

APPROVED

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

1003(g)

Application for School Improvement Funds

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

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

Due June 14, 2010

COVER PAGE

DIVISION INFORMATION

School Division Name: Sussex
Mailing Address: Sussex Drive; P. O. Box 1368, Sussex, VA 23884
Division Contact: Barbara J. Blount
Telephone (include extension if applicable): 434-246-1051 Fax: 434-246-814
E-mail: bblount@ussex.k12.va.us

SCHOOL INFORMATION

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

School Name: Chambliss Elementary
Mailing Address: 10415 Higgins Street, P. O. Box 580, Wakefield, VA 23888
School Contact: Diane Brown, Principal
Telephone (include extension if applicable): 757-899-5391 Fax: 757-899-5002
E-mail: dbrown@sussex.k12.va.us

School Name: Sussex Central Middle School
Mailing Address: 21356 Sussex Drive, P. O. 1387, Sussex, VA 23834
School Contact: Adriene Stephenson
Telephone (include extension if applicable): 434-246-2251 Fax: 434-246-8912

E-mail: astephenson@sussex.k12.va.us

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

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

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

Superintendent's Signature: _____

Superintendent's Name: Dr. Charles H. Harris, III

Date: June 14, 2010

The division will submit one application packet.

SECTION A: SCHOOLS TO BE SERVED

Divisions are aware of the 'tier' identification of schools that are eligible for 1003(g) funding. This information is also included in Appendix A-g. Complete the "Intervention" request by placing under the heading Turnaround, Restart, or Transformation the name of

the “vendor” your division will employ.

1. Tier I and Tier II School Information

School Name	NCES ID #	Check Tier I	Check Tier II	Intervention			
				Turnaround	Restart	Transformation	Closure
Chambliss Elementary	510378001640	X		LTP:	LTP: Cambridge Education	LTP:	
Sussex Central Middle	510378001640	X		LTP:	LTP: Cambridge Education	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 #

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:	

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;

(Student Achievement Data for 2007-2008 and 2008-2009 School in reading/language arts and mathematics.

Notation: Data for the years needed includes grade 3 from Chambliss, grades 4-5 from Jackson and grades 6-7 at the middle school).

2007-2008 Pass
Rate

School	Grade	Subject	All Student	Black	White	Hispanic	Economically Disadvantaged	Limited English Proficiency	Students w/Disabilities
Chambliss		Math	79.2%	78.6%	100.0%	33.3%	74.4%	33.3%	100.0%
		Reading/Language Arts	64.2%	59.5%	100.0%	33.3%	58.1%	33.3%	50.0%
	3	Math	79.2%	78.6%	100.0%	33.3%	74.4%	33.3%	100.0%
		Reading/Language Arts	64.2%	59.5%	100.0%	33.3%	58.1%	33.3%	50.0%
Middle		Math	53.1%	50.3%	68.8%	44.4%	47.7%	33.3%	21.1%
		Reading/Language Arts	70.8%	69.5%	85.2%	22.2%	67.0%	28.6%	27.3%
	4	Math	68.9%	66.7%	83.3%	50.0%	63.6%	50.0%	0.0%
		Reading/Language Arts	75.6%	75.0%	100.0%	50.0%	72.7%	50.0%	0.0%
	5	Math	68.0%	65.8%	87.5%	0.0%	64.9%	0.0%	33.3%
		Reading/Language Arts	68.6%	67.5%	82.4%	0.0%	64.9%	0.0%	0.0%
	6	Math	45.1%	42.6%	63.6%	50.0%	36.0%	33.3%	16.7%
		Reading/Language Arts	63.6%	62.7%	85.7%	0.0%	55.6%	0.0%	33.3%
7	Math 7	29.7%	26.3%	42.9%	50.0%	26.7%	33.3%	16.7%	
	Math 8	95.0%	100.0%	88.9%		93.3%		100.0%	

		Reading/Language Arts	76.9%	75.4%	83.3%	50.0%	50.0%	75.0%	57.1%
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2008-2009 Pass Rate

School	Grade	Subject	All Student	Black	White	Hispanic	Economically Disadvantaged	Limited English Proficiency	Students w/Disabilities
Chambliss		Math	57.1%	57.8%	53.3%	66.7%	57.1%	66.7%	50.0%
		Reading/Language Arts	60.3%	62.2%	60.0%	33.3%	61.2%	33.3%	50.0%
	3	Math	57.1%	57.8%	53.3%	66.7%	57.1%	66.7%	50.0%
		Reading/Language Arts	60.3%	62.2%	60.0%	33.3%	61.2%	33.3%	50.0%
Middle		Math	74.6%	61.1%	81.6%	50.0%	60.6%	50.0%	50.0%
		Reading/Language Arts	76.1%	72.6%	90.3%	50.0%	72.7%	25.0%	47.6%
	4	Math	60.0%	53.7%	100.0%	0.0%	52.6%		66.7%
		Reading/Language Arts	58.0%	48.8%	100.0%	100.0%	52.6%		66.7%
	5	Math	72.9%	69.4%	88.9%	50.0%	66.7%	50.0%	
		Reading/Language Arts	77.4%	73.2%	94.4%	50.0%	73.1%	50.0%	
	6	Math	61.8%	59.3%	83.3%	0.0%	58.7%	0.0%	40.0%
		Reading/Language Arts	72.7%	72.4%	82.3%	0.0%	69.6%	0.0%	50.0%
	7	Math 7	47.9%	40.6%	57.1%	100.0%	45.0%	100.0%	33.3%
		Math 8	100.0%	100.0%	100.0%	100.0%	100.0%		100.0%
		Reading/Language Arts	90.4%	90.6%	89.5%	100.0%	89.5%		71.1%

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

Chambliss Elementary School is in year one of School Improvement with a 60% pass rate in English and a 77% pass rate in math. Targeted areas in English include: use of word analysis strategies and information resources (apply knowledge of antonyms); demonstrate comprehension of printed materials (summarize major point, identify main idea , important details in a passage, determine sequence of events); Targeted areas in math are number and number sense(rounding to the nearest thousand, identifying place value in a 6 digit number) ; computation and estimation(solving subtraction problem of a 2 digit number from a 3-digit number); measurement and geometry (identifying model w/more than one line of symmetry); probability and statistics (identify all possible combinations of a 2 by 2 array of objects, solve a problem by interpreting a bar graph , identify outcome for given event);

Sussex Central Middle School was accredited last year under safe harbor with a 76% pass rate in English and a 75% pass rate in math, and is in year 4 of School Improvement with a warning in reading. Targeted areas in reading : word analysis strategies and information resources (applying knowledge to antonyms use of apostrophes with possessives nouns, dividing words into syllables) ; reading comprehension (summarize major point, identify main idea, identify important details in passage, determine sequence of events, summarize major point);

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

Chambliss Elementary	17 teachers	17 highly qualified	100% HQ
Sussex Central Middle School	27 teachers	26 highly qualified	98.94% HQ

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

Chambliss Elementary		grade	number of years
Griffin	LaShanda	K	7
Lawson	Crystal	K	2
Underwood	Kimberly	K	2
Marshburn	Lakisha	K	1
Cypress	Charlotte	1	2
Baldwin	Sharon	1	34
Parham	Phyllis	1	3
Patterson	Toccara	2	2
Grayson	LaTanya	2	6
Gibbons	Erica	2	3
Wilcher	Christy	2	1
Fitzgerald- Johnson	Katina	3	2
Colendrino	Maria	3	3
Nowell	Paulette	3	9
Harr	Airon	Pre-School Handicapp	1
Jones	Glenita	Special Education	1
Riddick	Audrey	Reading	14

Sussex Central Middle School		grade	Years
Priddy	Samantha	4	1
Hall	Jason	4	2
Williams,Jr	David	4	1
Epps	Angelette	4	1
Shands	Ursula	4	1
Hunter	Inez	5	1
Kemp-Bynum	Karen	5	1
Starkes	Doris	5	1
Councill	William	5	1
Williams	Danielle	5	1
Jackson	Jacqueline	Reading Specialist	1
Ramsey	Eurydice	English 6	2
Tinch	Kesha	English 6	14
Montgomery	Willie	English 7	15
Milazzo	Laura	Math 6	2
Byrd	Eric	Math 7	14
Adams	Judy	Math 7	3
Hohenwarter	Thomas	Science 7	1
Bailey	Antwan	Social Studies 6	7
Massenburg	Edith	Social Studies 7	10
Nixon	Devonia	Health/Physical Education	16
Smith	Maurice	Health/Physical Education	12
Lundquist	Janet	Special Education	2
Turner	Cynthia	Special Education	1
Phillip	Shirelle	Special Education	1
Rosal	Pacilli	Special Education	4
Pair	Willie	Special Education	3

b. 4th and 5th Grade Reading Intervention Chart (Warned in Reading): SCMS

Data Reviewed to Implement Intervention	Interventions/Treatment	Results of Interventions/Treatment Based on Data Results
2008-2009 SOL Data Reading Street Baseline Data	Power Plus (30-45 minute additional remediation) Reading Street Resources Heterogeneous Learning Groups Research best practices from FACT meetings Peer Observations Grade Level Meetings 9 Week Recognition Programs Accelerated Reader Technology Integration	1 st Nine Weeks Benchmark- November Grade 4-38% Grade 5-30%
1 st Nine Weeks Benchmark Results Weekly Reading Street Comprehension Selection Tests Unit 1 Reading Street Test	Power Plus Reading Street Resources Sidewalks Program for Lower Level Students Homogeneous Grouping by reading level Research best practices from FACT meetings MARS after school tutorial Peer Observations Grade Level Meetings Power of I	2 nd Nine Weeks Benchmark- January Grade 4- 65% Grade 5- 66%

	<p>Whole-to-Small-to-Whole Group Instruction 9 Week Recognition Programs Accelerated Reader Technology Integration</p>	
<p>2nd Nine Weeks Benchmark Results Weekly Reading Street Comprehension Selection Tests Unit 2 and 3 Reading Street Test Sidewalks Tests Unit 2 and 3</p>	<p>Power Plus Identify Gap Analysis of Reading Street Curriculum Reading Street Resources Sidewalks Program for Lower Level Students Homogeneous Grouping by reading level Research best practices from FACT meetings MARS after school tutorial SES Correlated Reading Street Curriculum to SOLs Grade Level Meetings Peer Observations Co-Teaching Model Power of I 9 Week Recognition Programs Accelerated Reader Technology Integration</p>	<p>3rd Nine Weeks Benchmark- February Grade 4- 28% Grade 5-40%</p>
<p>3rd Nine Weeks Benchmark Weekly Reading Street Comprehension Selection Tests</p>	<p>Additional 45 minutes of Reading Instruction Tuesday and Thursday each week Power Plus</p>	<p>4th Nine Weeks Benchmark- April Grade 4- 80% Grade 5- 49%</p>

<p>Unit 4 and 5 Reading Street Test Sidewalks Tests Unit 4 and 5 SOL Mini-Benchmarks</p>	<p>Reading Specialist pulled students for remediation Reading Street Resources Sidewalks Program for Lower Level Students SES Homogeneous Grouping by reading level Research best practices from FACT meetings MARS after school tutorial SOL Mini-Benchmarks (specific to an objective and strand) Co-Teaching Model Power of I 9 Week Recognition Programs Accelerated Reader Technology Integration</p>	
<p>SOL Mini-Benchmarks 4th Nine Weeks Benchmark</p>	<p>Extensive SOL Review (45 Day Plan) Additional 45 minutes of Reading Instruction Tuesday and Thursday each week Power Plus Reading Specialist pulled students for remediation Reading Street Resources Sidewalks Program for Lower Level Students Homogeneous Grouping by reading level</p>	<p>SOL Scores 2010 (TBA) STAR Reading Assessment (TBA)</p>

	Research best practices from FACT meetings SOL Mini-Benchmarks (specific to an objective and strand) Accelerated Reader Technology Integration	
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e. Information about the graduation rate of the school in the aggregate and by AYP subgroups for all secondary schools

	ALL	Black	White	Hispanic	Limited English Proficiency	Economically Disadvantaged	Students w/ Disabilities
2007-2008	71.6%	71.7%	72.7%	0.0%	50.0%	72.4%	15.0%
2008-2009	66.9%	68.8%	57.9%	0.0%	0.0%	71.0%	10.0%

f. Information about the demographics of the student population to include attendance rate, total number of students and by sub-categories

Categories	2007-2008		2008-2009	
	Chambliss	Middle	Chambliss	Middle
Attendance Rate	93.9	94.3	93.7	94.5
Total Student Population	244	301	225	290
Female	111	143	120	135
Male	133	158	105	155
Black	188	224	178	211
White	41	65	39	66
Hispanic	13	10	8	12
Asian		1		2
Other	2	1		
Disability	38	51	35	57
Limited English Proficiency	12	13	5	7
Migrant				

Homeless Status
Economicallly Disadvantaged

205	225	191	241

g Information about physical plant

h. Total number of minutes in school year that all students were required to attend and any increased learning time .

420 minutes per day x 180 days = **75,600** minutes per school year for regular instruction ;after school (from Nov. 8 – Jan 30th 60 minutes x 2 days = 120 minutes x10 weeks =**1200** minutes; (Feb. 1 – May 12 90 minutes x 2 days 180 minutes x 12 weeks =**2160** minutes. Summer school 240 minutes x 22 days= **5280** minutes. Total minutes in school = **84, 240** minutes per school.

i.

Chambliss Elementary School: Total number of days teachers worked $4241/200=21.21$
Sussex Central Middle School: Total number of days teachers worked $5067/200=25.34$

j. Classrooms are equipped with computers, Promethean boards, cow carts; School are equipped with technology labs and media centers with computer access as well

k .Annual goals for student achievement

See DOE Restructuring Quarterly Report 09-10

l. N/A.

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. (SCMS)

4th and 5th Grade Reading Intervention Chart (Warned in Reading)

Data Reviewed to Implement Intervention	Interventions/Treatment	Results of Interventions/Treatment Based on Data Results
2008-2009 SOL Data Reading Street Baseline Data	Power Plus (30-45 minute additional remediation) Reading Street Resources Heterogeneous Learning	1 st Nine Weeks Benchmark- November Grade 4-38% Grade 5-30%

	<p>Groups</p> <p>Research best practices from FACT meetings</p> <p>Peer Observations</p> <p>Grade Level Meetings</p> <p>9 Week Recognition Programs</p> <p>Accelerated Reader</p> <p>Technology Integration</p>	
<p>1st Nine Weeks Benchmark Results</p> <p>Weekly Reading Street Comprehension Selection Tests</p> <p>Unit 1 Reading Street Test</p>	<p>Power Plus</p> <p>Reading Street Resources</p> <p>Sidewalks Program for Lower Level Students</p> <p>Homogeneous Grouping by reading level</p> <p>Research best practices from FACT meetings</p> <p>MARS after school tutorial</p> <p>Peer Observations</p> <p>Grade Level Meetings</p> <p>Power of I</p> <p>Whole-to-Small-to-Whole Group Instruction</p> <p>9 Week Recognition Programs</p> <p>Accelerated Reader</p> <p>Technology Integration</p>	<p>2nd Nine Weeks Benchmark- January</p> <p>Grade 4- 65%</p> <p>Grade 5- 66%</p>
<p>2nd Nine Weeks Benchmark Results</p> <p>Weekly Reading Street Comprehension Selection Tests</p> <p>Unit 2 and 3 Reading Street</p>	<p>Power Plus</p> <p>Identify Gap Analysis of Reading Street Curriculum</p> <p>Reading Street Resources</p> <p>Sidewalks Program for Lower Level Students</p>	<p>3rd Nine Weeks Benchmark- February</p> <p>Grade 4- 28%</p> <p>Grade 5-40%</p>

<p>Test Sidewalks Tests Unit 2 and 3</p>	<p>Homogeneous Grouping by reading level Research best practices from FACT meetings MARS after school tutorial SES Correlated Reading Street Curriculum to SOLs Grade Level Meetings Peer Observations Co-Teaching Model Power of I 9 Week Recognition Programs Accelerated Reader Technology Integration</p>	
<p>3rd Nine Weeks Benchmark Weekly Reading Street Comprehension Selection Tests Unit 4 and 5 Reading Street Test Sidewalks Tests Unit 4 and 5 SOL Mini-Benchmarks</p>	<p>Additional 45 minutes of Reading Instruction Tuesday and Thursday each week Power Plus Reading Specialist pulled students for remediation Reading Street Resources Sidewalks Program for Lower Level Students SES Homogeneous Grouping by reading level Research best practices from FACT meetings MARS after school tutorial SOL Mini-Benchmarks</p>	<p>4th Nine Weeks Benchmark- April Grade 4- 80% Grade 5- 49%</p>

	(specific to an objective and strand) Co-Teaching Model Power of I 9 Week Recognition Programs Accelerated Reader Technology Integration	
SOL Mini-Benchmarks 4 th Nine Weeks Benchmark	Extensive SOL Review (45 Day Plan) Additional 45 minutes of Reading Instruction Tuesday and Thursday each week Power Plus Reading Specialist pulled students for remediation Reading Street Resources Sidewalks Program for Lower Level Students Homogeneous Grouping by reading level Research best practices from FACT meetings SOL Mini-Benchmarks (specific to an objective and strand) Accelerated Reader Technology Integration	SOL Scores 2010 (TBA) STAR Reading Assessment (TBA)

**Plan for Sussex Central Middle School
Reading - 4th Grade**

30-45 DAYS

I. Strengths

Reporting Category: Use Word analysis strategies and information resources

4.3a

4.3b

4.3c

4.6b

Reporting Category: Demonstrate comprehension of printed materials

4.4a

4.4b

4.4c

4.4f

4.5a

4.5b

4.5c

4.5d

4.5e

4.5h

These SOL(S) will be covered during snapshots, review activities and homework. They will also be discussed during test taking strategies and they will continue to be assessed on bi-weekly assessments.

II. Needs

Reporting Category: Use Word analysis strategies and information resources

Reporting Category: Demonstrate comprehension of printed materials

4.4d

4.5f

4.6c

These SOL(S) will be explicitly re-taught.

III. Strategies and activities used to teach SOL

Use Word analysis strategies and information resources

a) 4.6b

Strategies

AR

Small group/whole group instruction

Exposure to previous SOL questions

Test taking strategies

Remediation

Questioning techniques

Sorts

Hands-on activities

Demonstrate comprehension of printed materials

a) 4.4c

Strategies

AR

Small group/whole group instruction

Exposure to previous SOL questions

Test taking strategies

Remediation
Questioning techniques
Hands-on activities

b) 4.4d

Strategies
AR
Small group/whole group instruction
Exposure to previous SOL questions
Test taking strategies
Remediation
Questioning techniques
Hands-on activities

c) 4.5f

Strategies
AR
Small group/whole group instruction
Exposure to previous SOL questions
Test taking strategies
Remediation
Questioning techniques
Hands-on activities

d) 4.6d

Strategies
AR

Small group/whole group instruction
 Exposure to previous SOL questions
 Test taking strategies
 Remediation
 Questioning techniques
 Hands-on activities
 List of students needing remediation

IV. Instructional Time

Based on assessment data and teacher observation decide the total percentage of time to dedicate to re-teaching each SOL. Remember give less focus to areas of strength and more to areas of need.

SOL total percentage of questions	SOL	Percentage of instructional focus (determined by grade level)
Use word analysis strategies and information resources	4.3a-d 4.6b	23%
Demonstrate comprehension of printed materials	4.4a-d 4.4f 4.5a-f 4.5h 4.6c	77%

Use the information from the table above to create a pacing calendar for the remainder of the school year. Include days for test-taking skills with each SOL.

List resources available for teachers to use

- Released SOL Tests
- Pearson Successnet.com
- Scott Foresman Reading Street

- DOE Enchanced Scope and Sequence/Curriculum Framework
- Reading Coach Workbooks
- Measuring Up Student Workbooks
- StudyIsland.com
- Edhelper.com/Enchantedlearning.com/superteacherworksheets.com/tlsbooks.com
- My Sidewalks

Plan for (Sussex Central Middle)
Language Arts
(45) DAYS
Grade Five

Each grade level in each school will create a plan based on their data and the strengths and needs of their students. Sections I- III were designed to be manipulated on the computer. It will probably be easier to complete the calendar with a pencil. Delete all directions in your final plan.

I. Strengths

Delete all SOL that are areas of weakness so that only the SOL your students have mastered are left.

- | | |
|-----|--|
| 5.4 | The student will read fiction and nonfiction with fluency and accuracy.
c) Use dictionary, glossary, thesaurus, and other word-reference materials. |
| 5.5 | The student will read and demonstrate comprehension of fiction.
a) Describe the relationship between text and previously read materials. |
| 5.6 | The student will read and demonstrate comprehension of nonfiction.
a) Use text organizers, such as type, headings, and graphics, to predict and categorize information.
d) Identify cause-and-effect relationships.
e) Identify compare-and-contrast relationships.
f) Skim materials to develop a general overview of content and to locate specific information.
g) Identify new information gained from reading. |
| 5.7 | The student will demonstrate comprehension of information from a variety of print resources.
b) Organize information on charts, maps, and graphs |

These SOL will be covered during snapshots, review activities and homework. They will also be discussed during test taking strategies and they will continue to be assessed on bi-weekly assessments.

II. Needs

Delete all SOL that are areas of strength so that only the SOL students need to master are left.

- | | |
|-----|--|
| 5.4 | The student will read fiction and nonfiction with fluency and accuracy.
a) Use context to clarify meaning of unfamiliar words.
b) Use knowledge of root words, prefixes, and suffixes. |
| 5.5 | The student will read and demonstrate comprehension of fiction.
b) Describe character development in fiction and poetry selections.
d) Describe the characteristics of free verse, rhymed, and patterned poetry.
e) Describe how an author's choice of vocabulary and style contributes to the quality and enjoyment of selections. |
| 5.6 | The student will read and demonstrate comprehension of nonfiction.
b) Identify structural patterns found in nonfiction.
c) Locate information to support opinions, predictions, and conclusions. |
| 5.7 | The student will demonstrate comprehension of information from a variety of print resources.
a) Develop notes that include important concepts, summaries, and identification of information sources. |

These SOL will be explicitly re-taught.

III. Strategies and activities used to teach SOL

A combination of all of the following strategies will be used to remediate SOLs that need to be covered

Word Analysis

Look for familiar word parts

Think of synonyms or antonyms for unknown words

Use context clues

Reread for clarity

Comprehension

Magnificent Seven Reading Strategies

-Make Connections

-Ask Questions

-Visualize

-Determine Importance

-Make Inferences

-Synthesize

-Monitor Comprehension using fix-up strategies

Marzano Strategies

-Identifying similarities and differences

-Nonlinguistic representations

-Cooperative learning

-Summarizing and Notetaking

TeachFirst Strategies chosen by my school (list them)

Graphic Organizers

Foldables

One-sentence summaries

Activating prior knowledge

List of students needing remediation by teacher



IV. Instructional Time

Based on assessment data and teacher observation decide the total percentage of time to dedicate to re-teaching each SOL. Remember give less focus to areas of strength and more to areas of need.

SOL total percentage of questions	SOL	Percentage of instructional focus (determined by grade level)
Word analysis 14%	5.4a	10%
Comprehension -Variety of printed materials /resources 48%	5.4b	9%
	5.6a	9%
	5.6b	9%
	5.6c	9%
	5.6d	8%
	5.8a	8%
	5.8b	9%
5.8c	5%	
Comprehension -elements of literature 38%	5.5a	4%
	5.5b	10%
	5.5c	10%

Use the information from the table above to create a pacing calendar for the remainder of the school year. Include days for test-taking skills with each SOL.

List resources available for teachers to use

Promethean Planet activity

Measuring Up workbook

Reading Street Program by ScottsForeman

March 2010

Mon	Tue	Wed	Thu	Fri
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
<i>15</i> <i>Various SOL covered in Scotts Foresman</i>	<i>16</i> <i>Review 5.4a context clues</i>	<i>17</i> <i>Various SOL covered in Scotts Foresman</i>	<i>18</i> <i>Review 5.4a context clues</i>	<i>19</i> <i>Various SOL covered in Scotts Foresman</i>
<i>22</i> <i>Various SOL covered in Scotts Foresman</i>	<i>23</i> <i>Review 5.4b root words</i>	<i>24</i> <i>Various SOL covered in Scotts Foresman</i>	<i>25</i> <i>Review 5.4b Root words</i>	<i>26</i> <i>Various SOL covered in Scotts Foresman</i>
<i>29</i> <i>Various SOL covered in Scotts Foresman</i>	<i>30</i> <i>Review 5.4c reference materials</i>	<i>31</i> <i>Various SOL covered in Scotts Foresman</i>		

April 2010

Mon	Tue	Wed	Thu	Fri
<p>5 <i>Various SOL covered in Scotts Foresman</i></p> <p>12 <i>Various SOL covered in Scotts Foresman</i></p>	<p>6 <i>Review 5.5 comprehension of fiction</i></p> <p>13 <i>Review 5.5 comprehension of fiction</i></p> <p>20 <i>Review 5.5 comprehension of fiction</i></p> <p>27 <i>Review 5.6 comprehension of non fiction</i></p>	<p>7 <i>Various SOL covered in Scotts Foresman</i></p> <p>14 <i>Various SOL covered in Scotts Foresman</i></p> <p>21 <i>Various SOL covered in Scotts Foresman</i></p> <p>28 <i>Various SOL covered in Scotts Foresman</i></p>	<p>1 <i>Review 5.4c reference materials</i></p> <p>8 <i>Review 5.5 comprehension of fiction</i></p> <p>15 <i>Review 5.5 comprehension of fiction</i></p> <p>22 <i>Review 5.6 comprehension of non fiction</i></p> <p>29 <i>Review 5.6 comprehension of non fiction</i></p>	<p>2 <i>Various SOL covered in Scotts Foresman</i></p> <p>9 <i>Various SOL covered in Scotts Foresman</i></p> <p>16 <i>Various SOL covered in Scotts Foresman</i></p> <p>23 <i>Various SOL covered in Scotts Foresman</i></p> <p>30 <i>Various SOL covered in Scotts Foresman</i></p>

May 2010

Mon	Tue	Wed	Thu	Fri
<p>3 <i>Various SOL covered in Scotts Foresman</i></p>	<p>4 <i>Review 5.6 comprehension of non fiction</i></p>	<p>5 <i>Various SOL covered in Scotts Foresman</i></p>	<p>6 <i>Review 5.6 comprehension of non fiction</i></p>	<p>7 <i>Various SOL covered in Scotts Foresman</i></p>
<p>10 <i>Various SOL covered in Scotts Foresman</i></p>	<p>11 <i>Review 5.6 comprehension of non fiction</i></p>	<p>12 <i>Various SOL covered in Scotts Foresman</i></p>	<p>13 <i>Review 5.7 comprehension of information of printed resources</i></p>	<p>14 <i>Various SOL covered in Scotts Foresman</i></p>
<p>17 <i>Various SOL covered in Scotts Foresman</i></p>	<p>18 <i>Review 5.7 comprehension of information of printed resources</i></p>	<p>19 <i>SOL testing</i></p>	<p>20</p>	<p>21</p>
<p>24</p>	<p>25</p>	<p>26</p>	<p>27</p>	<p>28</p>
<p>31</p>				

Chambliss Elementary School Intervention Plan

<p>Who assisted in the development of this plan?</p>	<p>Third Grade Team, Principal, Coordinator of Instruction. The VDOE Conditional Auditor reviewed the plan and provided input.</p>
<p>How will the school ensure that the SOL Blueprints and certain data from the third quarter benchmark assessments are used to direct the planning of instruction for SOL objectives not covered or not mastered during the year?</p> <p>Provide detailed strategies. Include who is responsible for each strategy. For example: <i>Third grade teachers will meet to determine what specific SOL content needs to be reviewed. Lesson plans will be developed to review the content.</i></p> <p>Include a detailed plan, using benchmark and other test data for targeting teachers who need additional support in making sure all content is</p>	<p>The SOL Blueprints and certain data from the third quarter assessments (Scott Foresman /Reading Street/My Sidewalks, weekly assessment data, benchmark and unit tests) are used to direct the planning of instruction over a 45 day period. The third grade team, principal and coordinator of instruction prepared an instructional chart including the content to be taught as specified by the SOL Blueprints. The chart shows what has been taught and what needs to be covered during the 45 days.</p> <p>The chart addresses each third grade content area (reading, math, science, and history) and identifies the tasks/strategies to be used. Teachers plan weekly and meet 4 days a week for 30 minutes in the morning and 45 minutes 3 days a week during their planning block.</p> <p>Teachers' plans are reviewed by the principal and coordinator of instruction. The principal monitors class instruction daily to ensure that plans are being implemented and SOL objectives not mastered during the year are covered.</p> <p>Team meetings are monitored by the principal, coordinator of instruction, reading specialist and FACT reading consultant.</p> <p>Using benchmark and other test data the principal will identify teachers who need additional support in covering all content. The teachers will receive targeted assistance from</p>

<p>covered. List specific examples of strategies to be used (i.e. plan weekly, monitor by assistant principal or instructional specialist).</p>	<p>the principal, coordinator of instruction, reading specialist and the FACT reading consultant in planning and delivering instruction. Targeted assistance to these teachers will be monitored by the same team.</p>
<p>How will the school ensure that the SOL Blueprints and certain data from the third quarter benchmark assessments are used to direct remediation efforts for students who have not mastered SOL objectives?</p> <p>Provide detailed strategies. Include who is responsible for each strategy. For example: <i>Fifth grade mathematics teachers will spend thirty minutes per day working with small groups of students on specific SOL content as indicated in benchmark assessments.</i></p> <p>Include a plan for targeting students who need additional support in mastering SOL objectives.</p> <p>List specific programs/activities that will be used for remediation (i.e. tutoring plan, I Can Learn™, Saturday Academy).</p>	<p>Using SOL Blueprints and certain data (Scott Foresman /Reading Street/My Sidewalks, weekly assessment data, benchmark and unit tests), third grade teachers meet at the end of each assessment to analyze data and develop an item analysis for each assessment. This analysis helps to guide teacher instruction and student remediation.</p> <p>Third grade teachers plan collaboratively using the SOL Blueprints, essential knowledge from curriculum frameworks and enhanced scope and sequence documents to develop lesson plans that correlate to SOL not mastered. The principal attends weekly grade level meetings to discuss student data after each weekly assessment with grade level teachers</p> <p>Teachers design learning plan grids based on student biweekly performance. Teachers use two 45 minute blocks during the school week for in class remediation to work with students who have not mastered SOL objectives based on pre-assessments administered. After instruction, students take a post test to determine mastery with a goal of 80% passing. Students not meeting the 80% mastery criteria follow the second course of action - - placement in the Maintaining And Retaining Standards (MARS) after school program.</p>

	<p>Individual instructional plans have been developed for each student attending the MARS after school program. Plans address student weaknesses and provide interactive activities, reading comprehension activities, lessons that promote predicting, summarizing, compare/contrast (fiction and nonfiction), organizing information, understanding plots of fairy tales, myths, folktales, legends and fables and other tested SOL identified in the Blueprints.</p> <p>The principal and the team monitor each remediation course of action and revamp individual student learning plans accordingly to ensure individual student success.</p> <p>The principal has asked that class average data be posted in the hall so that administration, teachers, students and parents can see a graphic representation showing how well students are progressing from one assessment to the next as we approach the 45th day.</p>
<p>How will the principal emphasize the priority needed by everyone in the building to ensure that "all hands are on deck" to support increased student achievement?</p> <p><i>The principal must review the plan with all teachers in the building prior to the spring break so that the plan will be implemented no later than the first day of return from spring break.</i></p>	<p>All grade levels (K-3) have developed 45 day plans to ensure that all tested SOL are covered on each grade level. Third grade 45 day plans include all of the tested SOL in each content area identified in the Blueprints. K-2 must cover all content tested SOL by the end of the school year. This is a school wide effort to ensure that all stakeholders are involved.</p> <p>Prior to spring break the principal will review the plan with all teachers (Regular Ed, ESL, Special Ed and Technology), itinerants, librarian, guidance counselor, Title I instructional assistants, school nurse, custodial staff, bus drivers and cafeteria staff to ensure that all hands are on deck to</p>

	<p>support increased student achievement. In addition teachers have prepared weekly newsletters that are sent home informing parents of what content is being taught and what strategies and skills need to be reviewed. Instructional packets/study guides are sent home with students at the beginning of every week. Instructional celebrations are held weekly to applaud student performance, attendance and effective school wide discipline.</p>				
How many Virginia Grade Level Alternative (VGLA) portfolios does your school have in each content area and how confident are you that each has adequate or ample evidence?	Reading	Writing	Math	History	Science
	3 rd : 5		3 rd : 5	3 rd : 5	3 rd : 5
	4 th :		4 th :		
	5 th :		5 th :	5 th :	5 th :
Confidence Level: %					
How many Virginia Alternate Assessment Program (VAAP) portfolios does your school have in each content area and how confident are you that each has adequate or ample evidence? Describe any concerns.	Reading		Math	History	Science
	3 rd :0		3 rd :0	3 rd :0	3 rd :0
	4 th :		4 th :		
	5 th :		5 th :	5 th :	5 th :
Confidence Level: 100%					

**PALS Results
 Number At/Above Benchmarks/Number Tested & Percent At/Above Benchmarks**

School Year	Kindergarten At/Above		1 st Grade At/Above		2 nd Grade At/Above		3 rd Grade At/Above	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring Identified Students
2006-2007	39 52 75%	38 51 75%	52 76 68%	35 74 47%	55 66 83%	45 62 73%	36 48 75%	Do not test in

								spring.
2007-2008	33 53 62%	37 57 65%	29 49 80%	34 48 71%	2 73 40%	47 59 80%	41 57 72%	Do not test in spring.
2008-2009	46 16 35%	47 10 21%	56 17 30%	58 21 36%	42 13 31%	48 20 42%	65 29 45%	Do not test in spring.

**PALS Results
Number & Percent Identified for Intervention**

School Year	Kindergarten		1st Grade		2nd Grade		3rd Grade	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring Identified Students
2006-2007	13 25%	13 25%	24 32%	39 53%	11 17%	18 29%	12 25%	Do not test in spring.
2007-2008	20 38%	20 35%	10 20%	14 29%	44 60%	12 20%	16 20%	Do not test in spring.
2008-2009	16 35%	10 21%	17 30%	21 36%	13 31%	20 42%	29 45%	Do not test in spring.

**Chambliss Elementary School
Plan of Remediation
2010 Summer School**

During the school year a group of students who have not been making significant progress in reading and math were identified. These students have participated in the following remedial programs:

- MARS
- Math Buddies
- Class Small Group Remediation with classroom teacher
- Small Group with Reading Specialist
- 45 Minute Block in School SOL Remediation

However, after receiving all of these levels of intervention and remediation students continue to lag behind and work below grade level.

All students in the remedial reading program will receive 22 days of instruction during the summer school session. Students will continue to receive instruction in their Scott Foresman (My Sidwalks and the ERI) programs. Teachers will continue small group instruction, centers and independent work activities. The students will be assessed at the end of the session to determine placement for the upcoming school year.

These students will also receive additional remedial instruction in Math. Teachers will continue the use of centers, math manipulatives and computer based math programs (IXL, SOL PASS) and other math websites. The students will be assessed at the end of the summer school program.

- 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.

Through the use of 1003 (g) funding, Title I, Part A LEA will have adequate resources

- 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.

b. In an effort to keep the school community informed, and to receive input from stakeholders, regular updates will be provided through the following means: monthly school board meetings, annual Title I meeting, monthly PTA meetings and community forums. Information will also be provided through school and division newsletters.

c. LEA will have adequate resources to implement the restart model through the use of 1003 (g) funding, Title I, Part A, Title II, Part A along with local funding Describe how each funding stream will be used

- c.
- d.
- e.
- f.

- 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:

N/A

___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.epro.cgipdc.com/webapp/VSSAPPX/Advantage> provides the background information regarding the selection of the LTPs.

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

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

___n/A___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.

___n/A___ 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:

SUSSEX COUNTY SCHOOL BOARD

May 13, 2010

Item:

School Improvement Grants

Reported by: C. Harris, Superintendent

Summary: The USED has required all states to identify five percent of schools as persistently low performing schools which make them eligible for funding through School Improvement Grants. The requirements have been further clarified since our last meeting regarding replacement of personnel and therefore we have been working with the Virginia Department of Education in pursuing the grants for both Chambliss Elementary School and Sussex Central Middle School. Each school will be eligible for up to \$300,000 if approved and would require them to participate in what is described as a Transformation Model. That model requires each school to hire a company to work with the school to implement comprehensive instructional reform models.

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

- As in the past, the division and schools will use Indistar (CII) site and indicators of effective practices to monitor schools and division plans and progress as well as developing and implementing DOE requirements and strategies for School Improvement.
- Cambridge Education(TLP) and the division having been working cooperatively to develop and agreement and will submit the agreement Pending review by division's attorney.

- Through ongoing training and professional development, The division will continue to build capacity within the schools and division to sustain efforts and gains made.

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

The State Transformation Model requires schools to use funding to hire a coach that will work with the school in the area(s) that caused the school to enter school improvement. **Coaches must be employed by June 28, 2010, the last day to register for the summer institute.** Responsibilities of a coach may include, but are not limited to the following:

Assisting the School Improvement Team in:

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

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

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

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

School 1; _____	School 2: _____	School 3: _____
<input type="checkbox"/> Reading/English/Language Arts	<input type="checkbox"/> Reading/English/Language Arts	<input type="checkbox"/> Reading/English/Language Arts
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Instructional/Administrative/School Leadership	<input type="checkbox"/> Instructional/Administrative/School Leadership	<input type="checkbox"/> Instructional/Administrative/School Leadership
<input type="checkbox"/> Experience as Virginia Department of Education Coach	<input type="checkbox"/> Experience as Virginia Department of Education Coach	<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 <input type="checkbox"/> Other (Describe)	<input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	<input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)
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 <input type="checkbox"/> Other (Describe)	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 <input type="checkbox"/> Other (Describe)	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 <input type="checkbox"/> Other (Describe)

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: Sussex

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: \$1,950 per school

Note 2

Divisions must ensure that Tier I and Tier II schools include in their budgets the purchase of I Station and ARDT.

I Station Cost: \$6,500

ARDT Cost: \$4.00 per student per school.

Division Budget Summary

Division Name: Sussex

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

	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Total
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds			

Expenditure Codes	as their first year allocation. Include division total for these schools. [1003(a) funds must be encumbered by September 30, 2011]										Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	
1000 - Personnel	94,500.00				94,000.00			94,000.00			\$282,500.00
2000 - Employee Benefits	7,229.25				7,191.00			7,191.00			21,611.25
3000 - Purchased Services	227,770.75				227,770.75			227,770.75			683,312.25
4000 - Internal Services	500.00				500.00			500.00			1,500.00
5000 - Other Charges	20,000.00				18,000.00			18,000.00			56,000.00
6000 - Materials and Supplies	50,000.00				46,288.25			46,288.25			142,576.50
8000 - Equipment/Capital Outlay											
Total	400,000.00				393,750.00			393,750.00			(Must Equal Division Allocation) 1,187,500.00

* If applicable.

School Budget Summary

School Name: Chambliss Elementary

Virginia Department of Education Grant Expenditure Requirements

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

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

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

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

School Budget Summary (One Per Applicant School) Sussex Central Middle

Complete using all applicable funding sources.

	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here. [1003(a) funds must be encumbered by September 30, 2011]										
Expenditure Codes	ARRA (1003g)	ES EA (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	141,000.00				141,000			141,000			\$423,000.00
2000 - Employee Benefits	10,786.50				10,786.50			10,786.50			32,359.50
3000 - Purchased Services	122,413.25		179,167.00		257,830.50			257,829.50			817,240.25
4000 - Internal Services	800.00				800.00			800.00			2400.00
5000 - Other Charges	25,000.00				10,000.00			10,000.00			45,000.00

6000 - Materials and Supplies	50,000.00			40,000.00			40,000.00			130,000.00
8000 - Equipment/C apital Outlay										
Total	350,000.00		179,167.00	460,417.00			460,416.00			(Must Equal School Allocation) 1,450,000.00

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.

Chambliss Elementary School

1. Personal Services (1000)

Teacher Stipends \$3000.00 (17) for teachers in core area =51,500.00; additional incentives for entire school staff to include All teachers, principal, secretary, teacher assistants, custodial and cafeteria staff(Criteria will be developed for stipends and additional incentives) \$1,000.00 x 43= 43,000.00 (**Total 94,500.00**)

2. Employee Benefits (2000)

0.0765 x \$94,500.00 =**\$7,229.25**

3. Purchased Services (3000)

Istation Unlimited Campus License (12 month subscription) **\$6500.00**; Cambridge Education annual fee 212 students @ \$352 ea. = **\$74,624.00**; Student Surveys **\$7,000.00**; Conference/training registration for principal, school and central office staff and other team members as required **\$15,000.00**
Other consultants, trainers and specialists as may be required/needed **\$124,646.75**

4. Internal Services (4000)

Refreshments for meetings and training sessions **\$500.00**

5. Other Charges (5000)

Lodging and meals and mileage for principal, school and central office and other team members as required **\$20,000.00**

6. Materials and Supplies (6000)

Instructional materials and supplies **25,000.00** Administrative and training materials and supplies **15,000** ; Parental engagement resources and materials **\$10,000.00**

7. Equipment/Capital Outlay (8000)

(SChOOL NAME: Sussex Central Middle School

1. Personal Services (1000)

Teacher Stipends \$3000.00 (27) for teachers in core area =**\$1,000.00**; additional incentives for entire school staff to include All teachers, principal, secretary, teacher assistants, custodial and cafeteria staff(Criteria will be developed for stipends and additional incentives) \$1,000.00 x 60 = **60,000.00 (Total 141,000.00)**

2. Employee Benefits (2000)

$0.0765 \times \$141,000.00 =$ **\$10,786.50**

3. Purchased Services (3000)

Istation Unlimited Campus License (12 month subscription) **\$6500.00**; Cambridge Education annual fee 364 students @ \$367 ea. = **\$133,588**; Student Surveys **\$7,000.00**; Conference/training registration for principal, school and central office staff and other team members as required **\$25,000.00**
Other consultants, trainers and specialists as may be required/needed **\$129,492.25**

4. Internal Services (4000)

Refreshments for meetings and training sessions **\$800.00**

5. Other Charges (5000)

Lodging and meals and mileage for principal, school and central office and other team members as required **\$25,000.00**

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6. Materials and Supplies (6000)

Instructional materials and supplies 25,000.00 Administrative and training materials and supplies 15,000 ; Parental engagement resources and materials \$10,000.00

7. Equipment/Capital Outlay (8000)

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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)	ES EA (1003g)	ESEA (1003a)	Other Funds Local, Title I, A Title II,A	ARRA 1003g	ESEA (1003g)	Other Fu nds Local, Title I, A Title II,A	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include division total for these schools. <i>[1003(a) funds must be encumbered by September 30, 2011]</i>										
1000 - Personnel	235,500.00			119,759.00	235,000.00		119,759.00	235,000.00		119,759.00	705,500.00
2000 - Employee Benefits	18,015.75			10,490.89	17,977.50		10,490.89	17,977.50		10,490.89	53,970.75
3000 - Purchased Services	350,184.00		179,167.00	36,052.00	485,601.25		36,052.00	535,600.25		36,052.00	1,500,552.50
4000 - Internal Services	1,300.00				1,300.00			1,300.00			3,900.00
5000 - Other Charges	45,000.00			16,900.00	28,000.00		16,900.00	28,000.00		16,900.00	101,000.00
6000 - Materials and Supplies	100,000.00			95,424.00	86,288.25		95,424.00	86,288.25		95,424.00	272,576.50
8000-Equipment/Capital Outlay											
Total	749,999.75		179,167.00	278,625.89	854,167.00		278,625.89	854,166.00		278,625.89	2,637,500

* If applicable.

Division Budget Summary

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.

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

- 1. (School Name) Chambliss Elementary
- 2. (School Name) Sussex Central Middle
- 3. (School Name) _____
- 4. (School Name) _____

x 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) Chambliss Elementary
2. (School Name) Sussex Central Middle
3. (School Name) _____
4. (School Name) _____

n/a 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.

Strand I:

<http://www.cpe.vt.edu/reg/nci-s1>

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.

Strand II:

<http://www.cpe.vt.edu/reg/nci-s2>

(*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.

Strand III:

<http://www.cpe.vt.edu/reg/nci-s3>

(*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 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.

Strand IV:

<http://www.cpe.vt.edu/reg/nci-s4>

	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
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
(Division Level) <u>Divisions with Tier III Schools</u> <u>(Exception: Accomack, Brunswick, Campbell, Charles City, Greene, Lynchburg, Middlesex, Smyth, 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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Sonya Coleman, *Regional Director*
301-352-3459

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

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804-747-3515

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Corey Good
804-651-3508

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

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

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

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

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

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

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

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

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

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

Teachscape
<http://www.teachscape.com>
Veronica Tate
757-289-6192

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

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