miles X 2.00 per mile X 10 days = \$260.00

Driver # 1- 12.78/ hr X 2 hours a day X 10 days= \$255.60

Driver # 2- 15.19/hr X 2 hours a day X 10 days= \$303.80

Total \$1,139.40

Other Funding Sources [Not Included in Total For Object Code]

Title I-A Public School Choice for Mack Benn and Mt. Zion @ \$26,941.11

5. Other Charges (5000)

Travel @ @\$1,000.00

1003 (g) funding will support travel and lodging to and from State sponsored trainings for district staff to Summer Mentor Coaching and Teacher Leader Training Sessions @\$1,000.00 [District Staff-2 x \$500.00 for travel and lodging expenditures].

Other Funding Sources [Not Included in Total For Object Code]

Title I Travel @ \$1,682.00

6. Materials and Supplies (6000)

Materials and Supplies @ \$7,719.32

Materials and Supplies @ \$5,000.00

To facilitate achievement in reading and mathematics for students in grades 3-5, materials will be purchased to support the Summer Transitional and Enrichment Program @ \$5,000.00. School Improvement 1003(g) funds will be used to purchase leveled readers, paper, pencils, manipulatives, and curriculum for the program that will serve 250 students from Year 1 and 3 schools and *watch* and /or Choice.

Parent Notification- @ \$2,719.32

Funding will support parent mailings, flyers, quarterly newsletters, and printing expenditures to inform parents about School Improvement efforts, *NCLB* and/or (if applicable) *SES* handbooks, and *Public School Choice* and *SES* program. To facilitate embedded relationships and overcome challenges posed by poverty and lack of family support, 1003(g) funding will be used to support parent notification at each of the 4 schools [Elephant's Fork, Hillpoint, Mack Benn, and Mt. Zion].

Other Funding Sources-[Not Included in Total For Object Code]

Title I-A @ \$21,454.00 - Title I Materials Allocations to schools in Year 1 and 3 and *watch*

Title I-A Parental Involvement Allocation @ \$11,501.00 to schools in Year 1 and 3 and *watch*

7. Equipment/Capital Outlay (8000)

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(Individual School Narratives Follow)

SCHOOL NAME: Elephant's Fork Elementary

1. Personal Services (1000)

Personal Services (1000) @ \$166,335.00

Academic Coach-\$62, 800.00

Coaching has resulted in improved student performance as measured by test data from *PALS*, Ongoing *SOL* Assessments, and Mid-Year *STAR* reports. For this reason, it is recommended that 1003(g) School Improvement Funds continue to be used to support a full-time academic coach.

The use of 1003(g) funds will support a full-time academic coach for peer modeling, monitoring and problem solving of classroom instruction as systematic follow-up to professional development and data analysis. The coach will work with the school on the area(s) that caused them to enter school improvement.

Coaching has been identified nationally as a strong model of professional development for teachers with potential to enhance instructional practice and raise levels of student achievement.

With much success during the last year, Elephant's Fork has put into practices the critical components of coaching (**Dr. Robert Slavin from Johns Hopkins University, October, 2006**):

1. Coaches spend more time **IN** the classroom as opposed to working with teachers outside of the classroom;
2. Modeled teaching strategies are specific rather than generalized teaching practices;
3. Modeled teaching strategies are research-validated and evidence based;
4. Reasonable goal setting is in place and monitored; and
5. Timely feedback is provided;

Instructional Support Teacher (Comprehensive Staffing Incentive)-\$45,000.00

Six highly effective teachers will have an opportunity to transfer to Elephant's Fork and receive a substantial financial incentives of \$7,500.00, funded through 1003(g) School Improvement funds. These teachers will work at the school with a team of teachers and administrator that are committed to achieving success. This practice has seen much success as reported by school districts in Los Angeles, California and Mecklenburg, North Carolina. Their analysis found that the "impact of individual teachers is so great that providing top-quartile teachers rather than bottom-quartile teachers for four years in a row

would be enough to completely close the achievement gap between White and African American students. An incentive approach must be the centerpiece of improving teacher quality in urban schools and in the most disadvantaged schools. It is necessary to reward success rather than try to regulate it” (Education Next, “*An Effective Teacher In Every Classroom*” by Kati Haycock and Eric Hanushek, April 10, 2010).

The six classroom teachers referred to as Instructional Support Teachers, one per grade level, will serve as the grade level chair and on the school’s leadership team. As members of the school Leadership Team, they will work to develop and implement a support framework for student achievement. This will include analyzing student performance data to make instructional decisions, establishing student and school performance goals, providing teachers with feedback and ongoing monitoring of student achievement.

Remediation Specialist-3 -\$24,960.00

[3 teachers x 4 hrs. x \$26 x 4 days x 20 wks=

Three Highly Qualified teachers (HQT) will be hired on a part time basis to assist in the remediation of students in grades K-5. *PALS*, *STAR* data and teacher recommendation will be used to determine the small group instruction for remediation. The remediation specialist will be expected to confer with teachers and the academic coach to ensure that student needs are met and that progress is reported. The remediation specialist will utilize the push-in method of services to ensure that learning is an extension of the teacher’s lesson plans for intensive students.

Substitute Compensation (to Facilitate Instructional Planning) -\$2,376.00

Instructional Planning

\$88 @ day x 3 subs x 3 days x 3 times a year= \$2,376.00

By securing substitutes for staff release time, teachers will be provided with a 4-hour block of planning for Instructional Planning that occurs three times during the school year. During Instructional Planning, teachers will focus on school improvement goals, remediation and/or enrichment practices, data analysis and professional development needs.

Summer Institute Staff Training Compensation-\$1,664.00

Compensation will be awarded to the Academic Coach and Special Education Teacher to attend the required Mentor Coaching and Special Education Training sessions in Williamsburg, VA during July 19-22, 2010.

After School Tutors Compensation -\$2,808.00

1003(g) funds will be used to support compensation to tutors who work in the after-school program with struggling learners

and/or students who were not proficient on the *SOLs* in reading and/or mathematics @\$2,808.00.
[6 teachers x 1.5 hrs. x \$26 x 12 days=2,808.00]

SES School-site Coordinator-\$7,739.00

For 2010-11, Elephant's Fork will continue to offer Supplemental Education Services as outlined by the *NCLB*. The school's SES Site Coordinator will be responsible for the coordination, implementation and record keeping of the SES Program at the school.

Other Funding- \$166,335.00 [Not Included in Total For Object Code]

Title I-A will support supplemental reading instruction for struggling learners who qualify for Title I services through the Targeted Assistance Program. Funds will be used to maintain two Title I reading specialists and two highly qualified paraprofessionals at the school. *Section 2141(c)* stipulates that Title I funds may not be used to pay for additional teacher assistants while the division is in agreement with the State on the use of Title II-A funds; consequently, the 1003(g) funds will facilitate expanded instructional services through the employment of part-time remediation specialists that are deemed HQT.

2. Employee Benefits (2000)

Employee Benefits (2000)

Fixed Benefits, including FICA will be applied to 1003(g) in support of the positions listed below@ \$25,308.00

Academic Coach @ \$18,840.00

Staffing Incentive for Instructional Support Teachers @\$3,443.00

Remediation Specialist-3@ \$1,909.00

Substitute Compensation @ \$182.00

Summer Institute Staff Training Compensation @ \$127.00

After School Tutors Compensation@ \$215.00

SES Coordinator [part-time] @ \$592.00

Other Funding Sources for Fixed Benefits -Title I-A @ 46,574.00 [Not Included in Total For Object Code]

3. Purchased Services (3000)

Purchased Services for 1003(g) – \$0.00
Other Funding Sources for Purchased Services from - Title I-A @ \$245, 220.00 [Not Included in Total For Object Code]
Title I Staff Development Allocation \$9667.00
Title I Staff Development for *SOL* and School Improvement Intervention@ \$26,893.00
Set-aside for SES @ \$209,660.00

4. Internal Services (4000)

Other Funding Sources for Public School Choice - Title I-A [Not Included in Total For Object Code]
Set-aside for Public School Choice for Elephant’s Fork @ \$20,429.00

5. Other Charges (5000)

Travel @ \$2,000.00
1003(g) Funding will support staff travel, including the academic coach to attend DOE sponsored trainings, institutes and workshops @ \$2,000.00
Other Funding Sources- none; In 2009-10, School Improvement 1003(g) and 1003(a) supported travel to Teacher Leader Training sessions.

6. Materials and Supplies (6000)

Materials and Supplies (6000) @ \$4,512.00
Formative Assessment Module: Checking for Understanding @ \$1,650.00
Divisions must set-aside \$1,650 to purchase the *TeachFirst Formative Assessment* as part of the required expenditures for all Strand III schools.
Parent University and Community Nights will be held throughout the school year with a focus on providing parents with skills to help their children succeed in school. To promote engagement of all stakeholders and increase student performance, staff will host three Parent University sessions. These sessions will train parents on key skill strategies that can be used to work with their children at home. Also, staff at each grade level will rotate visiting students’ neighborhoods to deliver

instructional packets to parents. Home visitation will occur three times during the year. The Leadership Team will include these improvement initiatives in the 2010-11 School Improvement Plan. 1003(g) School Improvement Funds will be used to purchase manipulatives, paper, and general school supplies to support the Parent University Academies and Take Home Packets @ \$1,017.00.

Foldables and Interactive Notetaking @ \$1,845.00

The Interactive Notebooks allow students to record information in an engaging way and to process it to improve their level of understanding. Students become involved with the materials by creating charts, timelines, illustrations and writing poetry and opinion statements. This strategy helps all students demonstrate what they have learned and to remember that material. Notebooks are routinely collected to monitor students understanding and mastery of the concept. Staff will continue to use foldables in the 2010-11 school year to engage students. 1003(g) funds will be used to purchase materials to support using foldables and Interactive Notebooks. These manipulatives (colored paper, markers, dry erase boards, templates for graphic organizers, pencils, crayons, printing cost) will support learning across the content areas and will be used during the school year to facilitate reviews, remediation and independent practice.

Other Funding Sources for- Title I-A @ \$11,969.00 [Not Included in Total For Object Code]

Title I Materials and Supplies Allocation @ 8284.00

Set-Aside for Parent Involvement @ \$3,685.00

7. Equipment/Capital Outlay (8000)

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Complete a budget narrative for each applicant school.

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

Expenditure Code Definitions

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

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

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

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

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

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

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

Section E: Assurances

The LEA must assure that it will—

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

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

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

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

1. Elephant’s Fork Elementary School
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

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

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

SUMMARY OF CONDITIONS OF AWARD

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

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

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

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