

**APPROVED**

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

**1003(g)**

**Application for School Improvement Funds**

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

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

**Due June 14, 2010**

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**DIVISION INFORMATION**

School Division Name: Westmoreland County Public Schools  
Mailing Address: 141 Opal Lane, Montross, Virginia 22520  
Division Contact: Cathy Rice, Director of Instruction and Assessment  
Telephone (include extension if applicable): 804-493-8018 Fax: 804-493-9323  
E-mail: [ricecr@wmlcps.org](mailto:ricecr@wmlcps.org)

**SCHOOL INFORMATION**

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

School Name: Washington District Elementary  
Mailing Address: 454 Oak Grove Road, Colonial Beach, Virginia 22443  
School Contact: Dashan Turner, Principal  
Telephone (include extension if applicable): 804-224-9100 Fax: 804-224-1644  
E-mail: [turnerda@wmlcps.org](mailto:turnerda@wmlcps.org)

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

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

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

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

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

Superintendent's Signature: \_\_\_\_\_

Superintendent's Name: \_\_\_\_\_

Date: June 25, 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
N/A				LTP:	LTP:	LTP:	
				LTP:	LTP:	LTP:	
				LTP:	LTP:	LTP:	
				LTP:	LTP:	LTP:	

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

**2a. Tier III School Information**

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

School Name	NCES ID #
Washington District Elementary	510398001769

**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
N/A		LTP:	LTP:	LTP:	

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

## SECTION B: REQUIRED ELEMENTS

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

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

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

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

Response:

**Part 1. Student Achievement and Demographic Data**

	<b>Required Information</b>	<b>School 1 (Name)</b>		
a.	<p>Student achievement data for the past two years (2007-2008 and 2008-2009) in reading/language arts and mathematics: by school for the “all students” category and for each AYP subgroup; (Note: This is whole school data-grades mixed)</p> <p>Second request is “by grade level.” and by grade level in the all students category and for each AYP subgroup</p>	<b>Reading/Language Arts - Combined Grades</b>		
			Spring 2008	Spring 2009
		All	78.68	76.80
		Black	64.40	77.94
		Economically Disadvantaged	77.45	75.00
		Hispanic	85.71	79.16
		Limited English Proficient	94.73	77.77
		Students with Disabilities	39.13	68.42
		White	85.26	75.25
		<b>Math - Combined Grades</b>		
			Spring 2008	Spring 2009
		All	79.45	80.61
		Black	62.71	77.61
		Economically Disadvantaged	75.23	77.77
		Hispanic	87.09	96.15
		Limited English Proficient	90.90	94.73
		Students with Disabilities	30.43	80.00
		White	87.23	79.59
		<b>Reading/Language Arts - Grade 3</b>		
			Spring 2008	Spring 2009
		All	71.6	61.8
		Black	52.2	61.9
		Economically Disadvantaged	68.0	52.0
		Hispanic	77.8	33.3
		Limited English Proficient	66.7	50

Students with Disabilities	60.0	57.1
White	82.9	63.9

**Math - Grade 3**

	Spring 2008	Spring 2009
All	78.26	70.59
Black	60.9	66.7
Economically Disadvantaged	75.0	70.0
Hispanic	77.7	83.3
Limited English Proficient	83.3	75.0
Students with Disabilities	20.0	85.71
White	88.6	71.4

**Reading/Language Arts - Grade 4**

	Spring 2008	Spring 2009
All	76.3	79.1
Black	72.7	81.0
Economically Disadvantaged	72.0	72.5
Hispanic	80.0	88.9
Limited English Proficient	88.9	83.3
Students with Disabilities	0.0	50.0
White	76.9	75.7

**Math - Grade 4**

	Spring 2008	Spring 2009
All	79.3	81.5
Black	59.1	76.2
Economically Disadvantaged	72.0	75.0
Hispanic	100	100
Limited English Proficient	100	100
Students with Disabilities	20.0	66.7
White	88.0	80.6

**Reading/Language Arts - Grade 5**

	Spring 2008	Spring 2009
All	85.5	86.0
Black	64.3	87.0
Economically Disadvantaged	84.0	84.21
Hispanic	87.5	77.8
Limited English Proficient	83.3	77.8
Students with Disabilities	37.5	50.0
White	93.9	88.0

**Math - Grade 5**

	Spring 2008	Spring 2009
All	81.03	87.7
Black	69.2	82.6
Economically Disadvantaged	81.0	87.0
Hispanic	88.8	100
Limited English Proficient	85.71	100
Students with Disabilities	20.0	50.0
White	84.8	88.0

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

Based on data from 07-08, Washington District did not meet the AYP targets for reading in the black subgroup or for math in the black subgroup. Based on data from 08-09, Washington District did not meet the AYP targets for reading in the total students, economically disadvantaged subgroup or white subgroup. The black subgroup made the target under Safe Harbor. AYP targets were met for math, with the black and economically disadvantage making the targets under Safe Harbor. Reading consistently emerges as an area of difficulty, particularly in third grade.

c.	Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject	Based on the verified IPAL Report for 2009-10, 100% of WD teachers of core content areas were highly qualified. WD did have one special education teacher with a provisional license.				
			Total # of Teachers	# of Teachers with Less Than 3 Years Experience		
Pre-Kindergarten		1		0		
Pre-Kindergarten Sped.		1		1		
Kindergarten		4		1		
First Grade		3		0		
Second Grade		3		0		
Third Grade		4		1		
Fourth Grade		3		1		
Fifth Grade		3		0		
Special Education		3		2		
Reading Specialist		1		1		
Physical Education		1		0		
Art		1		0		
Library/Media		1		0		
Music		.5		0		
Guidance		1		0		
d.	Number of years each instructional staff member has been employed at the school	The following table depicts the number of years each instructional staff member has been employed at WD:				
			A	B	C	D
Pre-K Teacher		7				
Pre-K Special Education		2				
K Teachers		22	8	4	1	
1 <sup>st</sup> Grade Teachers		22	5	4		
2 <sup>nd</sup> Grade Teachers		44	9	4	4	
3 <sup>rd</sup> Grade Teachers		6	3	2		
4 <sup>th</sup> Grade Teachers		8	4	2		
5 <sup>th</sup> Grade Teachers		9	6	3		



		Art Teacher	10			
		PE Teacher	6			
		Library/Media	10			
		Guidance Counselor	15			
		Special Ed. Teachers	36	2	2	
		Reading Specialist	2			
e.	Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools	Not Applicable				
f.	Information about the demographics of the student population to include attendance rate, total number of students, and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status	The student population is comprised of 413 total students.				
		Gender	220 Male 193 Female			
		Race	18 Unspecified, 5 Asian, 123 Black, 50 Hispanic, 217 White			
		SWD	37			
		LEP	42			
		Migrant	38			
		Homeless	0			
		Disadvantaged	273			
		Attendance	94.50% average daily attendance			
g.	Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of the library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess	1) The school facility was built in 1990. Since that date, there have been several additions; The facility is clean and well kept. 2) There are 25 classrooms, excluding the computer labs, gymnasium and media center; 3) The media center is large and well-lit. There are over 20,000 books and media including an Accelerated Reader library and quizzes.; 4) The cafeteria is open and well-lit. There are two serving lines and twelve tables, accommodating two grade levels at a time at lunch; 5) There is a large gymnasium with a full basketball court. Outdoors there is a track, baseball field, blacktopped basketball court, playground and large grassy fields.				
h.	Total number of minutes in the school year that all students were required to attend school and any increased learning time (e.g., before- or after-school, Saturday school, summer school)	All Washington District students were required to attend school for 59,400 minutes (990 hours). Students in grades 3-5 who failed or were deemed to be at risk of failing to meet the state's academic standards, as evidenced by SOL assessments also participated in an after school 21 <sup>st</sup> Century Community Learning Center Program. This program operated two days per week for two hours each session for 53 sessions (6,360 minutes). Students in grades 1-5				

		who failed or were deemed to be at risk of failing to meet the state's academic standards also are expected to attend summer school for 15 days at 5 instructional hours per day (4,500 minutes).
i.	Total number of days teachers worked divided by the maximum number of teacher working days	The number of contracted days for each teacher is 200 per year. The number of days worked divided by the number of working days indicates teachers were present 97.8% of the time.
j.	Information about the types of technology that are available to students and instructional staff	There is one desktop computer in each classroom and each teacher also has his/her own laptop. There are three computer labs, each with 24 computers. There is one mobile laptop cart with thirty laptops. The building is wired for Wifi. There is an LCD projector for each classroom. There are six Smartboards, along with an ELMO assigned to each grade level. There are three iMacs, four flip cameras, and six digital cameras. The school utilizes Interactive Achievement for benchmark assessments, as well as checkpoint tests.
k.	Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that received school improvement funds (Baseline data would be helpful as a part of the discussion.)  and services that the Tier III schools will receive or the activities the schools will implement.	This Tier III school has set a goal to continue to meet the state's benchmarks for accreditation. The school also has a goal to meet established AYP targets for all students, as well as each AYP subgroup. Thus, the goal is that by the end of the 2010-2011 school year, 89% of all students in English and 87% of all students in math (total and in each AYP subgroup), will demonstrate proficiency with grade level standards by scoring at or above 400 on the respective Standards of Learning (SOL) assessments.  The services this school will receive/activities this school will implement with 1003g funds for 2010-2011 include: working with a coach for language arts, working with a coach for math, utilizing the TeachFirst formative assessment tool, using iStation to conduct monthly reading assessments for progress monitoring and using iStation to support reading intervention, using PD 360 to provide access to quality online professional development, using Indistar to update and monitor implementation of the school improvement plan, participating in the Summer Institute and follow-up meetings and webinars, and providing professional development in Words Their Way, differentiated small group reading instruction, and instructional strategies for increasing math achievement. Westmoreland County Public Schools plans to partner with

		<p>the University of Virginia in the design and implementation of some of the professional development.</p> <p>In addition to activities funded by 1003g, the school will also participate in activities related to Title IA, Title IC, Title III, Title IIA and Title IID – the details of which are outlined in the Consolidated Application for the division. As part of Title IA, students will continue to be offered Supplemental Educational Services.</p>
<p>1.</p>	<p>L is different. Ask for Goals it has established in order to hold accountable its Tier III school.</p>	<p>Grade level teams will conduct bi-weekly team meetings, following established team norms and using meeting agendas and minutes. The principal will participate in these team meetings. The School Improvement Team will meet with the coaches to monitor implementation of the school improvement plan and the effectiveness of interventions. The division administrator will meet with this team monthly.</p>

## Part 2. Design and Implement the Intervention for Each School - Applicable to Tier I, II, and III Schools

The LEA will need to have detailed plans in place to demonstrate how the interventions will be designed as well as the plan for implementation. Listed below are the factors that will be considered to assess the LEA's commitment to designing interventions consistent with the factors below from the USED Final Requirements for School Improvement Grants as amended January 2010.

Describe the following:

- The LEA has a plan in place to implement the intervention by the beginning of the 2010-2011 school year.
- The LEA has plans to regularly engage the school community to inform them of progress toward the design and implementation of the interventions and to give them opportunity to provide input.
- The LEA has adequate resources to research and design the selected intervention as intended.
- The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.
- The LEA, with Tier I and Tier II schools, has attended the SEA sponsored strategic planning session on April 7, 2010, conducted by Dr. Lauren Morando Rhim representing the Center for Innovation and Improvement.
- The LEA has demonstrated adequate capacity to implement the selected intervention models.

Response:

- Westmoreland County will be ready to begin implementation of the intervention by the beginning of the 2010-2011 school year. The math and language arts coaches have been hired. The Director of Instruction, Principal and math coach are registered to attend the Summer Institute. Contact has been made with representatives from PD 360, iStation, and TeachFirst. Processes are under way to ensure each of these programs is operational and ready for use at the start of the year. The principal is developing a meeting schedule for the year for his School Improvement Team, grade level teams, and faculty meetings. The Director of Instruction and principal are collaborating to develop a professional development plan and schedule for the scope of the 2010-11 school year, and this will be completed and ready for implementation beginning in August 2011. Additionally, contact has been made and discussions begun with UVA regarding collaboration with professional development. Coordination of services among the 1003(g) funds and other federal, state and local programs has been detailed in the division's Consolidated Application, which has been approved by the School Board and will be submitted to the Department of Education prior to July 1, 2010 for approval. An application for funds to continue to operate a 21<sup>st</sup> Century Community Learning Center has been submitted to the Department of Education.
- There is a clear structure in place to regularly engage the school community to inform them of progress toward the design and implementation of the interventions and to give them the opportunity to provide input. The Director of Instruction (Director) will serve as the liaison between the central office team and the school. The Director will meet at least monthly with the principal and School Improvement Team to discuss the design and implementation of the interventions. The principal and Director will also continue to solicit input from the School Improvement Team regarding the design of the professional development plan for 2010-2011. The principal will have regularly scheduled meetings with the full faculty, grade level teams, and the School Improvement

team. The coaches will meet regularly with grade level teams during each team's common planning block, as well as with the principal, School Improvement Team and the Director.

- Westmoreland County has adequate resources, provided through the 1003(g) funds, to implement the interventions planned.
- The principal, Director of Instruction, coaches and members of the School Improvement Team will communicate throughout the summer to work out details in the design of selected interventions. These discussions will include the DOE coach, as appropriate. The principal will develop a meeting schedule that allocates adequate time to regularly meet as teams throughout the 2010-2011 school year to discuss ongoing implementation of the interventions. These meetings will include adequate time to review and analyze student achievement data to inform and differentiate instruction, and to monitor student growth. The proposed budget allocates resources to provide staff with ongoing, high-quality, job-embedded professional development through the hiring of two part-time coaches. Funds are also allocated for additional professional development, to include programs developed in collaboration with the University of Virginia. The proposed budget includes allocations to purchase TeachFirst, iStation, PD 360. These programs, collectively, will support formative assessment, progress monitoring, reading intervention, and professional development. Funds are also allocated to purchase instructional materials to support differentiated small group reading instruction, hands-on math instruction, etc.
- Westmoreland County Public Schools has adequate capacity to implement the State Transformation Model and the selected interventions with the support of the Office of School Improvement, as well as the support of the contracted coaches.

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

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

Mark NA, if applicable

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

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

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

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

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

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

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

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

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

**Response:**

The School Improvement Plan was presented to the School Board for review at the October board meeting. The agenda and relevant section of the minutes from that meeting are attached. School improvement, instruction, professional development, and assessment are regular topics of discussion at monthly All Leadership Team meetings. These meetings are facilitated by the Superintendent and attended by all division level administrators, as well as all principals. Relevant sections of agendas from these meetings are attached as evidence of ongoing discussion and collaboration across the division to support implementation of selected interventions.

## **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:

- Westmoreland County Public Schools and Washington District Elementary plan to use the Indistar tool to inform, coach, sustain, track and report school improvement activities. The 2009-10 school improvement plan will be reviewed in light of Spring 2010 Standards of Learning assessment data and updated/revised as needed using Indistar. The principal, School Improvement Team, coaches and central office team use the tool to facilitate planning, tracking and reporting school improvement activities.
- Westmoreland County Public Schools will contract with a language arts coach and a math coach. Coaches will facilitate curriculum development to include the revision/development of division pacing guides and benchmark assessments to be tightly aligned with the English SOL and the recently revised math SOL. These coaches will also provide embedded professional development to teachers. WCPS will also contract with external providers, to include the University of Virginia, for professional development. Focus areas will include the provision of differentiated small group reading instruction, as well as differentiation of instruction to meet the needs of all learners in math and across content areas.
- The reform effort being funded with 1003(g) funds is coordinated with efforts being funded with other federal, state and local dollars. To the extent possible within the constraints of future budgets, the components of the reform requiring ongoing financial support will be sustained. The 1003(g) funds are being utilized primarily to build the capacity of instructional personnel to provide effective instruction to promote academic achievement with all students. At the conclusion of the grant when funds are no longer available, instructional personnel will continue to apply learned best practices, skills, strategies. The organizational structure to support effective data analysis, identification of needs, focused intervention, and etc., to promote school improvement will remain.



**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.)  
 Westmoreland County Public Schools will continue to contract in 2010-2011 with the 1003(g) coaches who worked with Washington District Elementary in 2009-2010. These persons were originally selected as the 1003(g) coaches because they had worked with the division as consultants at the secondary level with good results.

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

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

## **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:** Westmoreland County Public Schools

### **Virginia Department of Education Grant Expenditure Requirements**

#### **Note 1**

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

Cost: \$1,650 per school

#### **Note 2**

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

Cost: \$4.00 per student per school.

**Division Budget Summary**

**Division Name:** Westmoreland County Public Schools

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

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
	<b>Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include division total for these schools. [1003(a) funds must be encumbered by September 30, 2011]</b>										
1000 - Personnel		17,900				17,900			17,900		53,700
2000 - Employee Benefits		1,369				1,369			1,369		4,107
3000 - Purchased Services		79,236	22,614			101,850			101,850		305,550
4000 - Internal Services											
5000 - Other Charges		16,680				16,680			16,680		50,040
6000 - Materials and Supplies		41,368				41,368			41,367		124,103
8000 - Equipment/Capital Outlay											
<b>Total</b>		156,553	22,614			179,167			179,166		<b>(Must Equal Division Allocation)</b> 537,500

\* If applicable.

**School Budget Summary**

**School Name:** Washington District Elementary

**Virginia Department of Education Grant Expenditure Requirements**

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

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

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

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

**School Budget Summary (One Per Applicant School)**

**NOTE: This budget summary is identical to the division budget summary, as this is the only school served.**

**Complete using all applicable funding sources.**

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
1000 - Personnel		17,900				17,900			17,900		53,700
2000 - Employee Benefits		1,369				1,369			1,369		4,107
3000 - Purchased Services		79,236	22,614			101,850			101,850		305,550
4000 - Internal Services											
5000 - Other Charges		16,680				16,680			16,680		50,040
6000 - Materials and Supplies		41,368				41,368			41,367		124,103
8000 - Equipment/Capital Outlay											
<b>Total</b>		156,553	22,614			179,167			179,166		<b>(Must Equal School Allocation)</b>  \$537,500

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

**DIVISION NAME:** Westmoreland County Public Schools

1. Personal Services (1000)

**\$10,000 (1003g) Stipends for teachers to participate in UVA Teacher Reading Academy** on non-contract days. 25 teachers @ \$100 per day times four days.  
**\$2,500 (1003g) Stipends for teachers to participate in Saturday session** to kick off the Differentiated Reading Instruction Professional Development Initiative with UVA. 25 teachers @ \$100 per day times one day.  
**\$3,600 (1003g) Substitute teachers to release teachers for extended planning.** Four substitutes @ \$75.00/day will be needed for three days to release each grade level team (Kindergarten through Grade 5) for one-half day for extended planning for school improvement. Extended planning sessions will occur four times during the year (September/October, November/December, January/February, March/April).  
**\$1,800 (1003g) Substitute teachers to release representative teachers to attend math conferences/workshops.** Twelve substitutes @ \$75.00 per day times two days.

2. Employee Benefits (2000)

**\$765 (1003g) Fringes (FICA) on stipends for teachers to participate in UVA Teacher Reading Academy.**  
**\$191 (1003g) Fringes (FICA) on stipends for teachers to attend Saturday session** to kick off Reading PD Initiative with UVA.  
**\$275 (1003g) Fringes (FICA) on substitute teacher costs for extended planning.**  
**\$138 (1003g) Fringes (FICA) on substitute teacher costs for math conferences/workshops.**

3. Purchased Services (3000)

**\$25,000 (\$11,307 from 1003a & \$13,693 from 1003g) Part-time coach for language arts.** Fifty days at \$500/day.  
**\$25,000 ((\$11,307 from 1003a & \$13,693 from 1003g) Part-time coach for math.** Fifty days at \$500/day.  
**\$35,000 (1003g) Professional development partnership with the University of Virginia School of Continuing and Professional Studies.** “Differentiated Reading Instruction: A Professional Development Initiative” to be implemented October 2010-April 2011. This will include a 3-credit graduate course, as well as on-site observation and feedback.

October 2010 - March 2011

**Tailoring Instruction to Student Needs and Strengths (3 credits)** – Course Description: This course will enable teachers to efficiently and effectively tailor instruction to meet the diverse needs of their students. Strategies for engaging ALL learners through all of the content areas – including practical tips for doing it differently when “they don’t get it” – will be modeled and explored. The goal of the course is for participants to develop a practical connection and application of curriculum, assessment, and instruction in meeting the needs of all students.

Tuition and Fees for 25+3 free students @ \$720 per participant                      \$18,000

October 2010 – April 2011

Ten three hour morning teacher observation sessions followed by feedback and modeling sessions in a series of after-school, job embedded, professional development opportunities. Mechanisms for ongoing online discussion can be created.

Cost at \$1,700 per day    \$17,000

**\$14,850 (1003g) Registration for UVA Teacher Reading Academy “Differentiating Reading Instruction”** Cost is \$550 per participant. Topics include a developmental overview of literacy development; reading disability and Response to Intervention (RTI); phonological awareness and phonics; using assessment to guide instruction; strategies to increase fluency, vocabulary, and comprehension; how writing fits into the literacy curriculum (25 teachers, principal, Director of Instruction).

**\$2,000 (1003g) Conference/Workshop Registration** Cost of registration for representative teachers to attend conferences/workshops that support differentiated math instruction, e.g., Dan Mulligan workshops. Conference participants will then share information with colleagues.

4. Internal Services (4000)

[Empty rectangular box]

5. Other Charges (5000)

**\$12,500 (1003g) Travel expenses for contracted language arts and math coaches.** Mileage at .585 per mile.

**\$1,120 (1003g) Travel expenses for Summer Institute.** Travel (mileage and meals) for four persons: Director of Instruction, principal, 2 coaches to attend the Summer Institute

**\$ 760 (1003g) Travel expenses for Division Leadership Support.** Travel (lodging, mileage, meals) for Director of Instruction to attend four on-day Division Leadership Support training sessions provided by William & Mary.

**\$2,300 (1003g) Travel expenses for Conferences/Workshops.** Travel (lodging, mileage, meals) for representative teachers

to attend events that support differentiated math instruction.

6. Materials and Supplies (6000)

**\$1,950 (1003g) TeachFirst**

**\$6,500 (1003g) iStation** Unlimited campus license 12-month subscription. Web based launch training included. This includes ISIP (iStation's Indicators of Progress), a computerized adaptive testing system for monthly progress monitoring as well as the iStation reading intervention program.

**\$5,695 (1003g) PD 360** Unlimited annual site license (\$2,895) and PD 3660 on-site training (\$2,800). PD 360 Professional Development On-Demand is a web-based, on-demand professional learning resource that supports establishment of a systematic, job-embedded program that emphasizes classroom implementation.

**\$27,223 (1003g) Instructional Materials & Supplies** Literacy resources to support differentiated small group reading instruction, word study and writing instruction (e.g., leveled readers, materials for writers workshop, and supplies for creating literacy workstations). Resources to support hands-on, active instruction with revised math Standards of Learning (SOL).

7. Equipment/Capital Outlay (8000)

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**(Individual School Narratives Follow)**



**SCHOOL NAME:** Washington District Elementary

**NOTE: This budget narrative is identical to the division budget narrative, as this is the only school served.**

8. Personal Services (1000)

**\$10,000 (1003g) Stipends for teachers to participate in UVA Teacher Reading Academy** on non-contract days. 25 teachers @ \$100 per day times four days.

**\$2,500 (1003g) Stipends for teachers to participate in Saturday session** to kick off the Differentiated Reading Instruction Professional Development Initiative with UVA. 25 teachers @ \$100 per day times one day.

**\$3,600 (1003g) Substitute teachers to release teachers for extended planning.** Four substitutes @ \$75.00/day will be needed for three days to release each grade level team (Kindergarten through Grade 5) for one-half day for extended planning for school improvement. Extended planning sessions will occur four times during the year (September/October, November/December, January/February, March/April).

**\$1,800 (1003g) Substitute teachers to release representative teachers to attend math conferences/workshops.** Twelve substitutes @ \$75.00 per day times two days.

9. Employee Benefits (2000)

**\$765 (1003g) Fringes (FICA) on stipends for teachers to participate in UVA Teacher Reading Academy.**

**\$191 (1003g) Fringes (FICA) on stipends for teachers to attend Saturday session** to kick off Reading PD Initiative with UVA.

**\$275 (1003g) Fringes (FICA) on substitute teacher costs for extended planning.**

**\$138 (1003g) Fringes (FICA) on substitute teacher costs for math conferences/workshops.**

10. Purchased Services (3000)

**\$25,000 (1003g) Part-time coach for language arts.** Fifty days at \$500/day.

**\$25,000 (1003g) Part-time coach for math.** Fifty days at \$500/day.

**\$35,000 (1003g) Professional development partnership with the University of Virginia School of Continuing and Professional Studies.** “Differentiated Reading Instruction: A Professional Development Initiative” to be implemented



Instruction, principal, 2 coaches to attend the Summer Institute

**\$ 760 (1003g) Travel expenses for Division Leadership Support.** Travel (lodging, mileage, meals) for Director of Instruction to attend four on-day Division Leadership Support training sessions provided by William & Mary.

**\$2,300 (1003g) Travel expenses for Conferences/Workshops.** Travel (lodging, mileage, meals) for representative teachers to attend events that support differentiated math instruction.

13. Materials and Supplies (6000)

**\$1,950 (1003g) TeachFirst**

**\$6,500 (1003g) iStation** Unlimited campus license 12-month subscription. Web based launch training included. This includes ISIP (iStation's Indicators of Progress), a computerized adaptive testing system for monthly progress monitoring as well as the iStation reading intervention program.

**\$5,695 (1003g) PD 360** Unlimited annual site license (\$2,895) and PD 3660 on-site training (\$2,800). PD 360 Professional Development On-Demand is a web-based, on-demand professional learning resource that supports establishment of a systematic, job-embedded program that emphasizes classroom implementation.

**\$27,223 (1003g) Instructional Materials & Supplies** Literacy resources to support differentiated small group reading instruction, word study and writing instruction (e.g., leveled readers, materials for writers workshop, and supplies for creating literacy workstations). Resources to support hands-on, active instruction with revised math Standards of Learning (SOL).

14. Equipment/Capital Outlay (8000)

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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. Washington District Elementary School
2. (School Name)
3. (School Name)
4. (School Name)

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

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

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

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

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

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

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

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

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

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

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

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

**Strand III  
(Formative Assessment™ Training)**

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

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

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



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

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

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

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

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

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

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

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

## The Reform Models

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

### 1. Turnaround Model

A turnaround model is one in which a LEA must:

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

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

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

### 2. Restart Model

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

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

**3. School Closure Model**

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

**4. Transformation Model**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

An LEA will use comprehensive instructional reform strategies by:

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

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

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

**Quick Reference Summary of Major Requirements**

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

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

## SUMMARY OF CONDITIONS OF AWARD

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



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

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

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