

# VIRGINIA DEPARTMENT OF EDUCATION

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## Planning Grant Application for a College Partnership Laboratory School

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### A. GENERAL INFORMATION

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1. **Name of Eligible Entity (Planning Grant Applicant):** University of Lynchburg
2. **Authorized Official Representative:** Dr. Emma Savage-Davis
3. **Name of Contact Person for Application:** Dr. Emma Savage-Davis
4. **Telephone:** 434.544.8444
5. **Email:** [esavage@lynchburg.edu](mailto:esavage@lynchburg.edu)
6. **Office Telephone Number:** 434.544-8444
7. **Date of Submission:** December 9, 2022
8. **Amount of Funding Requested (\$200,000 maximum):**
9. Public institutions of higher education (IHE); public higher education centers, institutes, or authorities; or eligible institutions of higher education as defined in the Tuition Assistance Grant Program, as provided in § 23.1-628, (eligible entity or entities) may apply for a Virginia Board of Education (Board) College Partnership Laboratory School Planning Grant (Planning Grant).
10. Each Planning Grant Applicant (applicant) seeking a Planning Grant must read and comply with the Instructions for Application for a Planning Grant for a College Partnership Laboratory School (Lab School), which are available on the Virginia Department of Education's (Department) website, and fully complete this Planning Grant Application (application) to be eligible for a Planning Grant.

11. Applications may be submitted, and will be evaluated for Planning Grant awards based on factors set forth herein, on a rolling basis.

**12. Planning Grant Term: This application is for a one-time Planning Grant, the term for which will not exceed 12 months from the date of any award hereunder.**

13. The completed PDF version of the application and related materials must be sent to [labschools@doe.virginia.gov](mailto:labschools@doe.virginia.gov) by email. The Department may return or reject proposals that are incomplete.

14. Please contact [labschools@doe.virginia.gov](mailto:labschools@doe.virginia.gov) by email if there are any questions about the application process.

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## B. DEFINITIONS

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1. **College Partnership Laboratory School:** In accordance with Item 4-14 of the General Assembly's 2022-2024 Biennium budget, the Code of Virginia § 22.1-349.1 is amended and reenacted, and the types of IHE eligible entities to establish Lab Schools are defined as follows:

a. "College Partnership Laboratory School" means a public, nonsectarian, nonreligious school in the Commonwealth established by a public institution of higher education; public higher education center, institute, or authority; or an eligible institution, as defined in § 23.1-628. Notwithstanding the provisions of § 22.1-349.5, a public institution of higher education; a public higher education center, institute, or authority; or an eligible institution, as defined in § 23.1-628 may submit an application for formation of a college partnership laboratory school."

b. An "eligible institution" as provided above is an institution of higher education as defined in the Tuition Assistance Grant Program in accordance with § 23.1-628.

2. **At-risk student:** As provided in the Code of Virginia § 22.1-349.1, "at-risk student" means a student having a physical, emotional, intellectual, socioeconomic, or cultural risk factor, as defined in Board criteria, that research indicates may negatively influence educational success.

For the purpose of these guidelines and any Planning Grant awards, "at-risk students" include (a) students who have experienced learning loss as the result of the COVID-19

pandemic; (b) students served by low-performing schools that are designated as “accredited with conditions” or “accreditation denied” based on the Virginia Board of Education’s accreditation ratings; and (c) students attending schools identified under the Every Student Succeeds Act within three support categories: (i) Comprehensive Support and Improvement, (ii) Targeted Support and Improvement, or (iii) Additional Targeted Support Category.

3. **Regional diversity:** For the purpose of evaluation of this application, regional diversity reflects representation from each of the Department’s eight Superintendent regions.

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## C. ASSURANCES AND SIGNATURES

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### 1. ASSURANCES

- a. By signing and submitting this application, the applicant assures that it will adhere to state and federal laws and regulations governing public schools, including the *Virginia Standards of Quality*, the *Virginia Standards of Learning*, and the Board’s *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.
- b. The applicant assures that all elements of the proposed school(s) will comport with all applicable state and federal laws and regulations.
- c. The applicant certifies that to the best of his/her knowledge the information in the application is correct, that all application elements have been addressed as required in this application, and that the applicant understands and will comply with the assurances.
- d. The applicant agrees to conduct a review of their planning phase, and submit milestones and deliverables as required, including, but not limited to, a comprehensive report with details for the projected Lab School implementation, expenses, and other items as may be prescribed by the Department.
- e. Applicants receiving a Planning Grant are expected, by the end of the term of such grant, to submit a subsequent application for the launch of a Lab School to the Department, for review and approval by the Board.
- f. Applicant provides assurance to subscribe to the following reporting requirements timetable:

TIMELINE	BENCHMARK AND DELIVERABLES
On or before the end of the first quarter of the grant term	Awardee must present a proposed list of milestones, measures of success, and deliverables.
On or before the end of the second quarter of the grant term	Awardee must submit a progress report in order to be eligible for the second installment of the award.
On or before the end of the third quarter of the grant term	Awardee must present progress on milestones and deliverables, including submission to the Board of an application for approval to launch a Lab School.
On or before the end of the grant term	Awardee is expected to have attained approval by the Board to launch a Lab School.

## 2. SIGNATURES

a. Higher Education Authorization:

Signature of [AUTHORIZED REPRESENTATIVE of public institution of higher education; public higher education center, institute, or authority; or an eligible institution]:

Printed Name: **Dr. Emma Savage-Davis**

Title: Dean of College of Education, Leadership Studies, and Counseling  
University of Lynchburg

Date: December 9, 2022

b. Fiscal Agent Authorization (if applicable):

Signature of Division Superintendent of Fiscal Agent School Division:

Printed Name:

Title:

Date:

c. Signature of Chairman of School Board of Fiscal Agent:

Printed Name:

Title:

Date:

## D. REGIONAL AND APPLICANT DIVERSITY

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1. Planning Grants will be awarded in a manner that encourages ready access to Lab School options and the establishment of Lab Schools in each of the Department’s eight Superintendent regions.

The University of Lynchburg has partnered with Lynchburg City Schools to create the School for Innovation in Reading at Linkhorne Elementary School (lab schools.) The lab schools proposed in this application are located in Region V in the heart of Central Virginia. The magazine “Southern Living” recently named Lynchburg City as one of **The South’s Best Cities on the Rise 2022**. Known for its scenic diversity nestled by the Blue Ridge Mountains, James River, historic arts and culture venues, and miles of outdoor trails, Lynchburg also has a rich population diversity that brings together people of different ethnic backgrounds, races, educational attainment, and economic status.

Home to the Regional Business Alliance, Lynchburg has a wealth to offer local businesses, nonprofit organizations, and young entrepreneurs interested in making Lynchburg home. As a member of the Regional Business Alliance and a partner with the Lynchburg Department of Economic Development and Tourism, Lynchburg City Schools, the University of Lynchburg, and other area Institutions of Higher Education, all serve as vested anchor institutions committed to developing the talent pipeline in the City. Further, the commitment of the Lynchburg Beacon of Hope’s Stay Close, Go Far scholarship program ensures that all LCS students have the opportunity to attend CVCC for two years for free or use the scholarship to attend a 4-year institution located in Virginia. Through the help of our local universities and colleges and our local businesses and nonprofit organizations, Lynchburg is well-positioned to implement and sustain lab schools.

City of Lynchburg, Virginia Quick Stats (2020 Census Data)	
Population	79,009
White	64.2%
Black	28.5%
Asian	2.4%
Two or More Races	3.0%
Hispanic	4.4%
High School Degree/Eqv or Higher	88.6%
Associates Degree or Higher	46.2%
Poverty Rate	15.3%

2. Indicate Proposed Name(s) of Lab School:

Linkhorne Elementary School for Innovation in Reading

3. Identify Proposed Physical Location(s) of Lab School:

Linkhorne Elementary School - 2501 Linkhorne Dr, Lynchburg, VA 24503

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## **E. PROGRAM DESCRIPTION, GOAL, AND TIMELINE**

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### **1. PROGRAM DESCRIPTION**

- a. General description of the program (*2-3 paragraphs maximum*):

With our partnership with Lynchburg City Schools (LCS), we propose creating a new lab school for innovation focused on reading at Linkhorne Elementary School. This school has the programmatic, operational, and infrastructural capacity to become a sustainable lab school and is fully supported by the Lynchburg City Schools Board of Education and administration.

During the launch year (Fall 2023), any LCS student entering grades K and 1 will be offered the opportunity to apply to attend Linkhorne Elementary School for Innovation in Reading. In addition to the core program, this school for innovation will be vested in evidenced-based early literacy instruction beginning with grades K and 1 and progressing to 5th grade. Through a partnership with University of Lynchburg, teachers will become experts in the science of reading and utilize progress monitoring and intervention strategies such as Bridging the Gap to work collaboratively with parents and students in a personalized and meaningful manner. The academic plan will consist of integrated thematic topics with a focus on reading deliberately interwoven throughout the units. Initial curriculum plans would include the continued use of Foundations/Just Words (the curriculum is currently used in the school division). Additional programs and resources will be reviewed after a needs assessment is completed by the Linkhorne Elementary School for Innovation in Reading Development Partners. Any curriculum selected or developed would align with the standards required by the state and federal student performance and assessment standards. Additionally, any curriculum selected would be designed to meet the components of the Active View of Reading (Duke & Cartwright, 2021).

- b. Rationale for the program (*2-3 paragraphs maximum*):

A review of National Assessment of Educational Progress (NAEP), Standards of Learning (SOL), Phonological Awareness Literacy Screening (PALS), and

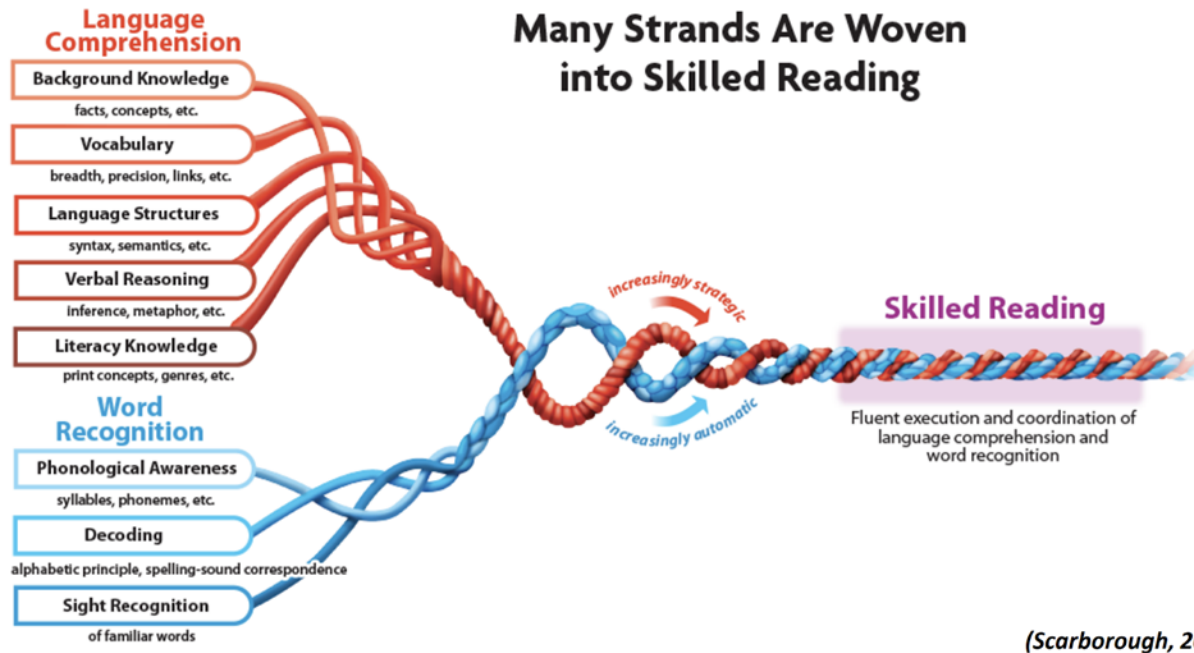
Virginia Kindergarten Readiness Program (VKRP) data highlights the lingering effects of the pandemic on academic performance for all students. Further, the data revealed that children of color who have traditionally performed at levels lower than their white peers were more negatively impacted by the pandemic. Only 58.62% of all LCS third grade students demonstrated proficiency on the spring 2022 reading SOL. That number was even less for economically disadvantaged and black students whose proficiency rates were 49.86% and 44.65% respectively. One way to mitigate the damage done by the pandemic is to focus intentionally and intensely on early literacy and the development of effective reading and writing skills. There is an old saying that in grades K-2, students are learning to read and in grades 3 and up, they are reading to learn. Lynchburg City Schools disagrees with this statement and offers a different perspective: In grades K-2, students are learning to read **and** reading to learn. Further, in grades 3 and up, students are learning to read **more complex texts and materials and reading to expand their thinking and use/apply what they've read.**

This proposal to create a school for innovation is also aligned with the Virginia Literacy Act (VLA) which states that beginning 2024-25 (VDOE website):

- **Every student in kindergarten** to grade three will receive core literacy instruction based in scientifically based reading research and evidence based literacy instruction, as defined in the VLA. Students will also receive evidence-based instruction and intervention, as outlined in an individualized student reading plan, if they do not meet literacy benchmarks.
  - **Every family** will have access to online resources to support literacy development at home, and will be able to participate in the development of their child's student reading plan, if their child does not meet literacy benchmarks.
  - **Every teacher** will use evidence-based literacy curriculum, assess student learning using approved literacy screeners, use student-level data to inform instruction and intervention, and participate in pre-service preparation or training on evidence-based literacy instruction.
  - **Every reading specialist**, in consultation with classroom teachers, will coordinate and oversee intervention for students not meeting literacy benchmarks, and will develop and monitor student progress on student reading plans, working closely with families and teachers.
  - **Every division** will develop a literacy plan, ensure the use of evidence-based literacy curriculum, staff enough reading specialists to support intervention needs, and provide professional development to support teachers, reading specialists, and principals.
- c. Nature of innovation proposed for the program, including how it will improve student academic proficiency, mastery, college and career readiness, and long-term outcome goal (2-3 paragraphs maximum):

Unlike learning how to walk, something that most toddlers learn to do on their own, reading must be taught. Thus, part of the success in helping students become skilled readers lies in the hands of the skilled practitioners that work with them. We consider parents to be the “first skilled practitioners” in a child’s life therefore, the collaboration between teacher and parent during the early years is vital to student success. Our innovative approach is intentionally and intensely rooted in the science of reading. To systematically and explicitly build students’ **word recognition**, our initial plans would include the continued use of *Foundations* (curriculum is currently used in the division). Prior to adopting and implementing a curriculum, we will conduct an audit of the existing curricular materials to determine which instructional elements included in *The Active View of Reading* need supplementing. While *Foundations* will support phonics development, we will add *Wit and Wisdom* to support **language comprehension skills**. There is a need for specific materials to support the development of **self-regulation** and the needs assessment will help determine the appropriate resources to use and accountability strategies to incorporate. In addition, we will carefully analyze which elements are adequately assessed and which elements need more appropriate assessments. **Systematic assessment analysis** and **collaborative team problem-solving** will allow for the early identification of and development of interventions for students who are not making adequate progress. The long-term goal is to ensure that every child becomes a skilled reader and demonstrates acquisition of language, phonological and phonemic awareness, phonics and spelling, fluency, vocabulary, oral language, and comprehension at or above grade level.





d. Expected student learning benefits (2-3 paragraphs maximum):

Expected student learning benefits include but are not limited to:

- Students receive intensive and effective reading instruction based on their documented needs.
- Students' decoding skills, sight word recognition, and phonological awareness become more automatic and increase to levels at or above grade-level expectations.
- Students' vocabulary and verbal reasoning skills increase to levels at or above grade-level expectations.
- Students demonstrate the ability to make connections text-to-text, text-to-self, and text-to-world at or above grade-level expectations.
- Students benefit from authentic engagements with business and community partners.
- Students are exposed to rigorous curricula that better prepare them for successful matriculation through elementary school as well as success on state and federal measurement assessments.
- Students' reading readiness will prepare them to take advantage of the diverse curriculum opportunities in middle and high school.

Additionally, students will develop an increase in self-awareness, self-management, social awareness, relationship skills, self-efficacy, and responsible decision-making based on their academic success.

e. Expected teacher learning and professional development benefits (2-3 paragraphs maximum):

All adults interacting with students will be engaged in supporting their literacy outcomes.

- Instructional Aides/Tutors: Adults who are providing Tier 2 instruction will receive specific training on curricular materials to ensure fidelity to the program. When possible, these adults will also take part in an Orton Gillingham training to better support their students' needs.
- Classroom Teachers: All adults in this position will be required to obtain a Literacy Studies Certificate from the University of Lynchburg. Linkhome Elementary classroom teachers involved in the lab school will take **one Reading course** per semester. The four course sequence includes:
  - RDNG 625 - Survey of Effective Reading Methods (3)
  - RDNG 640 - Strategies for Teaching Phonics, Spelling, and Vocabulary (3)
  - RDNG 643 - Teaching Writing (3)
  - RDNG 672 - Reading and Study Skills in the Content Area (3)

All teachers will take these courses in a cohort model. When taken at the University of Lynchburg, the courses will be modified to align with the curriculum used in the lab school and assignments will be embedded into their day-to-day work with students. Class discussions will take place at the school (with paid release time) and include ongoing coaching to ensure mastery of skills. Once the classroom teachers have earned their certificate, teachers will be invited and encouraged to continue taking graduate reading courses to earn their Master of Education (M.Ed.) in Reading which can lead to their eligibility to add-on a Reading Specialist Licensure Endorsement.

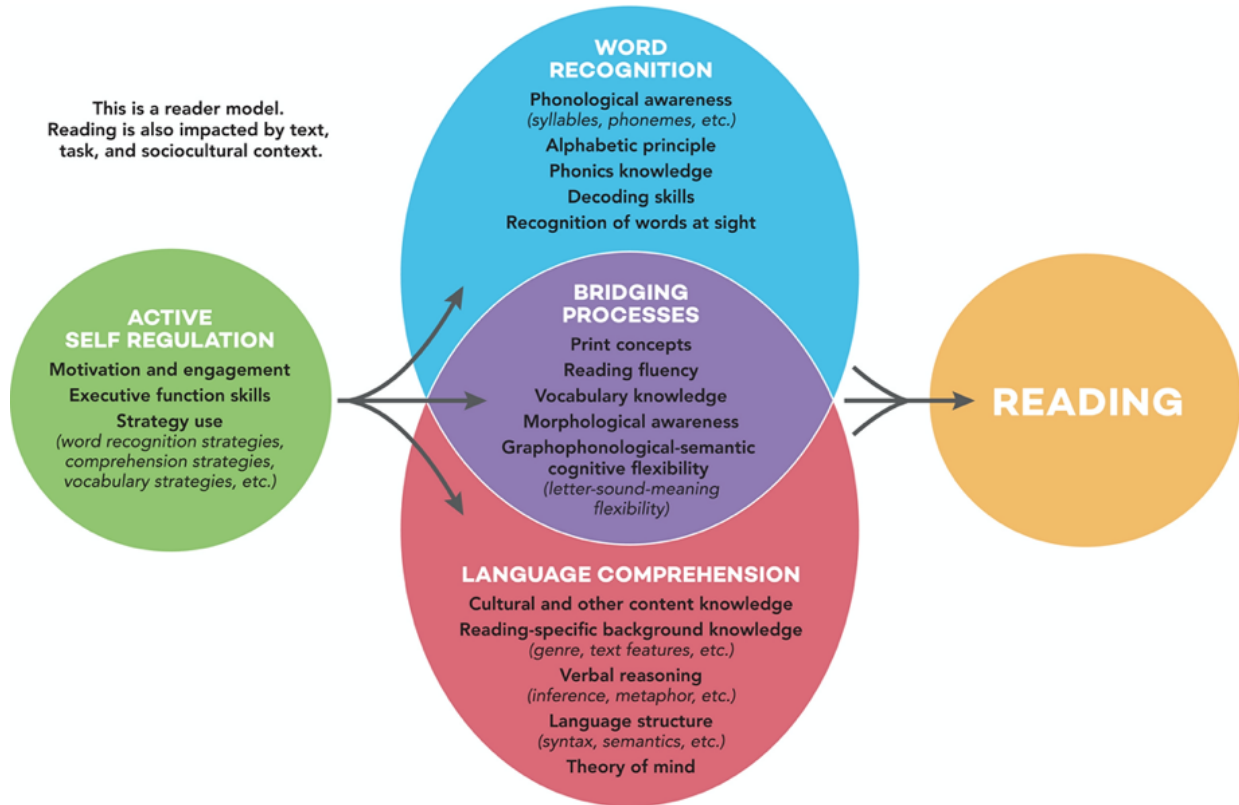
- Special Education (SPED) teachers, English Language Learners (ELL) teachers, other specialists: These adults will be required to obtain a certificate in Reading with special emphasis on supporting their specific student populations' academic needs. These classes will be the same as the ones the Classroom Teachers take and course assignments will be differentiated to focus on their specific student population.
- Reading Specialists already endorsed in Reading: These adults will be offered the opportunity to complete the certificate or to take a series of courses to strengthen and enhance their current skills. Possible Courses: RDNG 680: The Organization and Supervision of Reading Programs (3) and/or RDNG 690: Assessment, Diagnosis, and Remediation of Reading Problems (3)
- Resource Teachers: In the Whole School Approach (a cohesive and collaborative action by a school community that is being strategically and continually constructed to improve student learning, behavior and wellbeing) to learning, resource teachers will also receive specialized training in incorporating reading across the content areas. These teachers will be offered a course in Reading in the Content Areas (RDNG 672) (with their school colleagues for a more cohesive integration of preparation and planning). The course assignments will be tailored to promote collaboration with their colleagues to integrate literacy into their respective content areas.

- Administrators: At least one administrator will engage in developing literacy knowledge through literacy courses (certificate) and advancing leadership knowledge with a focus on literacy. For example, the administrator may take literacy courses and then be encouraged to pursue either a M.Ed or Ed.D with an emphasis in leadership and reading.

f. Content areas addressed:

Early literacy is the content focus at the Linkhorne Elementary School for Innovation in Reading. Specifically, an infusion of research-based strategies will be used by every staff member. All students will be monitored with appropriate screening tools (e.g., PALS, DIBELS), and as needed, students will be provided with Tier 2 Instruction. In some cases, small group instruction will be provided in the classroom by the classroom teacher and **differentiated** to meet the needs of the group. In other cases, trained interventionists will provide the instruction. After an audit of existing interventions, we will design an intervention plan (including an adoption of curricular materials and training of interventionists) that is supported by research to improve the areas of needs by students (e.g., word recognition, language comprehension). All students will be closely monitored with **progress monitoring assessments**. When students are not responding to the intervention, a team of teachers will meet to analyze assessment results and create a new plan for intervention (e.g., adjust dosage, intensity, or intervention type). This could result in students moving into Tier 3 instruction.

## The Active View of Reading Model



Reading Research Quarterly, Volume: 56, Issue: S1, Pages: S25-S44, First published: 07 May 2021, DOI: (10.1002/rrq.411)

While the science of reading and other reading models primarily focus on the teacher’s instructional practice and pedagogy, we recognize the importance of parents, families, and other adults in the lives of young children. Thus, our model literacy program relies on the support and participation of parents, families, and community members in our schools. LCS continues to solicit guest readers, lunch buddies, mentors, and tutors to work with our students. We currently have a partnership with Lynchburg City Officials from the police, fire, and sheriff’s offices who routinely read with our students. One Community One Voice, a local community group, has partnered with LCS to support early literacy initiatives and provide a bike for every student who successfully achieves their literacy goals. For the last two years, LCS has partnered with the National Education Foundation to receive a “Blizzard of Books” which affords each elementary student the opportunity to select 2-3 books at their level. Starting in the Fall of 2022, Linkhorne Elementary School implemented a positive behavior and academic success reward program where students earn tokens they can redeem for a book from the school’s Book Vending Machine. This book access incentive initiative will be enhanced through the University of Lynchburg partnership. Lastly, through the support of the Lynchburg Education Foundation which facilitates the Dolly Parton Imagination Library, Lynchburg City children ages birth to five can receive free books delivered directly to their homes.

**2. GOAL**

State the overall proposed goal for the program:

The overall goal of the Linkhorne Elementary School for Innovation in Reading is to create a learning environment whose organizational and operational structure is based on the science of reading. Through the partnership with the University of Lynchburg, faculty and staff will gain standardized reading knowledge, skills, techniques, and strategies to instruct and support students from all backgrounds and academic levels. In this environment, all students will become skilled readers with enhanced strategies to decode and comprehend any text. Students will develop a rich vocabulary, make connections and inferences and use their reading skills to fortify their writing and transferable foundational knowledge and skills that can be built on throughout their K-12 educational experience.

**3. TIMELINE**

Provide a timeline of the planning process, including the proposed date/school year for launch of a Lab School:

The Linkhorne Elementary School for Innovation in Reading will launch in fall 2023 with an introductory induction program for K and 1st-grade students to be held during Summer 2023. The following activities will occur during the planning phase:

<b>Planning Grant Activities</b>	<b>Targeted Audience</b>	<b>Timeline</b>
Review Reading Intervention Curriculum and Materials	K and 1st Grade Lead Teachers, School-Based Team, School-Based Administrators, and University Representatives	Jan-Feb 2023
Review of State Approved Structured Literacy Curriculum	K and 1st Grade Lead Teachers, School-Based Team, School-Based Administrators, and University Representatives	Jan-Feb 2023
CASEL Learning Together SEL Workshop	K and 1st Grade Teachers, School-Based Team, School-Based Administrator, Instructional Assistants, and University Representatives	Jan-Mar 2023
Literacy Audit	University Representatives and School-Based Administrators	Jan-Apr 2023

DIBELS Training	K and 1st Grade Teachers and School-Based Team	Feb 2023
DIBELS Training - Follow-Up PD	K and 1st Grade Teachers, School-Based Team, and University Representatives	Feb 2023
Marketing and Communication Resources	University and School Division Teams	Feb-Mar 2023
Comprehensive Orton and Gillingham Plus Training - IMSE	K and 1st Grade Teachers and Instructional Assistants	Feb-Mar 2023
Application Process Development	University Representatives and School Division Teams	Mar-Apr 2023
Wit and Wisdom Curriculum Review	K and 1st Grade Teachers and School-Based Team	Feb-Mar 2023
Orton and Gillingham Training - IMSE - Follow-Up PD	K and 1st Grade Teachers, Instructional Assistants, and University Representatives	Mar 2023
Wit and Wisdom Training	K and 1st Grade Teachers and School-Based Team	Mar 2023
Wit and Wisdom Training - Follow Up PD	K and 1st Grade Teachers, School-Based Team, and University Representatives	Mar 2023
Virginia State Literacy Association (VSLA) Conference	Selected K and 1st Grade Teachers, School-Based Administrator, and University Representatives	Mar 2023
Curriculum Materials and Resources	University Representatives, School-Based Team, and School Division Team	Mar-Apr 2023
Stakeholder Meetings #1	Business/Community Partners	Mar-Apr 2023
Stakeholder Meetings #2	Parents/Families	Mar-Apr 2023

Wit and Wisdom Curriculum Practice Implementation	K and 1st Grade Teachers, School-Based Team, and University Representatives	Mar-May 2023
Wit and Wisdom Adoption Curriculum Alignment	K and 1st Grade Teachers, School-Based Team, and University Representatives	Mar-May 2023
Foundations Training	K and 1st Grade Teachers and School-Based Team	Apr 2023
CASEL Learning Together SEL Workshop - Follow Up PD	Selected K and 1st Grade Teachers, School-Based Team, School-Based Administrators, Instructional Assistants, and University Representatives	Apr 2023
Foundations Training - Follow Up PD	K and 1st Grade Teachers, School-Based Team, and University Representatives	Apr 2023
Pre-Assessment for Accepted Lab School Students	K and 1st Grade Students for Pre-Assessment and School-Based Team	Apr-May 2023
Wit and Wisdom Connection to Linkhorne Elementary School Observations	K and 1st Grade Teachers, School-Based Team, and University Representatives	Apr-May 2023
New Hire(s) Summer Induction Program Development	University Representatives and School-Based Team	May-June 2023
Accepted Lab School Students' Parents/Families Orientation	K and 1st Grade Teachers, School-Based Team, and University Representatives	May 2023
Curriculum Development and Timeline	University Representatives, School-Based Team, School-Based Resource Teachers, School-Based Administrators, School Division, and Business Partners	May-Jul 2023

VDOE Start-Up Grant		2023
Schools for Innovation Launch		Aug 2023

**Notes:**

*School-Based Team* can include Reading Specialist(s), Title One Teacher(s), Instructional Coach(es), ESL Teacher(s), SPED Teacher(s), School Counselor(s), School-Based Administrator(s), Librarian, and Instructional Assistant(s)

*School-Based Resource Teachers* can include Art, Music, and Movement Education teachers and Librarian

**F. STUDENT POPULATION AND RELEVANT RESEARCH**

**1. TARGETED STUDENT POPULATION**

- a. Describe the student population and discuss why they are proposed. Include the number of students, reporting group(s), and grade level(s):

Linkhorne Elementary School for Innovation in Reading  
Description of the Elementary School Youth Population

Fall 2021 Membership	Linkhorne Elementary Grades K-5
Enrollment	424
Black	250 (59.0%)
Hispanic	39 (9.2%)
White	85 (20.0%)
Asian	4 (0.09%)
Multiple Races	46 (10.8%)
Students w/Disabilities	56 (13.4%)
Economically Disadvantaged	318 (75.9%)
English Learners	21 (5.0%)



During the first year of implementation, the target population will be students entering grades K and 1. That population represents about 140 eligible students. In subsequent years as students move through the grades, all students will be included. This school and students were selected based on their SOL, PALS, VKRP, local academic data, and high economically disadvantaged population. See the rationale section on page 8.

- Year 1 - Grades K & 1
- Year 2 - Grades K, 1 & 2
- Year 3 - Grades K, 1, 2 & 3
- Year 4 - Grades K, 1, 2, 3 & 4
- Year 5 - Grades K, 1, 2, 3, 4 & 5

<b>GRADES TO BE SERVED FOR THE FULL TERM OF THE APPROVED LAB SCHOOL CONTRACT (PLEASE CHECK ALL THAT APPLY*)</b>			
Pre-K		Sixth Grade	
Kindergarten	<b>X</b>	Seventh Grade	
First Grade	<b>X</b>	Eighth Grade	
Second Grade	<b>X</b>	Ninth Grade	
Third Grade	<b>X</b>	Tenth Grade	
Fourth Grade	<b>X</b>	Eleventh Grade	
Fifth Grade	<b>X</b>	Twelfth Grade	

\*If the applicant intends to add or change grade levels at some point during the Lab School’s operation, please provide this information in the education program section of the narrative.

b. Describe the community(ies) the school(s) serves:

This school is a part of the Lynchburg City Community. The Office of Economic Development and Tourism defines Lynchburg as the following:

Lynchburg is a quintessential Virginian city with a rich cultural character, a vital sense of the past and a growing contemporary energy. We celebrate our history and we look fearlessly to our future. We are a small city of outsized opportunities, with a wealth of industries that are defining economic development. Lynchburg is re-energizing our walkable downtown and our James riverfront. Lynchburg is also retooling our ambitions, seeking to become a truly welcoming place that offers businesses, newcomers and locals alike a seat at the table.

Lynchburg City Schools encompasses: 11 elementary schools, 3 middle schools, 2 high schools, an early learning center, 4 alternative programs, the LCS Virtual Academy, the Central Virginia Governor's School, STEM Academy, and CVCC CTE Academy. Lynchburg City Schools is also one of only a few divisions in the area that offers a free full-day PreK 3-year-old and PreK 4-year-old programs. At the high school level students can participate in dual enrollment and early college programs at the area higher education institutions.

- c. If the Lab School is going to have a specialized focus (e.g., Science, Technology, Engineering, Mathematics [STEM], at-risk students, special education, career and technical education, gifted education, classical education, etc.), please describe the focus:

Linkhorne Elementary School for Innovation in Reading

Linkhorne Elementary School will partner with the University of Lynchburg to focus on intensive reading instruction. This inclusive program is designed to develop and grow all students including struggling readers, students with disabilities, students identified as gifted, English Language Learners, students from diverse backgrounds, and those who are economically disadvantaged.

## 2. **RELEVANT RESEARCH**

Discuss any relevant research tied to the proposed student population and overall goal of the program to demonstrate that it will improve student academic proficiency, mastery, college and career readiness, and long-term outcomes:

### **Elementary School for Innovation**

There is a wealth of research that suggests that students who fail to develop strong reading and writing skills have a future life trajectory that is less favorable than that of students who mastered those skills early in life. Our mission is to reduce and even eradicate the number of students for whom this is the defined path. Early intervention is the key and every child deserves a skilled practitioner who understands the science of reading. The research listed below supports our reason for focusing on the early elementary grades and our rationale for the professional development, training, and instructional design outlined in this proposal.

- *The science of reading progresses: Communicating advances beyond the simple view of reading* (Duke & Cartwright, 2021)
- *Impact of a parent text messaging program on pre-kindergarteners' literacy development* (Cabell, Zucker, DeCoster, Copp, Landry, 2019)
- *Simple View of Reading* (Gough & Tunmer, 1986)
- *The Bioecological Model of Human Development*, (Bronfenbrenner and Morris, 2006)
- *Intentional Teaching Model*, (Hamre, Downer, Jamil, & Pianta, 2012)

- *Beginning Literacy: Links Among Teacher Knowledge, Teacher Practice, and Student Learning.* (McCutchen et al., 2002)
- *Do 2nd and 3rd grade teachers' linguistic knowledge and instructional practices predict spelling gains in weaker spellers?* (Puliatte & Ehri, 2017)
- *What are the Characteristics of Effective Teacher Professional Development? A Systematic Review and Meta-analysis.* (Sims et al., 2021)
- *The Reading Comprehension Blueprint: Helping Students Make Meaning from Text* (Hennessey, 2021)
- *Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice* (Scarborough, 2001)

## **G. COLLABORATION AND STAKEHOLDER INVOLVEMENT**

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1. Describe the involvement of local school divisions, community-based organizations, employers, teachers, and parents in the planning, development, and implementation of the proposed program:

This proposal is being submitted with the full support of the Lynchburg City School Board, the LCS administration and the University of Lynchburg. The major components of the planning grant include professional development and training, program design and implementation, curriculum development, and assessment and evaluation. Information sharing, input, feedback, and support were solicited from various groups regarding one or all of the proposed components.

Since September 2022, LCS administrators have discussed and received input and feedback regarding their initial plans for a lab school from stakeholders.

- Several public discussions were held during school board meetings and work sessions
  - A public discussion was held during the joint LCS-City Council meeting
  - Input was sought from elementary parent groups
  - Information was shared during various LCS Community Conversations & Kindergarten Kickstart sessions
  - Input was sought from the LCS Superintendent's Parents Advisory Council
  - Input was sought from the LCS Superintendent's Personnel Advisory Council
  - Input was sought from the Lynchburg Education Foundation Board
  - Input was sought from the Partners in Education board, a coalition of local businesses that support Lynchburg City Schools
  - Input was sought from the Lynchburg Regional Business Alliance
  - Information was shared with One Community, One Voice
2. If the Lab School is going to be in partnership with a local school division(s), please describe the partnership briefly:

As stated above, this proposal has the full support of the Lynchburg City School Board and administration. The idea of lab schools and schools for innovation are not new to LCS and they currently have three existing schools for innovation at the elementary and middle school levels that were formed in the 1990s.

As part of its commitment, LCS has also included its existing community and business partners, all of whom have been tremendously supportive of LCS. The division is committed to training staff, developing new curricula, working side-by-side with college and university personnel, strengthening family access to strategies to support their student(s), and soliciting talent and expertise from the local business and nonprofit community to enhance programming and potential funding.

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## H. SUSTAINABILITY

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1. The goal of the Planning Grant program is to support public institutions of higher education; public higher education centers, institutes, or authorities; or eligible institutions of higher education as defined in the Tuition Assistance Grant Program, as defined in § 23.1-628, as they develop and implement programs in order to create or improve capacity to operate and sustain a Lab School independently of long-term state funding, and in a manner that promotes quality, innovation, and program results.
2. Please describe the capacity of your public institution of higher education; public higher education center, institute, or authority; or eligible institution to implement a Lab School:

The University of Lynchburg's President and Provost and Vice President of Academic Affairs fully endorsed the university's participation in this venture. The University of Lynchburg currently offers a M.Ed. in Reading with two emphasis in Reading Instruction and Reading Specialist. Faculty in the College of Education, Leadership Studies, and Counseling have expertise in PK-12 teaching and teacher preparation in the areas of early childhood, elementary, curriculum and instruction, special education, and reading. These faculty also have provided research, published, and presented locally, across the state, nationally, and internationally in these discipline areas, and have numerous hours of professional development for K-12 teachers and school personnel. The physical space for the Linkhorne Elementary School for Innovation in Reading will be accommodated by utilizing the existing Linkhorne Elementary School site. The K-12 teachers and school personnel's professional development will be held at both Linkhorne Elementary and on the University of Lynchburg campus. Reading courses for the certificate and the M.Ed. Reading programs will be offered and held online.

3. Identify potential affiliates, partners, and describe potential sustainable funding sources:

Lynchburg City Schools has expressed long-term commitment to this project. They are willing to work collaboratively with local partners to secure additional grant funds and

examine their existing funding sources to continue to sustain the schools for innovation. Below is a list of potential partners:

Lynchburg City Schools  
Linkhorne Middle School  
Linkhorne Elementary School Parent Group  
Lynchburg City Schools Education Foundation  
Partners in Education  
Camp Kum-Ba-Yah  
Architectural Partners  
One Community One Voice  
Dolly Parton Imagination Library  
YMCA of Central Virginia  
YWCA of Central Virginia  
Boys and Girls Club of Lynchburg  
Big Brothers Big Sisters of Central Virginia  
Jubilee Family Development Center

4. Identify potential barriers to the planning process and possible ways to address them: Faculty and staff at both Linkhorne Elementary and University of Lynchburg already have full-time professional responsibilities and will need time and resources to be able to give this project the attention it deserves.

#### **I. BUDGET OF DIRECT COSTS (WITH \$200,000 MAXIMUM)**

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1. Complete the budget table below outlining the financial plan of how the Planning Grant will be used in the effort to establish a Lab School. The Planning Grant period and use of funds may not exceed 12 months from the date of award.
2. Only include direct operating costs. Indirect costs and capital outlay costs are not allowed. Include a description of expenses that explains appropriateness of expenses based on the category descriptions shown below.
3. All expenses must be directly related to the proposed Planning Grant activities. Applicants are not guaranteed the requested award amount and any award may be proportionally adjusted according to application's weighted Planning Grant Application Evaluation Rubric score and to reflect only those expenditures that are designated as permissible.
4. **Note: Any unspent Planning Grant funds remaining at the end of the grant term must be returned by the recipient to the Department.**

CATEGORY	DESCRIPTION OF EXPENSES	FUNDING REQUESTED
<b>1000 – Personnel Services</b>	<ul style="list-style-type: none"> <li>Review Reading Intervention Curriculum and Materials: 17 ppl (K &amp; 1st grade teachers, School based team)@ 3 hrs. each = 51 hours x \$26/hr.</li> </ul>	<ul style="list-style-type: none"> <li>\$1,326</li> </ul>
	<ul style="list-style-type: none"> <li>Review Reading Intervention Curriculum and Materials Follow-up Professional Development (PD): 17 ppl (K &amp; 1st grade teachers, School based team)@ 2 hrs. each = 34 hours x \$26/hr.+ 2 University faculty Representatives @ 3 hrs. each = 6 hrs. x \$40/hr.</li> </ul>	<ul style="list-style-type: none"> <li>\$1,124</li> </ul>
	<ul style="list-style-type: none"> <li>Review of State Approved Structured Curriculum: 17 ppl (K &amp; 1st grade teachers, School based team) @ 3 hrs. each = 51 hours x \$26/hr.+ 2 University faculty Representatives @ 3 hrs. each = 6 hrs. x \$40/hr.</li> </ul>	<ul style="list-style-type: none"> <li>\$1,566</li> </ul>
	<ul style="list-style-type: none"> <li>Literacy Audit: University faculty representative</li> </ul>	<ul style="list-style-type: none"> <li>\$6,063</li> </ul>
	<ul style="list-style-type: none"> <li>DIBELS Training Follow-Up Professional Development (PD): 17 ppl (K &amp; 1st grade teachers, School based team) @ 2 hrs. each = 34 hours x \$26/hr.</li> </ul>	<ul style="list-style-type: none"> <li>\$884</li> </ul>
	<ul style="list-style-type: none"> <li>Wit &amp; Wisdom Training Follow-Up PD: 17 ppl (K &amp; 1st grade teachers, School based team) @ 2 hrs. each = 34 hours x \$26/hr.</li> </ul>	<ul style="list-style-type: none"> <li>\$884</li> </ul>
	<ul style="list-style-type: none"> <li>Foundations Training Follow-Up PD: 17 ppl (K &amp; 1st grade teachers, School based team) @ 2 hrs. each = 34 hours x \$26/hr.</li> </ul>	<ul style="list-style-type: none"> <li>\$884</li> </ul>
	<ul style="list-style-type: none"> <li>Orton &amp; Gillingham Training Follow-Up PD: 8 K &amp; 1st grade teachers @ 2 hrs. each = 16 hrs. x \$26/hr. + 8 Instructional Assistants @ 6 hours each = 48 hrs. x \$18/hr.</li> </ul>	<ul style="list-style-type: none"> <li>\$1,280</li> </ul>
	<ul style="list-style-type: none"> <li>CASEL Learning Together SEL Workshop Follow-Up PD: 17 ppl (K &amp; 1st grade teachers and school based team) @ 2 hrs. each = 34 hrs.</li> </ul>	<ul style="list-style-type: none"> <li>\$1,172</li> </ul>

CATEGORY	DESCRIPTION OF EXPENSES	FUNDING REQUESTED
	<p>x \$26/hr. + 8 Instructional Assistants @ 2 hours each = 16 hrs. x \$15/hr.</p> <ul style="list-style-type: none"> <li>● DIBELS, Wit &amp; Wisdom, Foundations, Orton &amp; Gillinham, and CASEL SEL Follow-Up PD: University faculty Representatives @ 52 hrs. x \$40/hr (Includes prep, training classes, and follow up for each curriculum)</li> <li>● Wit &amp; Wisdom Curriculum Review: 17 ppl (K &amp; 1st grade teachers and School Based Team) @ 6 hrs. each = 102 hrs. x \$26/hr.</li> <li>● Wit &amp; Wisdom Curriculum Review University Teacher Observation and Feedback @ 4 hrs./teacher x 8 teachers = 32 hrs. x \$40/hr.</li> <li>● VSLA Conference Debriefing Sessions: 1 University faculty representative @4 hrs./session x 2 sessions = 8 hrs. x \$40/hr.</li> <li>● Wit &amp; Wisdom Curriculum Alignment: 17 ppl (K and 1st grade Teachers and School Based Team) x 3 hrs/wk. each x 14 wks. = 714 hrs. X \$26/hr. + 1 University faculty representative @ 3 hrs./wk. x 14 wks. = 42 hrs. x \$40/hr.</li> <li>● Curriculum Development and Timeline: 25 ppl ( School-Based Team, School-Based Resource Teachers, School-Based Administrators, and School Division) @ 6 hrs./wk. x 14 wks. X \$26/hr. + 2 University faculty representatives @ 6 hrs./wk. x 14 wks. X \$40/hr.</li> <li>● Pre-Assessment for Accepted Lab School Students: 4 ppl (Teachers and Reading Specialists) @ 50 hrs total x \$26/hr.</li> <li>● Family/Parent Orientation "Just Kiddin" Workshop: 1 University faculty @ \$52/hr (based on hourly wage of faculty member) x 5 hours</li> </ul>	<ul style="list-style-type: none"> <li>● \$2,080</li> <li>● \$2,652</li> <li>● \$1,280</li> <li>● \$320</li> <li>● \$20,224</li> <li>● \$61,320</li> <li>● \$1,300</li> <li>● \$260</li> </ul>

CATEGORY	DESCRIPTION OF EXPENSES	FUNDING REQUESTED
	<p>(includes prep, workshop, and follow-up)</p> <ul style="list-style-type: none"> <li>● New Hire Summer Induction Program Development: 3 ppl x 1 of each training; University faculty x 1 of each training/observation. etc.</li> <li>● Dr. Savage-Davis (estimated 1 month of her time will be spent on this planning grant. We will be asking for salary relief for the university in the amount of \$10,000 based on one month of her annual salary)</li> <li>● Stipends for Linkhorne Elementary School for Innovation and Reading Principal and Assistant Principal for monthly strategy planning meeting: \$1,000 each</li> </ul>	<ul style="list-style-type: none"> <li>● \$3,808</li> <li>● \$10,000</li> <li>● \$2,000</li> </ul> <p style="text-align: right;"><b>\$120,427</b></p>
<b>2000 – Employee Benefits</b>	FICA and benefits for University faculty: 15.3% x \$29,123	<b>\$4,456</b>
<b>3000 – Purchased/Contractual Services</b>	<ul style="list-style-type: none"> <li>● CASEL Learning Together Workshop: \$250/pp x 25 ppl (K and 1st Grade Teachers, School-Based Team, School-Based Administrator, Instructional Assistants, and University Representatives)</li> <li>● DIBELS Training: \$2,500</li> <li>● Orton &amp; Gillingham Training IMSE: \$1,500/pp x 16 ppl (K and 1st Grade Teachers and Instructional Assistants)</li> <li>● Wit &amp; Wisdom Training: \$105/pp x 15 ppl (K and 1st Grade Teachers and School-Based Team)</li> <li>● Fundamentals Training: \$299/pp x 23 ppl (K and 1st Grade Teachers and School-Based Team)</li> <li>● Reading Intervention Curriculum and Materials Demo</li> <li>● Wit &amp; Wisdom Demo Kits: 2 @ \$2,500 each</li> </ul>	<ul style="list-style-type: none"> <li>● \$6,250</li> <li>● \$2,500</li> <li>● \$19,200</li> <li>● \$1,575</li> <li>● \$6,877</li> <li>● \$3,000</li> <li>● \$5,000</li> </ul>



CATEGORY	DESCRIPTION OF EXPENSES	FUNDING REQUESTED
		<b>\$44,402</b>
<b>4000 – Internal Services</b>	<ul style="list-style-type: none"> <li>● Marketing and communication (printing, creation of electronic and hardcopy informational materials etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>\$4,000</b></li> </ul>
<b>5000 – Other Services</b>	<ul style="list-style-type: none"> <li>● 2 Stakeholder Meetings (babysitters, food/beverages)</li> <li>● 2 Family/Parent Orientations (take home books, childcare, make and takes, etc.) @ \$5,000 each</li> <li>● Travel to PD trainings/planning sessions (estimated)</li> <li>● VSLA Conference: Registration @ \$350/pp x 4 ppl = <b>\$936</b>; Lodging: \$200/pp x 4 ppl = \$800 x 3 nights = <b>\$2,400</b>; Per diem: \$28/day for breakfast and lunch only x 2 days x 4 ppl = <b>\$224</b>; Per diem: \$26/day x 1 day for dinner only x 4 ppl = <b>\$104</b>; PD Dinners: 2 dinners X \$40/pp x 4 ppl = <b>\$320</b>; mileage: 384 miles round trip x \$.59/mile x 4 ppl. = <b>\$906</b>; parking: \$30/day x 3 days x 4 ppl = <b>\$360</b></li> </ul>	<ul style="list-style-type: none"> <li>● \$3,000</li> <li>● \$10,000</li> <li>● \$590</li> <li>● \$5,250</li> </ul> <p style="text-align: right;"><b>\$18,840</b></p>
<b>6000 – Materials and Supplies</b>	<ul style="list-style-type: none"> <li>● Instructional Materials for PD</li> <li>● Snacks and water for PD and PD follow ups: \$5/pp x (average of) 25 ppl/PD x ~15 sessions</li> </ul>	<ul style="list-style-type: none"> <li>● \$6,000</li> <li>● \$1,875</li> </ul> <p style="text-align: right;"><b>\$7,875</b></p>
<b>Total</b>		<b>\$200,000</b>

**\* Total cannot exceed \$200,000 with additional funding considered at the discretion of the Department on a case-by-case basis and in accordance with available funds.**

Please visit the [Virginia Department of Education OMEGA object codes universal guidelines](#) for a complete description of the budget categories.

## APPENDIX: PLANNING GRANT APPLICATION EVALUATION RUBRIC

For the applicant’s information, the following will be used as the Planning Grant Application Evaluation Rubric for this application. Applicant does not need to complete this section.

AREA OF CONSIDERATION	DESCRIPTION	POINTS AVAILABLE
Targeted Student Population(s) and Relevant Research	Application proposes intention to serve at-risk students and/or offer a new, innovative model of instruction grounded in evidence-based practices to improve student academic proficiency, mastery, college and career readiness, and long-term outcomes.	30
Clarity of Program Description Goal, and Timeline	The program description and goal are clear and attainable. Indication of programmatic, operational, and infrastructural capacity to advance an application to launch a Lab School program, as well as launch a Lab School no later than the 2024-2025 school year. Additional preference will be given to applicants with an earlier Lab School launch timeline.	20
Sustainability	Evidence of institutional commitment to the viability of a Lab School in a manner that promotes quality, innovation, program results, and sustainability.	20
Collaboration	Evidence of engagement and collaboration with stakeholders, including local school divisions, community-based organizations, employers, teachers and parents.	15
Regional and Applicant Diversity	Evidence of diversity of location, with the goal of Lab Schools in each Superintendent region. For applicant diversity, preference will be given to new applicants in the event a concurrent applicant has previously received a Planning Grant during the current application period.	15