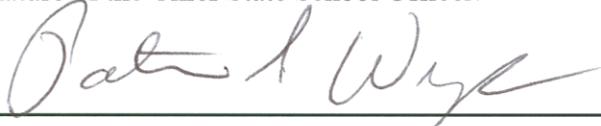


APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Virginia Department of Education	Applicant's Mailing Address: James Monroe Building 101 North 14 th Street, 23 rd Floor Richmond, Virginia 23219
State Contact for the School Improvement Grant Name: Veronica Tate Position and Office: Director, Office of Program Administration and Accountability Contact's Mailing Address: Virginia Department of Education James Monroe Building 101 North 14 th Street, 23 rd Floor Richmond, Virginia 23219 Telephone: (804) 225-2870 Fax: (804) 371-7347 Email address: veronica.tate@doe.virginia.gov	
Chief State School Officer (Printed Name): Dr. Patricia I. Wright	Telephone: (804) 225-2023
Signature of the Chief State School Officer: X 	Date: 12-1-10
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

School Improvement Grants Application

Section 1003(g) of the Elementary and Secondary Education Act

Fiscal Year 2010

CFDA Number: 84.377A

State Name: Virginia



U.S. Department of Education
Washington, D.C. 20202



OMB Number: 1810-0682
Expiration Date: September 30, 2013

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B for a chart summarizing the schools included in each tier.) In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Availability of Funds

The Department of Education Appropriations Act, 2010, provided \$546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately \$825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly \$1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2010 school improvement funds in proportion to the funds received in FY 2010 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Appendix A provides guidance on how SEAs can maximize the number of Tier I and Tier II schools its LEAs can serve with FY 2009 carryover and FY 2010 SIG funds when making their LEA allocations for the FY 2010 competition. See Appendix A for a more detailed explanation.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

FY 2010 Submission Information

Electronic Submission:

The Department strongly prefers to receive an SEA's FY 2010 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The SEA should submit its FY 2010 application to the following address: school.improvement.grants@ed.gov

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

Paper Submission:

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Education Program Specialist
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

Application Deadline

Applications are due on or before December 3, 2010.

For Further Information

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at carlas.mccauley@ed.gov.

FY 2010 Application Instructions

Most of the FY 2010 SIG application is identical to the FY 2009 application. A new section for additional evaluation criteria (Section B-1) has been added and Section H on Waivers has been expanded. Section D on Descriptive Information (Section D – Part 1, Section D – Parts 2-8) has also been reformatted into two separate sections for the FY 2010 application, but all other parts of the application remain the same.

Consequently, except as provided below, an SEA must update only those sections that include changes from the FY 2009 application. In particular, the Department expects that most SEAs will be able to retain Section B on Evaluation Criteria, Section C on Capacity, and Section D (parts 2-8) on Descriptive Information, sections that make up the bulk of the SIG application. An SEA has the option to update any of the material in these sections if it so desires.

We are requiring SEAs to update some sections of the SIG application to ensure that each SEA focuses its FY 2010 SIG funds, including any funds carried over from FY 2009, on serving its persistently lowest-achieving schools in LEAs with the capacity and commitment to fully and effectively implement one of the four required school intervention models beginning in the 2011-2012 school year.

Note that while an SEA may be able to submit significant portions of its FY 2010 SIG application unchanged from FY 2009, we recommend that it review all sections of the FY 2010 application to ensure alignment with any required changes or revisions.

SEAs should also note that they will only be able to insert information in designated spaces (form fields) in the application because of formatting restrictions. Clicking on a section of the application that is restricted will automatically jump the cursor to the next form field which may cause users to skip over information in the application. Users may avoid this issue by using the scroll bar to review the application. However, due to these restrictions, the Department recommends that SEAs print a copy of the application and review it in its entirety before filling out the form.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant: Virginia Department of Education</p>	<p>Applicant's Mailing Address: James Monroe Building 101 North 14th Street, 23rd Floor Richmond, Virginia 23219</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Veronica Tate</p> <p>Position and Office: Director, Office of Program Administration and Accountability</p> <p>Contact's Mailing Address: Virginia Department of Education James Monroe Building 101 North 14th Street, 23rd Floor Richmond, Virginia 23219</p> <p>Telephone: (804) 225-2870</p> <p>Fax: (804) 371-7347</p> <p>Email address: veronica.tate@doe.virginia.gov</p>	
<p>Chief State School Officer (Printed Name): Dr. Patricia I. Wright</p>	<p>Telephone: (804) 225-2023</p>
<p>Signature of the Chief State School Officer: X</p>	<p>Date:</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

FY 2010 Application Checklist

Please use this checklist to serve as a roadmap for the SEA's FY 2010 application.

Please note that an SEA's submission for FY 2010 must include the following attachments, as indicated on the application form:

- Lists, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's FY 2010 LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

Please check the relevant boxes below to verify that all required sections of the SEA application are included and to indicate which sections of the FY 2010 application the SEA has revised from its FY 2009 application.

SECTION A: ELIGIBLE SCHOOLS	<input checked="" type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009	<input type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010
	<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i> <input type="checkbox"/> SEA will not generate new lists of Tier I, Tier II, and Tier III schools because it has five or more unserved Tier I schools from FY 2009 (SEA is requesting waiver) <input checked="" type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has less than five unserved Tier I schools from FY 2009 <input type="checkbox"/> SEA elects to generate new lists	<i>For an SEA revising its definition of PLA schools, please select the following option:</i> <input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition
	<input checked="" type="checkbox"/> Lists, by LEA, of State's Tier I, Tier II, and Tier III schools provided	
SECTION B: EVALUATION CRITERIA	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION B-1: ADDITIONAL EVALUATION CRITERIA	<input checked="" type="checkbox"/> Section B-1: Additional evaluation criteria provided	
SECTION C: CAPACITY	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION D (PART 1): TIMELINE	<input checked="" type="checkbox"/> Updated Section D (Part 1): Timeline provided	
SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION E: ASSURANCES	<input checked="" type="checkbox"/> Updated Section E: Assurances provided	
SECTION F: SEA RESERVATION	<input checked="" type="checkbox"/> Updated Section F: SEA reservations provided	
SECTION G: CONSULTATION WITH STAKEHOLDERS	<input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided	
SECTION H: WAIVERS	<input checked="" type="checkbox"/> Updated Section H: Waivers provided	

PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

A. ELIGIBLE SCHOOLS: An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Each SEA must generate new lists of Tier I, Tier II, and Tier III schools based on the State's most recent achievement and graduation rate data to ensure that LEAs continue to give priority to using SIG funds to implement one of the four school intervention models in each of their persistently lowest-achieving schools, rather than using SIG funds to support less rigorous improvement measures in less needy schools. However, any SEA that has five or more Tier I schools that were identified for purposes of the State's FY 2009 SIG competition but are not being served with SIG funds in the 2010-2011 school year may apply for a waiver of the requirement to generate new lists.

An SEA also has the option of making changes to its FY 2009 definition of "persistently lowest-achieving schools". An SEA that exercises this option must generate new lists of Tier I, Tier II, and Tier III schools.

Regardless of whether it modifies its definition of "persistently lowest-achieving schools" or generates new lists, along with its lists of Tier I, Tier II, and Tier III schools, an SEA must provide the definition that it used to develop these lists. The SEA may provide a link to the page on its Web site where its definition is posted, or it may attach the complete definition to its application.

Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009

Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010

For an SEA keeping the same definition of PLA schools, please select one of the following options:

1. SEA will not generate new lists of Tier I, Tier II, and Tier III schools. SEA has five or more unserved Tier I schools from FY 2009 and is therefore eligible to request a waiver of the requirement to generate new lists of schools. Lists and waiver request submitted below.

SEA is electing not to include newly eligible schools for the FY 2010 competition. (Only applicable if the SEA elected to add newly eligible schools in FY 2009.)

2. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has fewer than five unserved Tier I schools from FY 2009. Lists submitted below.

3. SEA elects to generate new lists. Lists submitted below.

For an SEA revising its definition of PLA schools, please select the following option:

1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below.

Insert definition of “persistently lowest-achieving schools” or link to definition of “persistently lowest-achieving schools” here:

Virginia will use the same definition of persistently lowest-achieving schools for the FY 2010 school improvement grant (SIG) application as the state used for the FY 2009 application. Eligible schools have been identified based on the requirements stipulated in the United States Department of Education (USED) State Fiscal Stabilization Funds (SFSF) – Phase II Guidance, November 2009, for determining the persistently lowest-achieving schools. A persistently lowest-achieving school continues to be defined as:

- A. A Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years. (Tier I); or
- B. A secondary school that is eligible for, but does not receive, Title I funds that is among the lowest-achieving five percent of schools based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years (Tier II); or
- C. A high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for two years (Tier II).

As required by the State Fiscal Stabilization Fund (SFSF) – Phase II requirements, the following factors were considered to identify the persistently lowest-achieving schools: 1) the academic achievement of the “all students” group in reading/language arts and mathematics combined; and 2) the schools’ lack of progress on those assessments over a number of years in the “all students” group. The adding ranks method described in the U.S. Department of Education Guidance on Fiscal Year 2010 School Improvement Grants, Under Section 1003(g) of the Elementary and Secondary Education Act of 1965, November 1, 2010, herein referred to as the FY 2010 SIG Guidance, was used to determine the academic achievement of the “all students” group.

The definition above of persistently lowest-achieving schools was used to determine the list of eligible schools provided in Attachment A. The chart below reflects the application of the definition to determine the list of eligible schools based on the FY 2010 SIG Guidance. Please note that Virginia did not identify any secondary schools for Tier I because the state does not have Title I secondary schools in improvement, corrective action, or restructuring that have had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for the past two consecutive years.

	Schools that MUST be Identified	Newly Eligible Schools	Excluded Schools
	Column 1	Column 2	Column 3
Tier I	A Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years. *	None.	Any school that was previously identified as a Tier I or Tier II school and in which an LEA is implementing one of the four interventions using funds made available under Section 1003(g) of the ESEA.
Tier II	A secondary school that is eligible for, but does not receive, Title I funds that is among the lowest achieving five percent of schools based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years; or a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for two years.	None.	Any school that was previously identified as a Tier I or Tier II school and in which an LEA is implementing one of the four interventions using funds made available under Section 1003(g) of the ESEA.
Tier III	Title I schools in improvement, corrective action, or restructuring that are in Years 1-8 of Title I School Improvement that are not in Tier I.	None.	Any school that was previously identified as a Tier I or Tier II school and in which an LEA is implementing one of the four interventions using funds made available under Section 1003(g) of the ESEA. Also excluded are Title I eligible schools that are not in Tier I or Tier II and are in the bottom 20 percent of all schools in the state based on proficiency rates.

* Virginia does not have any Title I secondary schools in improvement with a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for the past two consecutive years.

An SEA must attach two tables to its SIG application. The first table must include its lists of all Tier I, Tier II, and Tier III schools that are eligible for FY 2010 SIG funds. The second table must include its lists of all Tier I, Tier II, and Tier III schools that were served with FY 2009 SIG funds.

Please create these two tables in Excel and use the formats shown below. Examples of the tables have been provided for guidance.

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ¹

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE

EXAMPLE:

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##	X				
LEA 1	##	MADISON ES	##	X				
LEA 1	##	TAYLOR MS	##			X		X
LEA 2	##	WASHINGTON ES	##	X				
LEA 2	##	FILLMORE HS	##			X		
LEA 3	##	TYLER HS	##		X		X	
LEA 4	##	VAN BUREN MS	##	X				
LEA 4	##	POLK ES	##			X		

¹ “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

EXAMPLE:

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE
LEA 1	##	MONROE ES	##	X			
LEA 1	##	JEFFERSON HS	##		X		X
LEA 2	##	ADAMS ES	##	X			
LEA 3	##	JACKSON ES	##	X			

Please attach the two tables in a separate file and submit it with the application.

SEA has attached the two tables in a separate file and submitted it with its application.

B. EVALUATION CRITERIA:

Part 1: The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA’s application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA’s application and has selected an intervention for each school.
- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA’s budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA’s application, as well as to support school improvement activities in Tier III schools, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

Part 2: The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA’s commitment to do the following:

- (1) Design and implement interventions consistent with the final requirements.
- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality.
- (3) Align other resources with the interventions.
- (4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
- (5) Sustain the reforms after the funding period ends.

SEA is using the same evaluation criteria as FY 2009.

SEA has revised its evaluation criteria for FY 2010.

Insert response to Section B Evaluation Criteria here:

Part 1: Required Elements for Local Education Agency (LEA) Applications Upon Submission

Listed below are: 1) the three required elements that a local educational agency (LEA) must include in its application for Federal Fiscal Year 2010 school improvement funds under Section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA); and 2) the criteria the state will use to evaluate each element. Applications will not be approved unless a “yes” is indicated for all required elements.

Required Element	Evaluation Criteria	
1. The LEA has analyzed the needs of each Tier I, Tier II, and Tier III school identified in the LEA application and has selected an intervention or appropriate school improvement strategies for each school.	___ Yes* ___ No	a. The LEA has provided the student achievement data for the past two years (2008-2009 and 2009-2010) in reading/language arts and mathematics by school for the “all student” category and for each AYP subgroup, and by grade-level in the “all students” category and for each AYP subgroup.
	___ Yes* ___ No	b. The LEA has analyzed the student achievement data and identified areas that need improvement.
	___ Yes* ___ No	c. The LEA has provided information about the number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject.
	___ Yes* ___ No	d. The LEA has provided information about the number of years each instructional staff member has been employed at the school.
	___ Yes* ___ No	e. For all secondary schools, the LEA has provided information about the graduation rate of the school in the aggregate and by AYP subgroup.
	___ Yes* ___ No	f. The LEA has provided information about the demographics of the student population to include total number of students by the following categories: 1) gender; 2) race or

		ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; 7) economically disadvantaged status.
	<input type="checkbox"/> Yes* <input type="checkbox"/> No	g. The LEA has provided 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 the cafeteria; and 5) description of areas for physical education and/or recess.
	<input type="checkbox"/> Yes* <input type="checkbox"/> No	h. The LEA has provided information about the types of technology that are available to students and instructional staff.
2. The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I, Tier II, and Tier III school identified in the LEA's application to implement fully and effectively the selected intervention in each of the schools.	<input type="checkbox"/> Yes* <input type="checkbox"/> No	a. The LEA has described the process that it will use to ensure that the selected intervention for each school will be implemented fully and effectively.
	<input type="checkbox"/> Yes* <input type="checkbox"/> No	b. The LEA has provided a timeline that describes each action item that will be implemented, who is responsible for implement the action item, and the date by which each action item will be completed.
3. The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application, as well as to support school improvement activities in Tier III schools throughout the period of availability of funds.	<input type="checkbox"/> Yes* <input type="checkbox"/> No	a. The LEA has included the required budget summary for each school.
	<input type="checkbox"/> Yes* <input type="checkbox"/> No	b. The LEA has included the required narrative budget that describes the budget summary in detail.

Part 2. Required Elements for LEA Applications After Submission

Listed below are the five required actions that an LEA must take after submission of its application for Federal Fiscal Year (FY) 2010 school improvement funds under Section 1003(g) of the ESEA; and 2) the criteria the state will use to evaluate each element. **Note:** LEAs may complete any of the required elements listed below in whole or part prior to submission of its application. Upon approval of the LEA’s application, the state will monitor each LEA’s implementation of its grant to ensure the five required elements listed below have been met.

Required Element 1

Design and implement the intervention for each school as approved in the LEA’s application.

Each LEA will need to have a detailed plan in place to demonstrate how the selected interventions will be designed, as well as a plan for implementation. Listed below are the factors that will be considered to assess the LEA’s commitment to design interventions consistent with the USED Final Requirements for School Improvement Grants as amended in January 2010.

- The LEA has a plan in place to implement the interventions by the beginning of the 2011-2012 school year.
- The LEA has plans to regularly engage the school community, with substantial emphasis on parental engagement, to inform members 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 interventions as intended.
- The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.
- The LEA has attended a SEA sponsored strategic planning session.
- The LEA has demonstrated adequate capacity to implement the selected intervention models.

The following rubric will be used to evaluate the LEA’s commitment to the design and implementation of the interventions consistent with the USED Final Requirements for School Improvement Grants as amended January 2010.

Not Adequately Demonstrated	Moderately Demonstrated	Adequately Demonstrated*
Few or none of the factors have been adequately addressed.	Many of the factors have been adequately addressed.	All of the factors have been adequately addressed.

***Note:** An “Adequately Demonstrated” rating is required for approval.

Required Element 2

Recruit, screen, and select external providers, if applicable.

To assist school divisions with recruiting, screening, and selecting external providers, if applicable, the Virginia Department of Education (VDOE) issued a Request for Proposals for Lead Turnaround Partners (LTPs). On March 15, 2010, VDOE publicly posted an intent to

award to four independent contractors, Cambridge Education, Edison Learning, John Hopkins University, and Pearson. 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 publicly posted on the VDOE Web site. The link below provides the request for proposal for the selection of the LTPs.

http://www.doe.virginia.gov/support/school_improvement/title1/1003_g/tier1_tier2_meeting_apr_2010/rfp_low_achieving_schools.pdf

Listed 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.

- Reasonable and timely steps taken to recruit, screen, and select providers to be in place by the beginning of the 2011-2012 school year that may include, but are not limited to:
 - o Analyzing the LEA’s operational needs;
 - o Researching and prioritizing the external providers available to serve the school;
 - o Contacting other LEAs currently or formerly engaged with the external provider regarding their experience;
 - o Engaging parents and community members to assist in the selection process; and
 - o Delineating the responsibilities and expectations to be carried out by the external provider as well as those to be carried out by the LEA.
- 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:
 - o A proven track record of success in working with a particular population or type of school;
 - o Alignment between external provider services and needs of the LEA;
 - o Capacity for and documented success in improving student achievement; and
 - o Capacity to serve the identified school or schools with the selected intervention model.

The following rubric will be used to evaluate the LEA’s actions related to recruiting, screening, and selecting external providers, if applicable.

Not Adequately Demonstrated	Moderately Demonstrated	Adequately Demonstrated*
Few or none of the factors have been adequately addressed.	Many of the factors have been adequately addressed.	All of the factors have been adequately addressed.

***Note:** An “Adequately Demonstrated” rating is required for approval.

Required Element 3**Align other resources with the intervention selected or school improvement strategy selected.**

The detailed budget summary the LEA submits as part of the grant application will provide evidence of how other funding sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; and state and/or local resources will be used to support school improvement activities. 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.

The following rubric will be used to evaluate the LEA’s alignment of other resources with the intervention or school improvement strategy selected.

Not Adequately Demonstrated	Moderately Demonstrated	Adequately Demonstrated*
Few or none of the factors have been adequately addressed.	Many of the factors have been adequately addressed.	All of the factors have been adequately addressed.

***Note:** An “Adequately Demonstrated” rating is required for approval.

Required Element 4**Modify practices and/or policies, if necessary, to enable implementation of the intervention fully and effectively.**

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 agendas 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.

The following rubric will be used to evaluate the LEA’s modification of practices and/or policies, if necessary, to enable implementation of the intervention fully and effectively.

Not Adequately Demonstrated	Moderately Demonstrated	Adequately Demonstrated*
Few or none of the factors have been adequately addressed.	Many of the factors have been adequately addressed.	All of the factors have been adequately addressed.

***Note:** An “Adequately Demonstrated” rating is required for approval.

Required Element 5**Sustain the reform effort after the funding period ends.**

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:

- Use of the Indistar online 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.

The following rubric will be used to evaluate the LEA’s commitment to sustain the reform effort after the funding period ends.

Not Adequately Demonstrated	Moderately Demonstrated	Adequately Demonstrated*
Few or none of the factors have been adequately addressed.	Many of the factors have been adequately addressed.	All of the factors have been adequately addressed.

***Note:** An “Adequately Demonstrated” rating is required for approval.

B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA’s budget and application:

Please note that Section B-1 is a new section added for the FY 2010 application.

(1) How will the SEA review an LEA’s proposed budget with respect to activities carried out during the pre-implementation period² to help an LEA prepare for full implementation in the following school year?

(2) How will the SEA evaluate the LEA’s proposed activities to be carried out during the pre-implementation period to determine whether they are allowable? *(For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.)*

² “Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. For a full description of pre-implementation, please refer to section J of the FY 2010 SIG Guidance.

Insert response to Section B-1 Additional Evaluation Criteria here:

Part B-1. Evaluation Criteria for LEA Pre-implementation Activities

Listed below are: 1) the allowable pre-implementation activities that local educational agencies (LEAs) may include in their application for Fiscal Year 2010 school improvement funds under Section 1003(g) of the ESEA; and 2) the criteria the state will use to evaluate each activity. Those pre-implementation activities with a “yes” will be approved.

Allowable Pre-implementation Activities	Evaluation Criteria	
1. The LEA will hold parent and community meetings to review school performance, discuss the new intervention model to be implemented, and develop school improvement plans in line with the model selected.	___ Yes ___ No	a. The LEA has described the process it will use to engage parent and community members in the review of school performance, discussion of selected intervention model, and development of school improvement plans.
	___ Yes ___ No	b. The LEA has included a timeline of activities designed to include parent and community

		members in the planning process to implement an intervention model.
2. The LEA will either: 1) select a charter school operator, a CMO, or an EMO from the state-approved list; or 2) conduct the required review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly select any external provider that may be necessary to assist in planning for the implementation of an intervention model.	___ Yes ___ No	a. The LEA has either 1) chosen a state-approved charter school operator, a CMO, or an EMO from the state approved list; or 2) described the process it will use to conduct the required review process to select a charter school operator, a CMO, or an EMO and contract with that entity, or properly select any external provider that may be necessary to assist in planning for the implementation of an intervention model.
	___ Yes ___ No	b. The LEA has provided copies of the request for proposals (RFP), application guidelines for external providers, and criteria used to evaluate applications.
	___ Yes ___ No	c. The LEA has provided a timeline for recruiting, screening, and selecting external providers.
3. The LEA will recruit and hire the incoming principal, leadership team, and/or instructional staff.	___ Yes ___ No	a. The LEA has described the process for recruiting and hiring of the principal and/or other staff.
	___ Yes ___ No	b. The LEA has described the professional development it will provide to the newly hired principal and/or other staff to ensure successful implementation of the intervention model.
4. The LEA will provide remediation and enrichment to students in schools that will implement an intervention model, purchase appropriate instructional materials, or compensate staff for instructional planning.	___ Yes ___ No	a. The LEA has described the remediation and/or enrichment activities, listed the instructional materials to be purchased, and/or described the compensation plan of staff for instructional planning.
	___ Yes ___ No	b. The LEA has described how the remediation and/or enrichment activities, purchase of instructional materials, and/or compensation of staff for

		instructional planning will contribute to increased student achievement.
5. The LEA will provide professional development that will enable staff to effectively implement new or revised instructional programs that are aligned with the school's comprehensive and instructional plan and intervention model.	___ Yes ___ No	a. The LEA has described the professional development it will require to enable staff to effectively implement new or revised instructional programs that are aligned with the school's comprehensive and instructional plan and intervention model.
	___ Yes ___ No	b. The LEA has provided a timeline for professional development.
6. The LEA will develop and pilot a data system for use in schools implementing an intervention model; analyze data; or develop and adopt interim assessments for use in those schools.	___ Yes ___ No	a. The LEA has described how it plans to develop and pilot a data system for use in the schools implementing an intervention model; analyze data; or develop and adopt interim assessment for use in those schools.
	___ Yes ___ No	b. The LEA has provided a timeline for the development and piloting of the data system.
7. The LEA will conduct other allowable pre-implementation activities.	___ Yes ___ No	a. The LEA has described its plan to conduct other allowable pre-implementation activities.
8. The LEA's budget includes sufficient funds to conduct pre-implementation activities fully and effectively in addition to implementing an intervention model for its Tier I, Tier II, as well as to support school improvement activities in its Tier III schools throughout the period of availability of funds.	___ Yes ___ No	a. The LEA has included a budget summary for pre-implementation activities in each school.
	___ Yes ___ No	b. The LEA has included the required narrative budget that describes the budget summary in detail.

C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement any of the school intervention models in its Tier I school(s). The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

SEA is using the same evaluation criteria for capacity as FY 2009.

SEA has revised its evaluation criteria for capacity for FY 2010.

Insert response to Section C Capacity here:

LEAs that apply for School Improvement Grants under Section 1003(g) of the ESEA must serve each of their Tier I schools in School Improvement using one of the four school intervention models (closure, restart, transformation, or turnaround) unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims that it lacks sufficient capacity to serve each Tier I school, the state must evaluate the sufficiency of the LEA's claim.

Criteria to Evaluate LEA Lack of Capacity

Listed below are the criteria the state will use to evaluate whether an LEA lacks sufficient capacity.

- What steps have been taken to secure the support of the local school board for the reform model selected?
- What steps have been taken to secure the support of the parents for the reform model selected?
- 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?
- 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?
- Has the SEA provided other technical assistance through a Memorandum of Understanding?

SEA Process for Addressing Capacity Issues

If, after evaluating the criteria listed above, the state determines an LEA lacks sufficient capacity to implement one of the four reform models in any of its Tier I schools, the state will either:

- 1) Provide technical assistance to the LEA to build capacity to implement one of the four reform

models; or 2) award funds to the LEA for those Tier I schools for which it demonstrates capacity to implement one of the four reform models.

If the state determines that an LEA has more capacity to implement one of the four reform models in a Tier I school than it demonstrates in its application, the state will either: 1) provide technical assistance to the LEA to include eligible Tier I schools in its application; or 2) require the LEA to provide additional information or data to substantiate its claim to lack capacity.

D (PART 1). TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

Please note that Section D has been reformatted to separate the timeline into a different section for the FY 2010 application.

Insert response to Section D (Part 1) Timeline here:

Part 1: SEA Process and Timeline for Approving LEA Applications

The chart below describes the process and timeline the SEA will use for approving LEA applications. The LEA application is included in Attachment B.

Task	State Office(s) Responsible	Date To Be Completed
1. Provide initial guidance to LEAs regarding grant requirements, reform models, and pre-implementation guidelines.	Office of Program Administration and Accountability (PAA)/Office of School Improvement (OSI)	December 2010
2. Release LEA applications and guidelines for eligible applicants.	PAA/OSI	Within 14 days of approval of SEA application.
3. Provide technical assistance on completion of the LEA application and pre-implementation activities to eligible applicants.	PAA/OSI	Within 10 days of release of LEA applications.
4. Receive LEA applications.	PAA	Within 30 days of LEA application deadline.
5. Review LEA applications and provide technical assistance as needed.	PAA/OSI	Within 30 days of LEA application deadline.
6. Award funds to school divisions so that reform models can be fully implemented by the beginning of the 2011-2012 school year.	PAA	Within 45 days of LEA application deadline.
7. Provide technical assistance for pre-implementation activities and/or initial grant implementation.	PAA/OSI	Within 45 days of LEA application deadline.

D (PARTS 2-8). DESCRIPTIVE INFORMATION:

(2) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier I or Tier II schools in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

(3) Describe the SEA’s process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals.

(4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.

(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA’s approval to have the SEA provide the services directly.³

³ If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

SEA is using the same descriptive information as FY 2009.

SEA has revised its descriptive information for FY 2010.

Insert response to Section D (Parts 2-8) Descriptive Information here:

Part 2. SEA Process for Reviewing Goals for Tier I, II, and III Schools

The SEA will require LEAs to set annual goals for student achievement for each Tier I, II, and III school. Progress toward the goals for each school will be evaluated by the SEA on a quarterly basis through the Center for Innovation and Improvement (CII) Indistar online school improvement tool. Indistar is an online system for use with division and school improvement teams designed by the United States Department of Education (USED) Center for Innovation and Improvement (CII). The tool has been customized for use in Virginia and is aligned to the state and federal requirements for school improvement. The 1003(g) grantees will enter their annual goals for student achievement into the Indistar system. Once the goals have been entered into the tool, SEA staff and trained contractors work with the grantees on a regular basis to review their progress and make adjustments as necessary.

In addition to entering goals and tracking progress toward meeting goals using the online tool, grantees will participate in a series of webinars designed to ensure that grantees are making the necessary progress toward their goals and adjusting program delivery, professional development, resources, and other areas as necessary. The SEA will provide additional targeted technical assistance to any Tier I, II, or III school that is not making progress toward its student achievement goals.

As a result of the information provided through Indistar on progress toward meeting annual goals for student achievement as well as the information learned from the onsite monitoring visits to the grantees, the SEA will determine whether the grantees have made progress toward the goals and the leading indicators described in Section III of the USED SIG Final Requirements. The SEA will renew the grant applications for subsequent years provided the LEA is meeting or making progress toward the goals established by the LEA and approved by the SEA.

The link to Indistar as well as the username and password are provided below

<http://www.centerii.org/SchoolRestructuring/login.aspx>

Username: VADA55

Password: Va23TT

3. SEA Process for Monitoring Implementation of School Improvement Grants

In addition to quarterly monitoring of the attainment of student achievement goals through the CII Web-based Indistar school improvement tool, each division will also receive an on-site monitoring visit each year. The on-site monitoring visit will be conducted by trained academic consultants to ensure the LEA is implementing each selected intervention and/or school improvement strategy as specified in the approved grant application.

The state's current monitoring protocol is being revised to reflect the monitoring protocol recently established by the U.S. Department of Education. Technical assistance will be provided to ensure that the LEA is implementing the school intervention model and/or selected school improvement strategies fully and effectively. The monitoring protocol will include the following:

- Progress toward the LEA established and SEA approved student achievement goals;
- Effectiveness of instruction in meeting the student achievement goals;

- Feedback from students, teachers, parents, and school leadership to determine if the school and staff are invested in the success of every student;
Progress toward the following leading indicators:
 1. Number of minutes within the school year;
 2. Student participation rate on state assessments in reading/language arts and mathematics by subgroup;
 3. Dropout rate (if applicable);
 4. Student attendance rate;
 5. Number and percentage of students completing advanced coursework, early college scholars programs, and/or dual enrollment classes;
 6. Discipline incidents;
 7. Truant students;
 8. Distribution of teachers by performance level on LEA's teacher evaluation system when available as a result of SFSF – Phase II requirements; and
 9. Teacher attendance rate.
- Progress toward working with external provider, if applicable.

4. SEA Process for Prioritizing School Improvement Grants to LEAs

The state will prioritize SIG grants to LEAs according to the following factors:

- LEAs seeking funding for Tier I or Tier II schools;
- LEAs with schools that demonstrate a greater need for funding based on their rank ordering as compared to other schools in the same tier; and
- the geographic distribution of Tier I and Tier II schools to ensure that Tier I and Tier II schools throughout the State are served.

5. State Take Over/Direct Services for Tier I or Tier II Schools

The state will neither take over nor provide direct services to Tier I or Tier II schools. Virginia state law prohibits the state from taking over schools.

E. ASSURANCES

By submitting this application, the SEA assures that it will do the following (check each box):

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor each LEA's implementation of the "rigorous review process" of recruiting, screening, and selecting external providers as well as the interventions supported with school improvement funds.
- To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- Report the specific school-level data required in section III of the final requirements.

F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

Insert response to Section F SEA Reservation here:

The SEA will reserve five percent of its School Improvement Grant funds for administration, evaluation, and technical assistance. The SEA will use the funds reserved as follows:

Administration:

The SEA will conduct all activities required for release, review, approval and awarding of School Improvement Grant funds. The activities associated with release, review, approval, and awarding of the grant will include the technical assistance activities described below, as well as staff review and approval of the grant applications. Grant applications are subject to four levels of review before final approval is granted. Applications are reviewed by program specialists, the director of school improvement, the director of grants, accounting, and reporting, and an assistant superintendent before final approval is granted. Additionally, the SEA will monitor implementation of all activities required to fully and effectively implement the grants.

Evaluation:

The SEA will contract with an outside evaluator to determine effectiveness of School Improvement Grants.

Technical Assistance:

The SEA will provide technical assistance to LEAs in: 1) developing an application for funds; 2) carrying out pre-implementation activities; 3) implementing the grant as approved; and 4) evaluating the effectiveness of the grant. The technical assistance that will be provided for LEAs related to developing the application will be delivered through a series of webinars. Introductory webinars will be conducted with school divisions to: 1) outline the requirements associated with each Tier; 2) explain the process for applying for funds; and 3) provide an expected timeline for approval and future technical assistance. A follow-up on-site technical assistance session will be held in the early spring of 2011, for schools divisions that are planning to contract with a Lead Turnaround Partner (LTP) or Educational Management Organization (EMO). The purpose of the on-site session will be to assist school divisions with understanding how to develop a contract with a LTP or EMO. Additionally, within 10 days of releasing the LEA application, a webinar will be held to assist school divisions with completing the application.

The technical assistance that will be provided to LEAs to assist with implementation of the grant will include a week long on-site institute in July 2011. The purpose of the week long institute will be to work with school divisions in developing the capacity to implement the grant. Monthly webinars will provide the follow-up technical assistance and monitoring implementation of the grant.

G. CONSULTATION WITH STAKEHOLDERS: The SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

The SEA has consulted with other relevant stakeholders, including the Virginia Education Association (VEA), the Virginia Foundation for Educational Leadership (VFEL), the Virginia Association of Secondary School Principals (VASSP), and the Virginia Association of Elementary School Principals (VAESP).

H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

WAIVERS OF SEA REQUIREMENTS

Enter State Name Here requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 1: Tier II waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

Note: An SEA that requested and received the Tier II waiver for its FY 2009 definition of “persistently lowest achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 2: n-size waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than **[Please indicate number]** .

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

Note: An SEA that requested and received the n-size waiver for its FY 2009 definition of “persistently lowest-achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 3: New list waiver

Because the State neither must nor elects to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2009 competition.

Assurance

The State assures that it has five or more unserved Tier I schools on its FY 2009 list.

WAIVERS OF LEA REQUIREMENTS

Enter State Name Here Virginia requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

Waiver 4: School improvement timeline waiver

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011–2012 school year to “start over” in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2011–2012 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2009

competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

Schools that started implementation of a turnaround or restart model in the 2010-2011 school year cannot request this waiver to “start over” their school improvement timeline again.

Waiver 5: Schoolwide program waiver

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Note: An SEA that requested and received the schoolwide program waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

PERIOD OF AVAILABILITY WAIVER

Enter State Name Here Virginia requests a waiver of the requirement indicated below. The State believes that the requested waiver will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and improve the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 6: Period of availability of FY 2009 carryover funds waiver

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

Note: This waiver only applies to FY 2009 carryover funds. An SEA that requested and received this waiver for the FY 2009 competition and wishes to also receive the waiver to apply to FY 2009 carryover funds in order to make them available for three full years for schools awarded SIG funds through the FY 2010 competition must request the waiver again in this application.

ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS

(Must check if requesting one or more waivers)

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

PART II: LEA REQUIREMENTS

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs. That application must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

Please note that for FY 2010, an SEA must develop or update its LEA application form to include information on any activities, as well as the budget for those activities, that LEAs plan to carry out during the pre-implementation period to help prepare for full implementation in the following school year.

The SEA must submit its LEA application form with its application to the Department for a School Improvement Grant. The SEA should attach the LEA application form in a separate document.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

- (1)** For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
 - The LEA has analyzed the needs of each school and selected an intervention for each school; and
 - The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- (2)** If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.
- (3)** The LEA must describe actions it has taken, or will take, to—
 - Design and implement interventions consistent with the final requirements;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Align other resources with the interventions;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
 - Sustain the reforms after the funding period ends.
- (4)** The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application.
- (5)** The LEA must describe the 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 receive school improvement funds.
- (6)** For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7)** The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8)** As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Tier I ES #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Tier I ES #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Tier I MS #1	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Tier II HS #1	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$750,000
Total Budget	\$6,279,000		\$5,981,500	\$5,620,000	\$17,880,500

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

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 III of the final requirements in order 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 section III of the final requirements.

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

APPENDIX A

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

Congress appropriated \$546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of \$3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, "frontloading") to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly \$1.4 billion in total SIG funding available in FY 2010 (an estimated \$825 million in FY 2009 SIG carryover funds plus the \$546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

Maximizing the Impact of Regular FY 2010 SIG Allocations

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has \$36 million in FY 2009 carryover SIG funds and \$21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of \$1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the \$36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the \$21 million would cover the first year of funding for each of those schools, and the second and third years would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools (\$57 million divided by \$3 million per school over three years).

LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs.

States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

Continuation of \$2 Million Annual Per School Cap

For FY 2010, States continue to have flexibility to award up to \$2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful

implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (*e.g.*, a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually).

In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

LEA Budgets

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
3. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).

SEA Allocations to LEAs

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An

SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.

3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).
6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

APPENDIX B

	Schools an SEA MUST identify in each tier	Newly eligible schools an SEA MAY identify in each tier
Tier I	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” [‡]	Title I eligible [§] elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier II	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier III	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. ^{**}	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two years.

[‡] “Persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

[§] For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

^{**} Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if an SEA receives a waiver to include them in the pool of schools from which Tier II schools are selected or if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.

ELIGIBLE SCHOOLS FOR FY 2010 SIG FUNDS

DIVISION NAME	DIVISION NCES ID #	SCHOOL NAME	SCHOOL NCES ID #	TIER I	TIER II	TIER III	GRAD RATE 2008-2009	GRAD RATE 2009-2010	NEWLY ELIGIBLE
Petersburg City	5102910	A.P. Hill Elementary	510291001202	X					
Norfolk City	5102670	Lindenwood Elementary	510267001112	X					
Norfolk City	5102670	Tidewater Park Elementary	510267001142	X					
Northampton County	5102710	Kiptopeke Elementary	510271000555	X					
Petersburg City	5102910	J.E.B. Stuart Elementary	510291001196	X					
Roanoke City	5103300	Lincoln Terrace Elementary	510330001425	X					
Charlottesville City	5100780	Clark Elementary	510078002110	X					
Roanoke City	5103300	William Fleming High	510330001438		X		56.68	65.10	
Hopewell City	5101980	Hopewell High	510198000867		X		53.87	66.38	
Covington City	5100990	Covington High	510099000367		X		60.53	68.06	
Hampton City	5101800	Hampton High	510180000742		X		65.28	74.44	
Newport News City	5102640	Denbigh High	510264001047		X		66.74	67.56	
Portsmouth City	5103000	I.C. Norcom High	510300001250		X		54.40	59.86	
Northampton County	5102710	Northampton High	510271001155		X		70.97	68.97	
Campbell County	5100600	William Campbell High	510060000233		X		77.36	78.64	
Norfolk City	5102670	B.T. Washington High	510267001079		X		55.19	55.73	
Roanoke City	5103300	Patrick Henry High	510330001430		X		58.85	58.78	
Richmond City	5103240	John Marshall High	510324002080		X		55.82	56.87	
Portsmouth City	5103000	Woodrow Wilson High	510300001255		X		43.85	50.14	
Accomack County	5100060	Kegotank Elementary	510006000009			X			
Accomack County	5100060	Metompkin Elementary	510006001738			X			
Accomack County	5100060	Nandua Middle	510006002433			X			
Albemarle County	5100090	Mary Carr Greer Elementary	510009000027			X			
Alexandria City	5100120	Cora Kelly Magnet School	510012001826			X			

DIVISION NAME	DIVISION NCES ID #	SCHOOL NAME	SCHOOL NCES ID #	TIER I	TIER II	TIER III	GRAD RATE 2008-2009	GRAD RATE 2009-2010	NEWLY ELIGIBLE
Alexandria City	5100120	Francis Hammond Middle	510012000040			X			
Alexandria City	5100120	Francis Hammond 2 Middle	510012002810			X			
Alexandria City	5100120	Francis Hammond 3 Middle	510012002814			X			
Alexandria City	5100120	George Washington 2 Middle	510012002813			X			
Alexandria City	5100120	George Washington Middle	510012000042			X			
Alexandria City	5100120	Jefferson-Houston Elementary	510012000044			X			
Alexandria City	5100120	John Adams Elementary	510012000045			X			
Alexandria City	5100120	Mount Vernon Elementary	510012000050			X			
Alexandria City	5100120	William Ramsay Elementary	510012000055			X			
Alleghany County	5100152	Mountain View Elementary	510015201938			X			
Amherst County	5100210	Central Elementary	510021000068			X			
Amherst County	5100210	Madison Heights Elementary	510021000010			X			
Arlington County	5100270	Barcroft Elementary	510027000083			X			
Arlington County	5100270	Barrett Elementary	510027000084			X			
Arlington County	5100270	Drew Model Elementary	510027000087			X			
Arlington County	5100270	Francis Scott Key Elementary	510027000090			X			
Arlington County	5100270	Hoffman-Boston Elementary	510027001900			X			
Arlington County	5100270	Randolph Elementary	510027000013			X			
Augusta County	5100300	Beverley Manor Elementary	510030000116			X			
Bedford County	5100360	Bedford Elementary	510036002141			X			
Bedford County	5100360	Bedford Primary	510036000144			X			

DIVISION NAME	DIVISION NCES ID #	SCHOOL NAME	SCHOOL NCES ID #	TIER I	TIER II	TIER III	GRAD RATE 2008-2009	GRAD RATE 2009-2010	NEWLY ELIGIBLE
Bedford County	5100360	Big Island Elementary	510036000145			X			
Bedford County	5100360	Stewartsville Elementary	510036000157			X			
Brunswick County	5100480	Red Oak-Sturgeon Elementary	510048000185			X			
Campbell County	5100600	Altavista Elementary	510060000219			X			
Craig County	5101020	McCleary Elementary	510102000372			X			
Culpeper County	5101050	Pearl Sample Elementary	510105000380			X			
Culpeper County	5101050	Sycamore Park Elementary	510105000382			X			
Danville City	5101110	G.L.H. Johnson Elementary	510111000389			X			
Danville City	5101110	Schoolfield Elementary	510111000268			X			
Danville City	5101110	Woodberry Hills Elementary	510111000398			X			
Dinwiddie County	5101170	Sunnyside Elementary	510117000418			X			
Essex County	5101200	Essex Intermediate	510120000420			X			
Essex County	5101200	Tappahannock Elementary	510120000421			X			
Fairfax County	5101260	Beech Tree Elementary	510126000428			X			
Fairfax County	5101260	Bucknell Elementary	510126000435			X			
Fairfax County	5101260	Dogwood Elementary	510126000458			X			
Fairfax County	5101260	London Towne Elementary	510126000526			X			
Fairfax County	5101260	Washington Mill Elementary	510126000582			X			
Fairfax County	5101260	Woodlawn Elementary	510126000598			X			
Fauquier County	5101320	Grace Miller Elementary	510132002184			X			
Fluvanna County	5101380	Central Elementary	510138000622			X			
Fluvanna County	5101380	Columbia District Elementary	510138000623			X			
Fluvanna County	5101380	Cunningham District Elementary	510138000624			X			

DIVISION NAME	DIVISION NCES ID #	SCHOOL NAME	SCHOOL NCES ID #	TIER I	TIER II	TIER III	GRAD RATE 2008-2009	GRAD RATE 2009-2010	NEWLY ELIGIBLE
Franklin City	5101410	S.P. Morton Elementary	510141000631			X			
Franklin County	5101440	Franklin High	510144000637			X			
Frederick County	5101470	Evendale Elementary	510147002501			X			
Frederick County	5101470	Redbud Run Elementary	510147001381			X			
Fredericksburg City	5101510	Walker-Grant Middle	510151002612			X			
Grayson County	5101690	Independence Elementary	510169000696			X			
Greene County	5101710	Greene County Primary	510171000700			X			
Greene County	5101710	Nathanael Greene Elementary	510171002190			X			
Greensville County	5101740	Greensville Elementary	510174001827			X			
Hampton City	5101800	A.W.E. Bassette Elementary	510180000725			X			
Hampton City	5101800	Aberdeen Elementary	510180000726			X			
Hampton City	5101800	Captain John Smith Elementary	510180000735			X			
Hampton City	5101800	John B. Cary Elementary	510180000745			X			
Hampton City	5101800	Samuel P. Langley Elementary	510180000758			X			
Henrico County	5101890	Harvie Elementary	510189002788			X			
Henrico County	5101890	Highland Springs Elementary	510189000808			X			
Henrico County	5101890	Jacob L. Adams Elementary	510189000813			X			
King George County	5102100	King George Elementary	510210000881			X			
King George County	5102100	Potomac Elementary	510210000884			X			
King George County	5102100	Sealston Elementary	510210002445			X			
King and Queen County	5102070	King and Queen Elementary	510207000879			X			
King and Queen County	5102070	Lawson-Marriott Elementary	510207000880			X			

DIVISION NAME	DIVISION NCES ID #	SCHOOL NAME	SCHOOL NCES ID #	TIER I	TIER II	TIER III	GRAD RATE 2008-2009	GRAD RATE 2009-2010	NEWLY ELIGIBLE
Lancaster County	5102160	Lancaster Primary	510216000889			X			
Lunenburg County	5102310	Victoria Elementary	510231000949			X			
Lynchburg City	5102340	Heritage Elementary	510234000959			X			
Lynchburg City	5102340	Perrymont Elementary	510234000964			X			
Madison County	5102370	Madison Primary	510237000973			X			
Madison County	5102370	Waverly Yowell Elementary	510237000974			X			
Middlesex County	5102490	Middlesex Elementary	510249002293			X			
Newport News City	5102640	John Marshall Elementary	510264001058			X			
Newport News City	5102640	L.F. Palmer Elementary	510264001060			X			
Norfolk City	5102670	Jacox Elementary	510267001101			X			
Norfolk City	5102670	Oceanair Elementary	510267001126			X			
Northampton County	5102710	Occohannock Elementary	510271000554			X			
Orange County	5102820	Orange Elementary	510282001175			X			
Page County	5102850	Luray Elementary	510285001179			X			
Petersburg City	5102910	Vernon Johns Junior High	510291002795			X			
Pittsylvania County	5102940	Dan River Middle	510294001213			X			
Pittsylvania County	5102940	Kentuck Elementary	510294001220			X			
Portsmouth City	5103000	Brighton Elementary	510300002472			X			
Portsmouth City	5103000	Churchland Academy Elementary	510300002069			X			
Prince Edward County	5103060	Prince Edward Elementary	510306001272			X			
Prince Edward County	5103060	Prince Edward Middle	510306002130			X			
Prince William County	5103130	Bel Air Elementary	510313001285			X			
Prince William County	5103130	Fannie W. Fitzgerald Elementary	510313002783			X			
Prince William County	5103130	Neabsco Elementary	510313001309			X			

DIVISION NAME	DIVISION NCES ID #	SCHOOL NAME	SCHOOL NCES ID #	TIER I	TIER II	TIER III	GRAD RATE 2008-2009	GRAD RATE 2009-2010	NEWLY ELIGIBLE
Prince William County	5103130	River Oaks Elementary	510313002198			X			
Pulaski County	5103150	Critzler Elementary	510315001330			X			
Pulaski County	5103150	Pulaski Elementary	510315002460			X			
Richmond City	5103240	Henderson Middle	510324001374			X			
Richmond City	5103240	Richmond Alternative	510324002307			X			
Richmond County	5103270	Richmond County Elementary	510327001974			X			
Roanoke City	5103300	Addison Aerospace Magnet	510330001412			X			
Roanoke City	5103300	Hurt Park Elementary	510330001423			X			
Roanoke City	5103300	Round Hill Elementary	510330001433			X			
Rockbridge County	5103370	Natural Bridge Elementary	510337001486			X			
Shenandoah County	5103510	Ashby Lee Elementary	510351001542			X			
Shenandoah County	5103510	Sandy Hook Elementary	510351001547			X			
Shenandoah County	5103510	W.W. Robinson Elementary	510351001554			X			
Smyth County	5103520	Marion Intermediate	510352001559			X			
Smyth County	5103520	Marion Primary	510352001561			X			
Spotsylvania County	5103640	Livingston Elementary	510364001590			X			
Stafford County	5103660	Falmouth Elementary	510366001596			X			
Stafford County	5103660	Widewater Elementary	510366002106			X			
Suffolk City	5103710	Elephant's Fork Elementary	510371001876			X			
Suffolk City	5103710	Hillpoint Elementary	510371002777			X			
Suffolk City	5103710	Mack Benn Jr. Elementary	510371001895			X			
Suffolk City	5103710	Mount Zion Elementary	510371001625			X			
Tazewell County	5103810	North Tazewell Elementary	510381001657			X			

DIVISION NAME	DIVISION NCES ID #	SCHOOL NAME	SCHOOL NCES ID #	TIER I	TIER II	TIER III	GRAD RATE 2008-2009	GRAD RATE 2009-2010	NEWLY ELIGIBLE
Virginia Beach City	5103840	College Park Elementary	510384001680			X			
Warren County	5103870	E. Wilson Morrison Elementary	510387001730			X			
Warren County	5103870	Ressie Jeffries Elementary	510387001732			X			
Westmoreland County	5103980	Cople Elementary	510398001765			X			
Westmoreland County	5103980	Washington District Elementary	510398001769			X			
Williamsburg-James City County	5104020	D.J. Montague Elementary	510402002171			X			
Wythe County	5104110	Spiller Elementary	510411001809			X			

ELIGIBLE SCHOOLS FOR FY 2009 SIG FUNDS

Revised June 2, 2010

DIVISION NAME	SCHOOL NAME	NCES ID#	TIER I	TIER II	TIER III	GRAD RATE 2006-2007*	GRAD RATE 2007-2008*	NEWLY ELIGIBLE
Brunswick County	James S. Russell Middle School	510048000182	X					X
Grayson County	Fries Middle School	510169002747	X					X
Henrico County	New Bridge School	510189001909	X					
Norfolk City	Lake Taylor Middle School	510267001105	X					X
Norfolk City	Ruffner Middle School	510267001134	X					X
Petersburg City	Peabody Middle School	510291002794	X					
Richmond City	Fred D. Thompson Middle School	510324001368	X					X
Richmond City	Thomas C. Boushall Middle School	510324002078	X					X
Roanoke City	Westside Elementary School	510330001437	X					
Sussex County	Ellen W. Chambliss Elementary School	510378001640	X					
Sussex County	Sussex Central Middle School	510378002136	X					
Alexandria City	T.C. Williams High School	510012000054		X		64.18	68.40	
Colonial Beach, Town of	Colonial Beach High School	510093001957		X		77.27	82.80	
Danville City	Langston Focus High School	510111002750		X		N/A**	69.40	
Henrico County	Virginia Randolph Community High School	510189000805		X		35.11	37.00	
King and Queen County Public	Central High School	510207000878		X		68.63	70.37	
Petersburg City	Petersburg High School	510066000238		X		51.04	55.91	
Prince Edward County	Prince Edward County High School	510306001271		X		78.23	76.30	
Richmond City	Armstrong High School	510324002082		X		54.73	49.00	
Alexandria City	Cora Kelly Magnet School	510012001826			X			
Alexandria City	Jefferson-Houston Elementary School	510012000044			X			
Amherst County	Central Elementary School	510021000068			X			
Arlington County	Drew Model Elementary School	510027000087			X			
Arlington County	Hoffman-Boston Elementary School	510027001900			X			
Arlington County	Randolph Elementary School	510027000013			X			
Charles City County	Charles City County Elementary School	510072000260			X			
Craig County	McCleary Elementary School	510102000372			X			
Culpeper County	Pearl Sample Elementary School	510105000380			X			
Culpeper County	Sycamore Park Elementary School	510105000382			X			
Essex County	Essex Intermediate School	510120000420			X			
Essex County	Tappahannock Elementary School	510120000421			X			
Fairfax County	Dogwood Elementary School	510126000458			X			

DIVISION NAME	SCHOOL NAME	NCES ID#	TIER I	TIER II	TIER III	GRAD RATE 2006-2007*	GRAD RATE 2007-2008*	NEWLY ELIGIBLE
Fairfax County	Hybla Valley Elementary School	510126000503			X			
Fairfax County	Mount Vernon Woods Elementary School	510126000543			X			
Fairfax County	Washington Mill Elementary School	510126000582			X			
Fluvanna County	Central Elementary School	510138000622			X			
Fluvanna County	Columbia District Elementary School	510138000623			X			
Fluvanna County	Cunningham District Elementary School	510138000624			X			
Franklin City	Franklin High School	510141000628			X	60.18	64.30	X
Hampton City	Francis Mallory Elementary School	510180000740			X			
King and Queen County	King and Queen Elementary School	510207000879			X			
King George County	King George Elementary School	510210000881			X			
King George County	Potomac Elementary School	510210000884			X			
Lancaster County	Lancaster Primary School	510216000889			X			
Newport News City	L.F. Palmer Elementary School	510264001060			X			
Newport News City	Sedgefield Elementary School	510264001073			X			
Northampton County	Kiptopeke Elementary School	510271000555			X			
Northampton County	Occohannock Elementary School	510271000554			X			
Orange County	Orange Elementary School	510282001175			X			
Petersburg City	A.P. Hill Elementary School	510291001202			X			
Petersburg City	J.E.B. Stuart Elementary School	510291001196			X			
Petersburg City	Vernon Johns Junior High School	510291002795			X			
Pittsylvania County	Dan River Middle School	510294001213			X			
Pittsylvania County	Kentuck Elementary School	510294001220			X			
Portsmouth City	Churchland Academy Elementary School	510300002069			X			
Pulaski County	Pulaski Elementary School	510315002460			X			
Roanoke City	Addison Aerospace Magnet School	510330001412			X			
Roanoke City	Hurt Park Elementary School	510330001423			X			
Roanoke City	William Fleming High School	510330001438			X	60.52	64.40	X
Shenandoah County	Ashby Lee Elementary School	510351001542			X			
Suffolk City	Elephant's Fork Elementary School	510371001876			X			
Westmoreland County	Washington District Elementary School	510398001769			X			

*Only included for schools with a graduating class.

**New school in 2007-2008.

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

Guidelines for School Improvement Grant Application
Under the *No Child Left Behind Act of 2001*, Public Law 107-110

Background

I. Purpose of the Program

School Improvement Grants (SIG), authorized under Section 1003(g) of Title I of the *Elementary and Secondary Education Act of 1965* (ESEA), are grants, through state educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools in Title I School Improvement or Title I eligible schools that are identified as the persistently lowest-achieving schools. The schools must also demonstrate a need for the funds and a commitment to use the funds to implement and sustain a school improvement reform effort to increase substantially the achievement of their students.

II. Identification of Eligible Schools

The United States Department of Education (USED) guidelines require state agencies to identify schools eligible for SIG funds in three tiers (Tier I, Tier II, and Tier III). State agencies are required to apply their definition of persistently lowest-achieving schools to the identification of Tier I and Tier II schools eligible for SIG funds. Below is Virginia's definition of persistently lowest-achieving schools that was approved by USED:

- A. A Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring based on the academic achievement of the "all students" group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years (Tier I); or
- B. A secondary school that is eligible for, but does not receive, Title I funds that is among the lowest-achieving five percent of schools based on the academic achievement of the "all students" group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years (Tier II); or
- C. A high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for the past two consecutive years (Tier II).

Federal guidelines for the identification of schools eligible for SIG funds requires that Title I secondary schools in improvement with a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent be included in Tier I; however, Virginia does not

have any schools that meet this criterion. Title I schools in school improvement, corrective action, or restructuring that do not meet the criteria to be identified as Tier I schools are included in Tier III.

The chart below reflects the application of the definition to determine the list of eligible schools based on the January 15, 2010, letter from the USED Secretary of Education and accompanying USED Guidance on School Improvement Grants, November 1, 2010.

	Schools that MUST be Identified	Newly Eligible Schools	Excluded Schools
	Column 1	Column 2	Column 3
Tier I	A Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years.*	None.	Any school that was previously identified as a Tier I or Tier II school and in which an LEA is implementing one of the four interventions using funds made available under Section 1003(g) of the ESEA.
Tier II	A secondary school that is eligible for, but does not receive, Title I funds that is among the lowest achieving five percent of schools based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years; or a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for two years.	None.	Any school that was previously identified as a Tier I or Tier II school and in which an LEA is implementing one of the four interventions using funds made available under Section 1003(g) of the ESEA.

Tier III	Title I schools in improvement, corrective action, or restructuring that are in Years 1-8 of Title I School Improvement that are not in Tier I.	None.	Any school that was previously identified as a Tier I or Tier II school and in which an LEA is implementing one of the four interventions using funds made available under Section 1003(g) of the ESEA. Also excluded are Title I eligible schools that are not in Tier I or Tier II and are in the bottom 20 percent of all schools in the state based on proficiency rates.
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* Federal guidelines for the identification of schools eligible for SIG funds requires that Title I secondary schools in improvement with a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over several years be included in Tier I. Virginia does not have any schools that meet this criterion.

III. Implementation Requirements

Tier I and Tier II schools must implement one of the four models listed below:

- Turnaround
- Restart
- School Closure
- Transformation

Virginia requires that an LEA choose a Lead Turnaround Partner (LTP) to assist in implementing a Restart and Turnaround model. 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). On April 13, 2010, VDOE publicly posted the award to four independent contractors, Cambridge Education, Edison Learning, John Hopkins University, and Pearson. Schools 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 their own competitive process. Specific information such as contract number and pricing about each awarded contractor is posted on the VDOE Web site. The link below provides the request for proposal for the selection of the LTPs.

http://www.doe.virginia.gov/support/school_improvement/title1/1003_g/tier_1-2/meeting_apr_2010/rfp_low_achieving_schools.pdf

A detailed description of each of the intervention models is provided in Appendix A.

IV. Funding

Funding for implementation of a model is based on several factors including the model chosen and the school's student enrollment. Grantees must justify the funding requested based on the intervention model chosen for each of three years in the application for funds. A waiver must be requested to extend the award period up to three years. As stipulated in the final USED SIG guidance, divisions may apply for \$50,000 to \$2,000,000 per school for each year of the grant. The total budget request may not exceed \$2,000,000 per school for each year or \$6,000,000 per school over three years.

V. Required Elements for LEA Applications after Submission

Listed below are the five required actions that a LEA must take after submission of their application for Federal Fiscal Year (FFY) 2010. Upon approval of the LEA's application, the state will monitor each LEA's implementation of its grant to ensure the required elements listed below have been met.

1. Design and implement the intervention for each school as approved in the LEA's application.
2. Recruit, screen, and select external providers, if applicable.
3. Align other resources with the intervention selected or school improvement strategy selected.
4. Modify its practices and/or policies to implement the intervention fully and effectively, if necessary.
5. Sustain the reform efforts after the funding period ends.

Application Instructions

Cover Sheet

The application must contain the cover sheet provided that includes the name, address, and contact information for the school division and the schools that will receive support through the SIG funds. The superintendent must certify the application and assure that the funds will be administered and implemented in compliance with the applicable statutes, regulations, policies, and program plans under NCLB.

Section A: Schools to be Served

1. Identify each Tier I and/or Tier II school that will be served by identifying the school; the NCES identification (ID) number; the identified tier; and the type of intervention model the school will implement.
2. Identify each Tier III school that will be served by identifying the school; the NCES ID number; the identified tier; and either the type of intervention model or other school improvement strategies the school will implement.

Section B: Required Elements

Part 1: Provide the following information for each of the Tier I, Tier II, and Tier III schools identified.

- a. Student achievement data for the past two years (2008-2009 and 2009-2010) 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. Areas identified for improvement based on analysis of student achievement data;
- 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 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; and
- 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.

School divisions receiving SIG funds will be required to use the Indistar online school improvement planning tool to update and monitor, on a quarterly basis, school improvement plans including the relevant data and annual goals described in Section B.

Part 2: Provide a detailed plan to demonstrate how the interventions will be designed as well as the plan for implementation. Tier I and Tier II schools must implement one of the four intervention models. Tier III schools *may* implement one of the intervention models or other school improvement strategies.

For each school implementing one of the intervention models, describe the following:

- a. A description of the plan to implement the interventions by the beginning of the 2011-2012 school year.
- b. A description of the plan to regularly engage the school community, with substantial emphasis on parental engagement, to inform members of progress toward the design and implementation of the interventions and to give them opportunity to provide input.
- c. A description of the resources to research and design the selected interventions as intended.
- d. A description of the plan to set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.
- e. Attendance at an SEA sponsored strategic planning session.
- f. A description of the capacity to implement the selected intervention model(s) for each its Tier I, II, and III schools to be served.

For any Tier III school *not* implementing one of the intervention models, describe the following:

- g. The services the school will receive or the activities the school will implement; and
 - h. The goals the LEA will establish to hold accountable its Tier III schools that receive school improvement grant funds.
- If the LEA lacks sufficient capacity to serve all of its Tier I schools the following information must be provided.
 - a. Steps taken to secure the support of the local school board for the intervention model selected;
 - b. Steps taken to secure the support of the parents and school community for the intervention model selected;
 - c. Plans to use SIG funds to hire necessary staff; and
 - d. Steps taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to implement the model.

Part 3: Describe the LEA's commitment to recruit, screen, and select external providers, if applicable. Describe the following:

- a. Reasonable and timely steps taken to recruit, screen, and select providers to be in place by the beginning of the 2011-2012 school year that may include, but are not limited to:
 - i. Analyzing the LEA's operational needs;
 - ii. Researching and prioritizing the external providers available to serve the school;
 - iii. Contacting other LEA's currently or formerly engaged with the external provider regarding their experience;
 - iv. Engaging parents and community members to assist in the selection process; and
 - v. Delineating the responsibilities and expectations to be carried out by the external provider as well as those to be carried out by the LEA.
- b. 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:
 - i. A proven track record of success in working with a particular population or type of school;
 - ii. Alignment between external provider services and needs of the LEA;
 - iii. Capacity to and documented success in improving student achievement; and
 - iv. Capacity to serve the identified school or schools with the selected intervention model.

Part 4: Provide a budget narrative of how other funding sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; and state and/or local resources will be used to support the implementation of the selected intervention model(s) and, if applicable, other school improvement activities. Also describe how other resources, such as personnel, materials, and services, will be used to support the implementation of the selected intervention model(s) and, if applicable, other school improvement activities.

Part 5: 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.

Part 6: 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.

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

Section C: Pre-implementation Activities

LEAs may conduct pre-implementation activities to ensure a timely and efficient implementation of interventions in schools funded with SIG funds. Those LEAs conducting pre-implementation activities must describe the local plan for conducting the chosen activities.

Section D: Budget

The LEA must submit the following:

- a. An LEA-level budget detailing expenditures designed to support implementation of the selected school intervention model(s) in the LEA's Tier I and Tier II schools;
- b. An LEA-level budget detailing expenditures designed to support implementation of the selected school intervention model(s) or school improvement strategies in the LEA's Tier III schools; and
- c. For each school served with SIG funds, a school-level budget detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies.

Note: A description of expenditure codes follows this section.

Section E: Assurances

The superintendent's signature on the application cover page certifies that the LEA will implement the general assurances and the program specific assurances outlined in this section.

Section F: Waivers

The LEA must check each waiver that the LEA will implement. Below each waiver list the name of the school for which the waiver is being requested. Not all waivers are applicable for each school; only indicate if the waiver is applicable for the school identified.

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

Application for School Improvement Grant 1003(g) Funds
Under the No Child Left Behind Act of 2001, Public Law 107-110

Cover Page

Division Information

School Division Name: _____
Mailing Address: _____
Division Contact: _____
Telephone (include extension if applicable): _____ Fax: _____
E-mail: _____

School Information

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

School Name: _____
Mailing Address: _____
School Contact: _____
Telephone (include extension if applicable): _____ Fax: _____
E-mail: _____

School Name: _____
Mailing Address: _____
School Contact: _____
Telephone (include extension if applicable): _____ Fax: _____
E-mail: _____

(cover page continued)

Assurances: The local educational agency assures that SIG 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). Additionally, the local educational agency agrees by signing below to implement program specific assurances located in “Section D. Assurances” of this application.

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: _____

Section A: Schools to be Served

Note: Descriptions of each of the four intervention models are included in Appendix A.

1. Tier I and Tier II School Information

Identify each Tier I and/or Tier II school that the school division commits to serve in the chart below. For each school identified, please provide the NCES ID #, the tier identification, and which intervention model the school will implement.

School Name	NCES ID #	Tier I	Tier II	Intervention Model(s)			
				Turnaround	Restart	Transformation	Closure

2. Tier III School Information

Identify each Tier III school that will be served. For each school identified, please provide the NCES ID #, and the tier identification. If the school will implement an intervention model, please indicate which one the school will implement. If the school will not implement an intervention model, indicate “other school improvement strategies.”

School Name	NCES ID #	Tier III	Intervention Model(s) or Other School Improvement Strategies				
			Turnaround	Restart	Transformation	Closure	Other School Improvement Strategies

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.

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 (2008-2009 and 2009-2010) 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.

Response: (Use as much space as needed.)

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

Part 2. Design and Implement an Intervention for Each School – Tier I and Tier II schools must implement one of the intervention models. Tier III schools may implement one of the intervention models or other school improvement strategies.

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 an LEA’s commitment to designing interventions consistent with the factors below from the USED Final Requirements for School Improvement Grants as amended November 1, 2010.

For each school listed in Section A that is implementing one of the intervention models, describe the following:

- a. The plan to implement the interventions by the beginning of the 2011-2012 school year.
- b. The plan to regularly engage the school community, with substantial emphasis on parental engagement, to inform members of progress toward the design and implementation of the interventions and to give them opportunity to provide input.
- c. The LEA resources to research and design the selected interventions as intended.
- d. The plan to set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.
- e. The SEA sponsored strategic planning session attended or to be attended by the LEA.
- f. The LEA’s capacity to implement the selected intervention models.

Response: (Use as much space as needed.)

For any Tier III school listed in Section A *not* implementing one of the intervention models, describe the following:

- g. The services the school will receive or the activities the school will implement; and
- h. The goals the LEA will establish to hold accountable its Tier III schools that receive school improvement grant funds.

Response: (Use as much space as needed.)

- 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 intervention model selected?
 - b. What steps have been taken to secure the support of the parents for the intervention model selected?
 - c. If the LEA does not have sufficient staff to implement the selected intervention 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?

Response: (Use as much space as needed.)

Note: For divisions with Tier II and Tier III schools, this response is NA.

___Mark NA, if applicable

Part 3. Recruit, Screen, and Select External Providers, If Applicable

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 publicly posted on the VDOE Web site. The link below provides the request for proposal for the selection of the LTPs:

http://www.doe.virginia.gov/support/school_improvement/title1/1003_g/tier_1-2/meeting_apr_2010/rfp_low_achieving_schools.pdf

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 November 1, 2010. Describe the following:

- a. Reasonable and timely steps taken to recruit, screen, and select providers to be in place by the beginning of the 2011-2012 school year that may include, but are not limited to:
 - i. Analyzing the LEA's operational needs;
 - ii. Researching and prioritizing the external providers available to serve the school;
 - iii. Contacting other LEA's currently or formerly engaged with the external provider regarding their experience;
 - iv. Engaging parents and community members to assist in the selection process; and
 - v. Delineating the responsibilities and expectations to be carried out by the external provider as well as those to be carried out by the LEA.

_____ Mark NA here if the LEA selected a LTP from the state's list.

_____ Mark NA here if the selected model does not require a LTP.

Response: (Use as much space as needed.)

- b. 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:
 - i. A proven track record of success in working with a particular population or type of school;
 - ii. Alignment between external provider services and needs of the LEA;
 - iii. Capacity to and documented success in improving student achievement; and
 - iv. 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.

Response: (Use as much space as needed.)

Part 4: Align Other Resources with the Interventions

In the budget summaries in Section D of this grant application, the LEA will provide evidence of how other funding sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; and state and/or local resources will be used to support the selected intervention model(s) and, if applicable, other school improvement activities. Additionally, the LEA will provide a budget narrative below that will provide a description of how other funding sources and resources such as personnel, materials, and services, will be used to support the selected intervention model(s) and, if applicable, other school improvement activities.

Response: (Use as much space as needed.)

Part 5: 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: (Use as much space as needed.)

Part 6. 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: (Use as much space as needed.)

Section C: Pre-implementation Activities

“Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 SIG funds.

Allowable pre-implementation activities include, but are not limited to, the following. The LEA may:

- a. Hold parent and community meetings to review school performance, discuss the new intervention model to be implemented, and develop school improvement plans in line with the model selected.
- b. Either: 1) select a charter school operator, a CMO, or an EMO from the state-approved list; or 2) conduct the required review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly select any external provider that may be necessary to assist in planning for the implementation of an intervention model.
- c. Recruit and hire the incoming principal, leadership team, and/or instructional staff.
- d. Provide remediation and enrichment to students in schools that will implement an intervention model, purchase appropriate instructional materials, or compensate staff for instructional planning.
- e. Provide professional development that will enable staff to effectively implement new or revised instructional programs that are aligned with the school’s comprehensive and instructional plan and intervention model.
- f. Develop and pilot a data system for use in schools implementing an intervention model; analyze data; or develop and adopt interim assessments for use in those schools.
- g. Conduct other allowable pre-implementation activities.
- h. Include sufficient funds in the budget to conduct pre-implementation activities fully and effectively in addition to implementing an intervention model for its Tier I, Tier II, as well as to support school improvement activities in its Tier III schools throughout the period of availability of funds.

If applicable, describe the activities for pre-implementation.

Response: (Use as much space as needed.)

SECTION D: BUDGET

As stipulated in the final USED SIG guidance, divisions may apply for \$50,000 to \$2,000,000 per school for each year of the grant. The total budget request may not exceed \$2,000,000 per school for each year or \$6,000,000 per school over three years.

Part 1: Budget Summary (two for the division and one for each school). School Improvement Grant (SIG) funds may be expended on any Condition of Award. School Improvement Grant funds may also be expended for the purchase of educational vendor/company services to support the implementation of the selected intervention model(s). Appendix A contains additional information on the four intervention models. The LEA must submit the following:

- d. An LEA-level budget detailing expenditures designed to support implementation of the selected school intervention model(s) in the LEA's Tier I and Tier II schools;
- e. An LEA-level budget detailing expenditures designed to support implementation of the selected school intervention model(s) or school improvement strategies in the LEA's Tier III schools; and
- f. For each school served with SIG funds, a budget detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies.

A description of expenditure codes can be found at the end of Section D.

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 SIG initiatives. Additionally, the LEA will provide a budget narrative in Section B, Part 4, of the grant application that will describe how other funding sources and resources such as personnel, materials, and services, will be used to support the selected intervention model(s) and, if applicable, other school improvement strategies.

See following pages for budget form(s).

Part 1(a): Budget Summary for Tier I and Tier II Schools the LEA Commits to Serve

In the chart below, please include a budget detailing expenditures for the LEA-level activities designed to support implementation of the selected school intervention model(s) in the LEA’s Tier I and Tier II schools.

Expenditure Codes	Year 1: 2011-2012 (includes pre-implementation period)			Year 2: 2012-2013		Year 3: 2013-2014		Total
	Pre-implementation	SIG Funds	Other Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	Sum of SIG Funds for all three years. <i>Do not include “other funds.”</i>
1000 - Personnel								
2000 - Employee Benefits								
3000 - Purchased Services								
4000 - Internal Services								
5000 - Other Charges								
6000 - Materials and Supplies								
8000 – Equipment/ Capital Outlay								
Total								

Part 1(b): Budget Summary for Tier III Schools the LEA Commits to Serve

In the chart below, please include a budget detailing expenditures for the LEA-level activities designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies in the LEA’s Tier III schools.

Expenditure Codes	Year 1: 2011-2012 (includes pre-implementation period)			Year 2: 2012-2013		Year 3: 2013-2014		Total
	Pre-implementation	SIG Funds	Other Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	Sum of SIG Funds for all three years. <i>Do not include “other funds.”</i>
1000 - Personnel								
2000 - Employee Benefits								
3000 - Purchased Services								
4000 - Internal Services								
5000 - Other Charges								
6000 - Materials and Supplies								
8000 – Equipment/ Capital Outlay								
Total								

Part 1(c): Budget Summary for Each School the LEA Commits to Serve With SIG Funds

For each school served with SIG funds, please provide a budget detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Please duplicate the chart below and complete a separate budget for each school the LEA commits to serve with SIG funds.

SCHOOL NAME: _____				TIER IDENTIFICATION: ___ TIER I ___ TIER II ___ TIER III				
	Year 1: 2011-2012 (includes pre-implementation period)			Year 2: 2012-2013		Year 3: 2013-2014		Total
Expenditure Codes	Pre-implementation	SIG Funds	Other Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	Sum of SIG Funds for all three years. <i>Do not include "other funds."</i>
1000 – Personnel (School Level)								
2000 - Employee Benefits								
3000 - Purchased Services								
4000 - Internal Services								
5000 - Other Charges								
6000 - Materials and Supplies								
8000 – Equipment/ Capital Outlay								
Total								

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

DIVISION NAME: _____

1. Personal Services (1000)

2. Employee Benefits (2000)

3. Purchased Services (3000)

4. Internal Services (4000)

5. Other Charges (5000)

6. Materials and Supplies (6000)

7. Equipment/Capital Outlay (8000)

(Individual School Narratives Follow)

SCHOOL NAME: _____

1. Personal Services (1000)

2. Employee Benefits (2000)

3. Purchased Services (3000)

4. Internal Services (4000)

5. Other Charges (5000)

6. Materials and Supplies (6000)

7. Equipment/Capital Outlay (8000)

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 SIG funds 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. Via the Indistar online school improvement tool and immediately following notification of the previous year’s assessment results, establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and, on a quarterly basis, 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 and monitored 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

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

A waiver from Section 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)

The Intervention Models

As stipulated in the USED Final Requirements for School Improvement Grants as amended November 1, 2010, the requirements for each of the four USED intervention models are provided below. **The USED intervention models are required for Tier I and Tier II schools. Tier III schools may implement an intervention model or other school improvement strategies.**

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.

Quick Reference Summary of Major Requirements

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

Committee of Practitioners Meeting
No Child Left Behind (NCLB) Act of 2001

Virginia Department of Education
November 30, 2010
2 p.m.

MINUTES

Attendance

- Committee: James Baldwin, Marymargaret Cardwell, Miriam Cotton (for Frankie Conway), Stuart Gibson, Earl Hunter, Betty Lambdin (for Dr. Kitty Boitnott), Wyllys VanDerwerker, and Dr. Philip Worrell
- Department of Education: Dr. Linda Wallinger, Veronica Tate, Dr. Kathleen Smith, Diane Jay, Becky Marable, and Dr. Phil Iovino

Dr. Linda Wallinger, assistant superintendent for instruction, welcomed the committee and provided a status on Virginia's School Improvement Grant (SIG) application under Section 1003(g) of the *Elementary and Secondary Education Act of 1965*. The purpose of the grant is to assist state departments of education and local school divisions in addressing the needs of each state's "persistently lowest achieving schools."

Ms. Veronica Tate, director of program administration and accountability, presented a background of the United States Department of Education (USED) SIG funds. She explained that beginning with Federal Fiscal Year (FFY) 2009, the USED adjusted, as follows, the criteria that states must use to determine which schools may be served with SIG funds:

1. Tier I schools: Title I schools in school improvement, corrective action, or restructuring that are defined as the persistently lowest-achieving schools;
2. Tier II schools: Title I eligible secondary schools that are defined as the persistently lowest-achieving schools; and
3. Tier III schools: Title I schools in school improvement, corrective action, or restructuring that are not in Tier I.

Each state department of education applying for SIG funding must apply the state's definition of persistently lowest achieving schools to the identification of Tier I and Tier II schools.

Requirements for identifying eligible schools for the FFY 2010 SIG application remain the same as requirements for the FFY 2009 application. Ms. Tate explained Virginia's approach to identifying schools eligible as follows:

- Tier I schools are Title I schools in improvement, corrective action, or restructuring that are among the lowest achieving five percent of Title I schools in improvement, corrective action, or restructuring based on the academic achievement of the “all students” group in reading/language arts and mathematics combined, and have not reduced their failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years.
- Tier II schools are secondary schools that are eligible for, but do not receive, Title I funds that are among the lowest-achieving five percent of schools based on the academic achievement of the “all students” group in reading/language arts and mathematics combined, and have not reduced their failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years; or a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for two years.
- Tier III schools are Title I schools in school improvement, corrective action, or restructuring that are not in Tier I.

Tier I and Tier II schools must implement one of four reform models: 1) restart; 2) turnaround; 3) transformation; or 4) closure. Tier III schools may implement one of the four reform models or another school improvement strategy.

The FFY 2009 SIG funding included an appropriation of additional American Recovery and Reinvestment Act of 2009 (ARRA) funds in the amount of \$50.6 million. As a result of the large amount of the additional ARRA funds, Virginia was able to maximize the number of schools identified as eligible to apply for SIG funds. Because the FFY 2010 SIG appropriations do not include additional ARRA funds, fewer schools will be identified and served with FFY 2010 SIG funds than were served with FFY 2009 SIG funds.

Virginia’s FFY 2010 SIG funding is estimated at \$9.9 million. Virginia will give priority to those divisions that demonstrate the greatest need for SIG funds and the strongest commitment to ensuring the funds are used to enable schools to meet the requirements for school improvement.

Virginia’s application is due to USED on December 3, 2010. Department of Education technical assistance will be available to school divisions in January 2011. The Department will release the state application to school divisions within 14 days of the USED approval of Virginia’s SIG application.

The meeting was adjourned at 2:30 p.m.

Handout:

- Executive Summary: Application for School Improvement Grant Funds under Section 1003(g) of ESEA

Attachment E

From: McHale, Juanita (DOE) on behalf of Wright, Patricia (DOE)
Sent: Wednesday, February 09, 2011 1:08 PM
To: McHale, Juanita (DOE)
Cc: Marable, Rebecca (DOE)
Subject: SUPTS E-MAIL: Opportunity to Comment on Request for Waivers from Certain Title I, Part A, Requirements under Section 1003(g) for Title I Schools in School Improvement

On December 3, 2010, Virginia submitted the School Improvement Grant (SIG) Application for Federal Fiscal Year 2010 to the United States Department of Education (USED). In response, USED has requested that Virginia provide to school divisions an opportunity to comment on waiver requests included in the application on their behalf. The requested waivers are listed below:

- A waiver from Section 1116(b)(12) of the *Elementary and Secondary Education Act of 1965* (ESEA) to permit school divisions to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011-2012 school year to “start over” in the school improvement timeline.
- 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 Federal Fiscal Year 2009 carryover school improvement funds for the state and its school divisions to September 30, 2014.
- A waiver from the 40 percent poverty eligibility threshold in Section 1114(a)(1) of the ESEA to permit school divisions to implement a schoolwide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four intervention models.

If the waivers are granted, school divisions eligible for Title I, Part A, SIG funds under Section 1003(g) of the ESEA will be required to request such waivers as part of their application for funds.

Comments on the waiver requests will be accepted through Friday, February 25, 2011. Please submit comments to Becky Marable, Title I coordinator, by e-mail at Rebecca.Marable@doe.virginia.gov or by fax to (804) 371-7347.

If you have questions or need additional information, please contact Becky Marable, Title I coordinator, at Rebecca.Marable@doe.virginia.gov or (804) 371-0044.



FAIRFAX COUNTY
PUBLIC SCHOOLS

Jack D. Dale, Superintendent
8115 Gatehouse Road
Falls Church, Virginia 22042-1203

February 23, 2011

Ms. Rebecca Marable, Title I Coordinator
Program Administration and Accountability
Virginia Department of Education
P. O. Box 2120
Richmond, VA 23218

Dear Ms. Marable:

Thank you for the opportunity to comment on the waiver requests listed below that the Virginia Department of Education (VDOE) has submitted to the U.S. Department of Education in its School Improvement Grant (SIG) Federal Fiscal Year 2010 application. Fairfax County Public Schools (FCPS) supports all three of the waivers.

The following information was sent by e-mail from Juanita McHale on February 9, 2011. FCPS comments are listed below each waiver.

On December 3, 2010, Virginia submitted the School Improvement Grant (SIG) Application for Federal Fiscal Year 2010 to the United States Department of Education (USED). In response, USED has requested that Virginia provide to school divisions an opportunity to comment on waiver requests included in the application on their behalf. The requested waivers are listed below:

- *A waiver from Section 1116(b)(12) of the Elementary and Secondary Education Act of 1965 (ESEA) to permit school divisions to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011-2012 school year to "start over" in the school improvement timeline.*

This waiver would allow Tier I, II, and III schools to "start over" in the school improvement timeline with the start of the implementation of their new turnaround or restart model.

- *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 Federal Fiscal Year 2009 carryover school improvement funds for the state and its school divisions to September 30, 2014.*

Waiver from Section 421(b) would provide the state education agency (SEA) the ability to maximize and leverage resources by extending the availability of carryover funds to be used by the SEA with its eligible local education agencies (LEAs).

- *A waiver from the 40 percent poverty eligibility threshold in Section 1114(a)(1) of the ESEA to permit school divisions to implement a school-wide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four intervention models.*

This waiver would provide more flexibility to LEAs in implementing school-wide programs to benefit more students for Tier I, II, and III schools below the current poverty threshold.

Rebecca Marable
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February 23, 2011

It is advantageous for FCPS to support all three waivers. The first and third waivers do not directly benefit FCPS at this time as we do not currently have any schools that exactly meet the criteria, but there is a slim possibility we potentially could in the future. These waivers would be beneficial and provide more flexibility to FCPS, and also to other LEAs. The second waiver, which would extend the period of availability of federal fiscal year 2009 carryover school improvement funds to September 30, 2014, is requested so that VDOE can carry over unused 2009 1003(g) grant School Improvement funds. A few small districts in the Commonwealth refused these funds, and the state plans to redistribute these unused funds with next year's award. If FCPS receives 1003(g) grant funds for the coming year and if this waiver is accepted by USED, FCPS may receive a small amount of additional funding.

Please feel free to contact Mrs. Teddi Predaris, director, Office of Language Acquisition and Title I, at Teddi.Predaris@fcps.edu or 571-423-4650 if you have any questions.

Sincerely,



Jack D. Dale
Division Superintendent

JDD:tp

cc: Patricia Wright
Teddi Predaris

From: Karen Woodford [kwoodford@bedford.k12.va.us]
Sent: Monday, February 14, 2011 1:36 PM
To: Marable, Rebecca (DOE)
Subject: Comments on Supts E-mail Regarding Waivers

Bedford County Schools is in support of all the waivers for School Improvement that are begin proposed.

Karen Woodford
Supervisor of Elementary Humanities
Bedford County Public Schools
540-586-1045 Ext. 274
kwoodford@bedford.k12.va.us

**Virginia Department of Education
2010-2011 Title I Schools in Improvement**

Attachment F

Division	School	Year of Improvement	Subject	Year of Improvement	Subject
Accomack County	Nandua Middle	Year 1 Holding	English		
Accomack County	Kegotank ES	Year 1 Holding	Mathematics	Year 1	English
Accomack County	Metompkin ES	Year 2	English		
Albemarle County	Greer ES	Year 2	English		
Alexandria City	George Washington Middle	Year 2	English		
Alexandria City	Mount Vernon ES	Year 1 Holding	Mathematics	Year 2	English
Alexandria City	Hammond Middle	Year 2	English	Year 2	Mathematics
Alexandria City	Ramsay ES	Year 2	English	Year 1 Holding	Mathematics
Alexandria City	Washington Middle 2	Year 2	English	Year 2	Mathematics
Alexandria City	Hammond Middle 2	Year 2	English	Year 2	Mathematics
Alexandria City	Hammond Middle 3	Year 2	English	Year 2	Mathematics
Alexandria City	Cora Kelly Magnet ES	Year 3	English		
Alexandria City	Jefferson-Houston ES	Year 5	English	Year 3 Holding	Mathematics
Alexandria City	John Adams ES	Year 1	English		
Alleghany County	Mt. View ES	Year 1	English		
Amherst County	Central ES	Year 3	English		
Amherst County	Madison Heights ES	Year 1	English		
ArlingtonCounty	Barcroft ES	Year 1 Holding	Mathematics		
ArlingtonCounty	Drew Model ES	Year 3	English		
ArlingtonCounty	Randolph ES	Year 5	English	Year 1 Holding	Mathematics
ArlingtonCounty	Hoffman-Boston ES	Year 7	English		
ArlingtonCounty	Barrett ES	Year 1	Mathematics		
ArlingtonCounty	Francis Scott Key	Year 1	English	Year 1	Mathematics
Augusta County	Beverley Manor	Year 1	English		
Bedford County	Bedford ES	Year 2	English	Year 2	Mathematics
Bedford County	Bedford Primary	Year 2	English	Year 2	Mathematics
Bedford County	Big Island ES	Year 1	English		
Bedford County	Stewartsville ES	Year 1	English		
Brunswick County	Red Oak-Sturgeon ES	Year 1 Holding	English		
Campbell County	Altavista ES	Year 1 Holding	English	Year 2	Mathematics
Charlottesville City	Clark ES	Year 1	English		
Craig County	McCleary ES	Year 2 Holding	English		
Culpeper County	Sycamore Park ES	Year 2 Holding	English		
Culpeper County	Pearl Sample ES	Year 4	English		
Danville City	Schoolfield ES	Year 1	Mathematics		
Danville City	G. L. H. Johnson ES	Year 1	English		

**Virginia Department of Education
2010-2011 Title I Schools in Improvement**

Attachment F

Division	School	Year of Improvement	Subject	Year of Improvement	Subject
Danville City	Woodberry Hills ES	Year 1	English		
Dinwiddie County	Sunnyside ES	Year 1	English		
Essex County	Essex Intermediate	Year 6	English		
Essex County	Tappahannock ES	Year 7	English		
Fairfax County	Woodlawn ES	Year 2	Mathematics	Year 1	English
Fairfax County	Bucknell ES	Year 1 Holding	Mathematics	Year 1	English
Fairfax County	Beech Tree ES	Year 1 Holding	Mathematics	Year 1	English
Fairfax County	London Towne ES	Year 1	Mathematics		
Fairfax County	Washington Mill ES	Year 2 Holding	English	Year 1 Holding	Mathematics
Fairfax County	Dogwood ES	Year 4 Holding	English		
Fauquier County	Grace Miller ES	Year 2	English		
Fluvanna County	Cunningham District ES	Year 3	English	Year 2	Mathematics
Fluvanna County	Columbia District ES	Year 3	English	Year 2	Mathematics
Fluvanna County	Central ES	Year 3	English	Year 2	Mathematics
Franklin City	S.P. Morton ES	Year 1	English		
Frederick County	Redbud Run ES	Year 1	Mathematics		
Frederick County	Evendale ES	Year 1	English		
Fredericksburg City	Walker-Grant Middle	Year 1 Holding	Mathematics		
Grayson County	Independence ES	Year 1	English		
Grayson County	Fries School	Year 1	English		
Greene County	Nathanael Greene ES	Year 2	Mathematics	Year 1	English
Greene County	Greene County Primary	Year 2	Mathematics	Year 1	English
Greensville County	Greensville ES	Year 2	English		
Hampton City	Aberdeen ES	Year 1	English		
Hampton City	Samuel P. Langley	Year 1	English		
Hampton City	Smith ES	Year 2	English		
Hampton City	John B. Cary ES	Year 1	English		
Hampton City	A.W.E. Bassette ES	Year 1	English		
Henrico County	Highland Springs ES	Year 2	English		
Henrico County	Adams ES	Year 2	English	Year 1 Holding	Mathematics
Henrico County	Harvie ES	Year 1	English		
King and Queen County	King and Queen ES	Year 2 Holding	English		
King and Queen County	Lawson-Marriott ES	Year 1	English		
King George County	King George ES	Year 2 Holding	Mathematics		
King George County	Potomac ES	Year 3	English		
King George County	Sealston ES	Year 1	English		

**Virginia Department of Education
2010-2011 Title I Schools in Improvement**

Attachment F

Division	School	Year of Improvement	Subject	Year of Improvement	Subject
Lancaster County	Lancaster Primary	Year 2 Holding	English		
Lunenburg County	Victoria ES	Year 2	English		
Lynchburg City	Heritage ES	Year 1	English	Year 1	Mathematics
Lynchburg City	Perrymont ES	Year 2	English		
Madison County	Madison Primary	Year 1	English		
Madison County	Waverly Yowell ES	Year 1	English		
Middlesex County	Middlesex ES	Year 1 Holding	English		
Newport News City	John Marshall ES	Year 1	English	Year 1	Mathematics
Newport News City	Palmer ES	Year 4	English		
Norfolk City	Jacox ES	Year 2	English		
Norfolk City	Lindenwood ES	Year 2	Mathematics		
Norfolk City	Ocenair ES	Year 1	English		
Norfolk City	Tidewater Park ES	Year 1	Mathematics		
Northampton County	Kiptopeke ES	Year 3	Mathematics	Year 2	English
Northampton County	Occohannock ES	Year 3	English	Year 1	Mathematics
Orange County	Orange ES	Year 4 Holding	English	Year 3 Holding	Mathematics
Page County	Luray ES	Year 1	Mathematics		
Petersburg City	AP Hill ES	Year 3	English		
Petersburg City	Peabody Middle	Year 6	English	Year 1	Mathematics
Petersburg City	Stuart ES	Year 6	English	Year 2 Holding	Mathematics
Petersburg City	Vernon Johns Jr High	Year 8	Mathematics	Year 7	English
Pittsylvania County	Kentuck ES	Year 2 - Holding	English		
Pittsylvania County	Dan River Middle	Year 3	Mathematics	Year 2	English
Portsmouth City	Brighton ES	Year 2	English		
Portsmouth City	Churchland Academy ES	Year 2 Holding	English		
Prince Edward County	Prince Edward ES	Year 1	English		
Prince Edward County	Prince Edward Middle	Year 1	Mathematics		
Prince William County	Fannie W. Fitzgerald ES	Year 1	English		
Prince William County	Bel Air ES	Year 1	English		
Prince William County	Neabsco ES	Year 1	English		
Prince William County	River Oaks ES	Year 1	English		
Pulaski County	Critzer ES	Year 1	English		
Pulaski County	Pulaski ES	Year 2 Holding	English		
Richmond City	Richmond Alternative	Year 3	Mathematics		
Richmond City	Henderson Middle	Year 1	Mathematics		
Richmond County	Richmond Co ES	Year 1	English		

**Virginia Department of Education
2010-2011 Title I Schools in Improvement**

Division	School	Year of Improvement	Subject	Year of Improvement	Subject
Roanoke City	Lincoln Terrace ES	Year 1	English		
Roanoke City	Westside ES	Year 1 Holding	Mathematics		
Roanoke City	Round Hill ES	Year 1 Holding	English		
Roanoke City	Addison Aerospace Magnet Mid	Year 2 Holding	English	Year 1	Mathematics
Roanoke City	Hurt Park ES	Year 4	English		
Rockbridge County	Natural Bridge ES	Year 1	Mathematics	Year 1	English
Shenandoah County	Sandy Hook ES	Year 1 Holding	English		
Shenandoah County	Ashby Lee ES	Year 2 Holding	English	Year 1 Holding	Mathematics
Shenandoah County	W. W. Robinson ES	Year 1	English		
Smyth County	Marion Int.	Year 2	English	Year 1	Mathematics
Smyth County	Marion Primary	Year 2	English	Year 1	Mathematics
Spotsylvania County	Livingston ES	Year 1	English		
Stafford County	Widewater ES	Year 1	English		
Stafford County	Falmouth ES	Year 2	Mathematics		
Suffolk City	Benn Jr. ES	Year 1 Holding	Mathematics	Year 1	English
Suffolk City	Mount Zion ES	Year 1 Holding	English		
Suffolk City	Elephant's Fork ES	Year 3 Holding	English	Year 3 Holding	Mathematics
Suffolk City	Hillpoint ES	Year 1	English		
Tazewell County	North Tazewell ES	Year 1	English		
Virginia Beach City	College Park ES	Year 1	English		
Warren County	Wilson Morrison ES	Year 1 Holding	English	Year 1 Holding	Mathematics
Warren County	Ressie Jeffries ES	Year 1	English		
Westmoreland County	Washington District ES	Year 2 Holding	English		
Westmoreland County	Cople ES	Year 1	English		
Williamsburg-James Cit	Montague ES	Year 2	English		
Wythe County	Spiller ES	Year 1	English		
TOTAL NUMBER OF SCHOOLS IN IMPROVEMENT: 135					