

Please complete this application for each school.

**PART I: DIVISION INFORMATION**

School Division Name:		Brunswick County Public Schools					
Division Contact:		Dr. Jerry Congleton					
Telephone of Division Contact (include extension if applicable):			434-848-6219		Fax:		434-848-6039
Email of Division Contact:		jerry.congleton@brun.k12.va.us					
Name of School		JS Russell Middle School		2012-2013 Grade Span	6-8	Projected School Membership	435
Current Percent Identified as Disadvantaged		77%	Current Percent Students with Disabilities		13.1%	Current Percent Limited English Proficient	1.1%
Name of Principal		Jerome Williams					
Telephone of Principal		434-848-2132					
Email of Principal		Jerome.williams@brun.k12.va.us					

**\*Assurances:** The local educational agency assures that School Improvement 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under the *No Child Left Behind Act of 2001* (NCLB). The division agrees to these conditions of award:

The LEA must assure that it —

1. Ensures schools receiving SIG funds as a Tier I or II school currently implementing a transformational or restart model continue to implement the model according to the timeline indicated in its approved application for SIG funding.
2. Uses its SIG funds to implement fully and effectively a model in each Tier I and Tier II school, that the LEA commits to serve, consistent with the final SIG requirements;
3. If implementing a restart model in a Tier I or Tier II school, includes 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;
4. Continues to implement all requirements of the USED turnaround initiative principles by:
  - providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround initiative effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
  - ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround initiative effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;

- redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
  - strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
  - using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
  - establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
  - providing ongoing mechanisms for family and community engagement.
5. Uses Indistar™, an online school improvement tool, for the following:
    - establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics;
    - collecting meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
    - setting leading and lagging indicators; including monitoring leading indicators quarterly and lagging indicators annually;
    - completing analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school;
  6. Ensures forty percent of a teacher's evaluation will be based on multiple measures of student academic progress. When data are available and appropriate, teacher performance evaluations incorporate student growth percentiles (SGPs) as one measure of student academic progress.
  7. Uses an electronic query system (i.e., Datacation) to provide principals with quarterly data needed to make data driven decisions at the school-level;
  8. Uses an adaptive reading assessment program (i.e., *iStation*) to determine student growth at least quarterly for any student who has failed the SOL assessment in the previous year, a student with disabilities, or an English language learner.
  9. Uses the *Algebra Readiness Diagnostic Test* (ARDT) for all schools with grade 6 or higher for all students who have failed the SOL assessment in the previous year, a student with disabilities, or an English language learner (fall, mid-year and spring at minimum).
  10. Attends OSI technical assistance sessions provided for school principals, division staff, and LTPs;
  11. Collaborates with assigned VDOE contractor(s) to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform;
  12. Provides an annual structured report to a panel of VDOE staff and turnaround initiative leaders detailing the current action plan, current leading and lagging indicators, and modifications to be made to ensure the reform is successful;
  13. Ensures division improvement plan supports the school-level improvement plan and is monitored monthly; and
  14. Reports to the SEA the school-level data required under the final requirements of this SIG grant.

Additional assurances may be needed for compliance pending final approval of *Virginia's Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)*.

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

Superintendent's Signature:



Superintendent's Name:

Dr. Oliver W. Spencer, Jr.

Date:

5/31/12

The application must be submitted to the Office of School Improvement via the Virginia Department of Education's Single Sign-On for Web Systems (SSWS) Drop Box to Janice Garland by Friday, June 1, 2012 from the division Superintendent's office. The notification through SSWS will serve as a certification that a signed copy of the application is located in the division's files. This school will be a Title I school next year.

## PART II: REFLECTION AND PLANNING

Complete responses for each question. This will guide the identification of summer, 30-day and 2012-2013 goals in Part III: Goal Setting.

### A. School Climate

1. What were the most successful strategies used to change the school climate?

The implementation of middle school philosophy rather than JR. High. To include: Common planning, teaming, proximity of team classrooms, elimination of bells, flexible scheduling, increased supervision. Development and implementation of teams and PLCs. Teachers being given meaningful input into which strategies to use. Transparency of the process that allowed for greater trust. Greater accountability of the faculty and staff regarding teaching practices and time utilization as measured by frequent monitoring, walk thru, teacher feedback, teacher goal setting, tier identification of students.

2. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.

Behavior Plan- Originally a token reward system was established. This proved unsuccessful because it was difficult to implement with fidelity. It later became evident that such a system was unnecessary as evidenced by a decrease in student behavior infractions and increased teacher supervision during class changes. ILP being located at the building. This created confusion for the staff regarding the authority and role of the position. ILP was moved to central office and the role of the ILP was defined by the state and reinforced by the division.

3. Are student behavior expectations reinforced consistently throughout the school? How has student behavior changed since the beginning of the year?

The vast majority of teachers reinforce behavior expectations with consistency. A few struggling teachers who do not are receiving individualized professional development, and/or being placed on plans of assistance.

Changes in student behavior include: dramatic decrease in profanity (decrease of 71%) and other misbehavior in the hallways, increased teacher supervision in the hallways, greater consistency from the administration in applying consequences.

4. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year? Is it where you want it to be? If not, what can you do to make further changes?

Staff greet visitors in a more professional and friendly manner. Teachers greet students. The physical appearance of the building denotes pride. Conversations amongst students and teachers are more academically focused.

Is it where you want it to be? The staff remains open to suggestions for improvement and recognizes that there is always room for improvement.

If not, what can you do to make further changes? Shift the enforcement of maintaining positive school climate from the adults to the students.

5. Are there any anticipated barriers to further improving the school climate?

Age of the physical plant and lack of up to date technology infrastructure within the building. Lack of air conditioning that can quickly change the morale of students and teachers who are moving and working in the environment.

The LEA is exploring options to remedy these issues.

6. What easy wins will be implemented in September 2012 to make it clear that the improvement efforts will continue and must be supported by students, staff, and parents?

Master plan of action that will include instructional and operational goals. The master Plan will be broken down further into 45 day plans and goals. The plans will be articulated at staff and stakeholder meetings. The Master Plan will include Beginning of the year pretests and other measures to tier students; 45 day goals. Routines and procedures will be generated and agreed upon by the teams and grade levels.

7. What celebrations/strategies/practices will you use to end this school year?

SOL incentive celebrations for students, end of the year student/teacher cookout, student promotion assembly, student awards assembly, honor roll assemblies each quarter, teacher luncheon, PTO dinner.

## B. Process Steps/Atmosphere of Change

1. How are all members of the Leadership Team / Improvement Team encouraged to contribute? How are all team members heard? How are their opinions considered and incorporated? Are decisions explained, with rationale behind them?

The leadership team is given a task and individual members report back on the progress. Their opinions are considered and incorporated into all decisions especially relating to their subject areas. Members of the leadership team, who are department chairs, meet with program vendors in deciding which programs may be beneficial. Any decisions that are made that would have direct impact on the subject and/or grade are explained to those impacted, either in the leadership team meetings, the PLC meetings, or the team meetings.

2. How are responsibilities divided amongst the team members? Are those divisions clear? Do responsible parties have the resources needed to follow through?

Responsibilities are divided by subject area and/or grade level. The divisions are very clear. If a resource is needed team members are provided with such resource

3. How are new strategies or practices monitored throughout the year? What happens if they don't seem to be working?

Monthly leadership team meetings; frequent class observations and feedback conferences; quarterly reports. If new strategies or practices don't appear to be working, the cause of the impediment is sought, resources may be provided, and differentiated professional development may be provided dependent on the cause. Failing strategies are discontinued if they have been properly implemented without desired results.

4. How was the momentum of the improvement effort sustained over the course of the year?

Staff and student celebrations of achievement; the speed of implementation has increased, continually raising expectations of the staff and students.

### C. Instruction

1. How are students identified as needing additional support in core content areas?

Through formative and summative assessment measures that include: Istation; Successmaker, benchmark testing, previous SOL testing; IEP, and in class ongoing assessments.

2. How do teachers differentiate learning for students?

Teaching is differentiated according to various student data gathered through assessment instruments. Students are then tiered by need. Tier 3 being most needy, tier 2, tier 1. Teachers use enrichment/remediation time to assist students as necessary. Teachers have a goal each week to lessen the number of tier 3 students by 50%. Progress on attaining this goal is monitored weekly by the administration. Additionally, special education students receive differentiated instruction according to the approved IEP.

3. Is the curriculum aligned within the school and across grade levels? If no, what is the process for doing this? (i.e. all third grade math classes teach the same SOLs and the third grade classes are ready to be in fourth grade math in September)

Yes, curriculum is aligned vertically and across the grade levels. The LTP provided training on common priorities planning and the curriculum was fully aligned.

4. How are formative assessments used in your school?

Formative assessment data is used to assign tier levels (of performance) to students. Remediation and/or enrichment is provided to students according to tier levels.. Formative assessments also further used to evaluate successes of a strategy being implemented. Formative assessments are also being used to identify teacher weaknesses and target professional development when weaknesses are evidenced.

5. Do all teachers have a strong understanding of classroom management techniques? If not, how can that skill-set be developed?

The majority of teachers have a strong understanding of classroom management techniques. Some understand the techniques, but struggle with implementation of the techniques. Professional development during August 2012 will focus on effectively implementing classroom management techniques and effective procedures.

#### D. External Support

1. How is the community supporting the improvement effort? What major hurdles to community involvement and support still exist?

The establishment of an active PTO at the school (over 300% increase in active membership). The local community and 4 year college provides tutoring for students. Due to limited industry and business in the area, we continue to struggle with developing a more extensive community support system.

2. What community-based organizations are involved with the improvement effort? In what ways? How are those organizations aligned to the broader improvement plan?

Local colleges provide mentoring and tutoring programs. County board of supervisors are aware of the improvement efforts and provide school funding. Some local faith based organizations provide mentoring programs. Internal partners such as elementary feeder schools and the high school are involved in the improvement effort by having an awareness of the process and communicating high expectations to incoming students and parents.

3. Which external partners, service providers or other contractors will be re-hired for the upcoming school year? Why will their contracts be renewed?

Cambridge Education, math coach.  
Both partners will be re-hired because the need for their continued services remains. Both remain an integral part of the school improvement team and its efforts.

4. How are parents supporting the improvement effort? In what ways are parents involved in the school and their children's education?

Parents are supporting the effort by actively participating in the PTO; by increasing attendance at parent/teacher conferences, assisting with Saturday school tutoring, and increasing their number of visits to classrooms. Parental support for student behavior expectations has increased.

5. In what other ways could parents be more involved?

Parents could be more involved by continuing to increase PTO membership and parental active involvement on committees. Parents could be more involved by publically acknowledging and praising the efforts of the school.

## E. Staffing and Relationships

1. How are teachers given positions, classes & grades? Is this process getting the most skilled teachers in front of the right group of students? If not, how can the process be changed?

Teachers are given their positions primarily according to certification. Reviewing the data and assessing the needs of the students further helps determine placement of a teacher.

2. How do you evaluate a teacher's quality throughout the year?

Frequent classroom observations using the seven standards, student assessment data, student surveys, structured weekly PLC meetings, and weekly conferences with the teachers.

3. Describe how teachers are provided professional development.

Professional development is provided teachers according to differentiated need. Professional development is delivered via external lead partner, internal lead partner, principal, PD 360, or other means.

4. How is the principal evaluated? Who does he/she receive feedback (on his/her performance) from and how often?

Principal is evaluated bi-annually by the superintendent based on qualitative and quantitative data.

5. What is the process for filling teacher vacancies? Is your school able to select teachers before other schools in the division? If not, why?

The position is advertised. The principal has the opportunity to review applications and select those to interview. The ELP and ILP are a part of the interview team. The SIG grant will provide funding for the Asst. Superintendent in charge of HR to expand the talent search to areas outside of Virginia. Since there is only one middle school in the district, there is little competition for candidates.

6. How will professional development lessons/goals be determined for 2012-13?

Based upon classroom observations, qualitative and quantitative data, and with input from the school leadership team.

7. How will any new teachers and staff (new to the school) be introduced to the philosophies, practices, and the differences of your school?

During the interview process, candidates are told about the fact that the school is in transformation. During new teacher orientation at the school and division levels the transformation process and their role in the process is explained.

8. How do you define the relationships within the school's Leadership Team/Improvement Committee? How can it be improved?

The leadership team shares decision making. There is open communication between subject levels and grade levels.

9. How do you define the relationship between the Lead Turnaround Partner and the principal? How can it be improved?

The Lead Turnaround Partner's on site representative was changed in January 2012. The on-site partner can best be described as a confidante and coach to the principal and a part of the decision making team.

10. How do you define the relationship between the division liaison (Internal Lead Partner) and the principal? How can it be improved?

The internal lead partner holds the principal accountable for explanation of data trends along with discussing methods of improvement and is part of shared decision making body for the school. The ILP liaises between the school, the LEA, and the state.

How can it be improved? The September 2011 "assurances" from the VDOE more clearly defined the authority of the ILP and made the roles clearer.

11. How do you define the relationship between the Lead Turnaround Partner and the division liaison (Internal Lead Partner)? How can it be improved?

The LTP and the ILP share decisions about school initiatives based on observations. Since the position of internal lead partner is new, and the school was assigned a new LTP on-site representative, the relationship could be better improved by a clear understanding of each other's roles in the process.

#### F. Decision-making Process and Autonomy

1. What is the decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan?

The discussion is first held between the LTP, ILP and building administration. After reaching an agreement on the direction needed, the problem and/or ideas are taken to the building leadership team (or if it is subject/grade specific it may be taken to the leadership team member(s) responsible for the subject/grade) for input. The leadership team member is given a certain amount of time to collect data and develop ideas. The data and ideas are brought back to the school improvement team for discussion and review. The ideas are implemented, monitored and reported on.

2. Who makes the final decisions about the school's improvement plan? Should this person/person(s) be the decision-maker? Why or why not?

Final decisions are approved by the school leadership team who gathers input from the faculty and staff. The people involved in the decision making are effective and capable of making decisions that impact the school. The final decision is a consensus.

3. What division policies were changed this year? (i.e. priority in filling teacher vacancies, exemptions from division PD sessions, school year/day adjustments)

Teachers assigned to Russell Middle school receive 5 additional days of professional development.

4. What policy barriers still exist to truly getting the school what it needs to succeed? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policy).

There are no policy barriers to the school succeeding.

## G. Phase Out (only for Cohort 1, year 2)

1. What services should be maintained after SIG funds and supports end in 2013?

Transportation for after school programs. Opportunities to search outside of the state for qualified candidates. School review personnel that periodically monitors the progress and processes of the school for both the state and the division.

2. How will the school prepare for the phase out of funds, supports, and services?

Ensuring that the goods, services, supplies, and programs that are purchased are sustainable after the grant funding has ended without need of additional local funds.

3. How will the district prepare for the phase out of funds, supports, and services?

The district is preparing for the phase out of SIG funding by seeking alternative grant funding sources and making sure that equipment and programs purchased with the funds are sustainable after the funding expires.

4. Who needs to be involved in the phase out process? What roles does each player take?

Superintendent and senior division staff: Research and apply for available funding. Oversight on current funding to assure sustainability of programs.

School Leadership Team: Training and familiarization with all aspects of the current efforts so that the improvement efforts will continue in the event of staff changes

LTP: Professional development on change initiatives and best practices for the staff

ILP: oversight in current SIG spending and programs to assure sustainability.

Principal: Communication to faculty and staff of the phase out process.

5. What are your biggest fears about the phase out process?

Lack of funding to continue programs that work. (After school programs, incentive programs for students, math coach position).

Fear that changes in administrative staff at the division and/or school level will lack knowledge of the process and effective practices, thus causing the school to decline.

6. What supports from the state would be the most helpful during year 3?

Information on alternate funding options (grants, etc).

7. What supports from the state would be the most helpful after SIG funding ends?

Information on alternate funding options (grants, etc). Continued monitoring of SIG schools. Training for new division or school administration on past effective practices used in the SIG process to assure sustainability of the effort.

**PART III: GOAL SETTING**

Use the current 2011 data from Quarterly Reports, Leading and Lagging Indicators, Interventions, Datacation, etc. and responses in Part II to respond to the following questions for continued FY2009 and FY2010 1003(g) grant funding.

**A. Please list 5 (SMART) goals for the summer:**

Example: SOL mathematics curriculum, assessments and pacing will be revised at 100% of grade levels to ensure vertical alignment based on analysis of 2012-13 SOL results as evidenced by a summary analysis of results by grade level, specific realignments made in curriculum and pacing, and development of aligned sample assessments for standards of concern at each grade level. (Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under the indicator to accomplish each goal.

1	<p><b>Develop framework for 2012-2013 school master plan with teacher/staff input.</b> As evidenced by teacher attendance at summer PD and the creation of the master plan document that will be entered into Indistar. Development of master 2012-2013 instructional calendar. Evidenced gathered via input into Indistar.</p> <p>5. Our school will develop and engage teachers and the leader in professional development aligned to programmatic goals.</p> <ul style="list-style-type: none"> <li>1. Create a process for identifying staff development needs (based on classroom observations, data, and staff survey)</li> <li>3. Schedule professional development based on identified areas of need based on observations and teacher surveys.</li> </ul> <p>17. - Our school is consistent with the state Standards of Learning and recommends alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students. (1001)</p> <ul style="list-style-type: none"> <li>1. Professional development needs are continually monitored based on observations and surveys</li> <li>2. Teachers are trained in differentiated instructional strategies to include learning styles and disabilities</li> <li>3. Teachers receive professional development on effective inclusion models</li> <li>4. Teachers receive professional development on assessment creation</li> <li>5. Teachers receive professional development on effective student engagement</li> </ul> <p>12. - Our school develops constructive relationships with existing school personnel. (995)</p> <ul style="list-style-type: none"> <li>2. Horizontal and vertical professional learning communities will be established</li> </ul>
2	<p><b>Professional development and goal setting on instructional processes ad routines.</b> As evidenced by summer 100% professional development attendance. Evidenced gathered via attendance sheet</p> <p>5. Our school will develop and engage teachers and the leader in professional development aligned to programmatic goals.</p> <ul style="list-style-type: none"> <li>1. Create a process for identifying staff development needs (based on classroom observations, data, and staff survey)</li> <li>3. Schedule professional development based on identified areas of need based on observations and teacher surveys.</li> </ul> <p>25. - Our school integrates all academic and support services. (1010)</p> <ul style="list-style-type: none"> <li>1. Continually monitor professional development needs based on observations and surveys</li> <li>1. Provide teachers professional development on effective student engagement</li> <li>7. Teachers will meet in PLCs vertically and horizontally and also as team leaders to plan the usage of school resources and school improvement.</li> </ul>
3	<p><b>Align division teacher evaluation system with new state standards and provide professional development on the implementation of such.</b> As evidenced by the development, adoption and approval of the new teacher evaluation system by the school board. Professional development attendance log will provide evidence of 100% teacher training on the system.</p>

	<p>Evidenced gathered via attendance sheet</p> <p>5. Our school will develop and engage teachers and the leader in professional development aligned to programmatic goals.</p> <ol style="list-style-type: none"> <li>1. Create a process for identifying staff development needs (based on classroom observations, data, and staff survey)</li> <li>3. Schedule professional development based on identified areas of need based on observations and teacher surveys.</li> </ol> <p>17. - Our school is consistent with the state Standards of Learning and recommends alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students. (1001)</p> <ol style="list-style-type: none"> <li>1. Professional development needs are continually monitored based on observations and surveys</li> <li>3. Teachers are trained in differentiated instructional strategies to include learning styles and disabilities</li> <li>4. Teachers receive professional development on effective inclusion models</li> <li>5. Teachers receive professional development on assessment creation</li> <li>6. Teachers receive professional development on effective student engagement</li> </ol>
4	<p><b>Team building professional development for established instructional groups (Led by LTP)</b> As evidenced by 100% teacher attendance at summer professional development. Evidenced gathered via attendance sheet.</p> <p>5. Our school will develop and engage teachers and the leader in professional development aligned to programmatic goals.</p> <ol style="list-style-type: none"> <li>1. Create a process for identifying staff development needs (based on classroom observations, data, and staff survey)</li> <li>3. Schedule professional development based on identified areas of need based on observations and teacher surveys.</li> </ol> <p>25. - Our school integrates all academic and support services. (1010)</p> <ol style="list-style-type: none"> <li>1. Continually monitor professional development needs based on observations and surveys</li> <li>2. Align curriculum horizontally and vertically</li> <li>7. Teachers will meet in PLCs vertically and horizontally and also as team leaders to plan the usage of school resources and school improvement.</li> </ol> <p>H. Our school provides comprehensive, coherent, manageable and integrated instructional and support programs. (999)</p> <ol style="list-style-type: none"> <li>3. Align schedules so that grade levels can meet as PICs and establish a meeting schedule so that data, planning and remediation can be discussed horizontally and vertically.</li> </ol>
5	<p><b>Leadership development for school leadership team.</b> As evidenced by 100% attendance for school leadership team members at the July Summer professional development sessions. Evidenced gathered via attendance sheet</p> <p>1. Our school develops and engages teachers and the leader in professional development aligned to programmatic goals. (987)</p> <ol style="list-style-type: none"> <li>1. Create a process for identifying staff development needs (based on classroom observations, data, and staff survey)</li> <li>3. Schedule professional development based on identified areas of need based on observations and teacher surveys.</li> </ol> <p>1. - Our school provides formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline. (982)</p> <ol style="list-style-type: none"> <li>3. Provide professional development for data driven decision making.</li> </ol> <p>25. - Our school integrates all academic and support services. (1010)</p> <ol style="list-style-type: none"> <li>7. Teachers will meet in PLCs vertically and horizontally and also as team leaders to plan the usage of school resources and school improvement.</li> </ol>

**B. Please list 3 (SMART) goals for the first 30 days of the upcoming school year:**

Example: Grade level math teachers will increase their use of formative assessments by 25% to drive instruction as evidenced by weekly formative assessment plans submitted to principal by first week of school for the first 6-weeks, inclusion of formative assessment strategies in lesson plans, associated data-driven decisions in teacher grade-level meeting minutes, and observed implementation.  
 (Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be

implemented under each indicator to accomplish each goal.)	
1	<p><b>PLCs, teams, and the school will establish “non-negotiable” routines and procedures.</b> Evidenced by document input in Indistar</p> <p>2. - Our school employs research-based strategies that provide an immediate and dramatic turnaround in student achievement. (984)</p> <p>4. Ongoing professional development and PLC mini-workshops based on observed and collected data to include: Goal setting, assessment for learning, utilizing data, differentiating instruction, high quality teaching and learning, and behavior management so that teachers use the best strategies in instruction.</p> <p>5. Our school will develop and engage teachers and the leader in professional development aligned to programmatic goals.</p> <p>1. Create a process for identifying staff development needs (based on classroom observations, data, and staff survey)</p> <p>3. Schedule professional development based on identified areas of need based on observations and teacher surveys.</p> <p>15. - Our school provides comprehensive, coherent, manageable and integrated instructional and support programs. (999)</p> <p>3. Align schedules so that grade levels can meet as PICs and establish a meeting schedule so that data, planning and remediation can be discussed horizontally and vertically.</p>
2	<p><b>School leadership team will establish student/teacher goals for attendance, instruction, and tier movement.</b> Evidenced by document input in Indistar</p> <p>17. - Our school is consistent with the state Standards of Learning and recommends alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students. (1001)</p> <p>7. Teachers will be formally observed three times annually and observed informally every week. Data and feedback from these observations will be used to direct professional development efforts.</p> <p>25. - Our school integrates all academic and support services. (1010)</p> <p>1. Continually monitor professional development needs based on observations and surveys</p> <p>7. Teachers will meet in PLCs vertically and horizontally and also as team leaders to plan the usage of school resources and school improvement.</p> <p>1. - Our school provides formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline. (982)</p> <p>2. Create suitable data reports for student achievement, behavior, attendance and parental involvement.</p> <p>3. Provide professional development for data driven decision making.</p>
3	<p><b>Implement the first 45 day plan as reviewed and approved by LTP, ILP, Principal. To include common assessments for teams and school and first 45 day instructional calendar.</b> Evidenced by document input in Indistar</p> <p>2. - Our school employs research-based strategies that provide an immediate and dramatic turnaround in student achievement. (984)</p> <p>3. Create action plan to address areas for development and identify strategies to resolve.</p> <p>9. Russell will utilize computer testing and remediation programs such as Success Maker, I-Station and Plugged-In to raise English and Math scores.</p> <p>15. - Our school provides comprehensive, coherent, manageable and integrated instructional and support programs. (999)</p> <p>2. Establish common priorities for all subjects and across grade levels 6-8 under the direction of Cambridge Education.</p> <p>17. - Our school is consistent with the state Standards of Learning and recommends alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students. (1001)</p> <p>2. Curriculum is aligned horizontally and vertically</p> <p>25. - Our school integrates all academic and support services. (1010)</p> <p>2. Align curriculum horizontally and vertically</p>

C. Please list 5 (SMART) goals for the upcoming school year:

Example: By June 2013 SOL mathematics scores will increase by 15% in grade 7 and by 5% in grade 6, 8 to exceed the state benchmark by 5% by establishing a laser-like focus on the monitoring of math remediation services using the ARDT as a screening tool for all students to identify area of student need, design remediation content, establish a timeline for remediation services, and record strand assessments results.  
 (Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under each indicator to accomplish each goal.)

1	<p>Average of five weekly administrative feedback and support sessions for teachers based on observations. Evidenced by teacher evaluation documentation</p> <p>5. - Our school develops and engages teachers and the leader in professional development aligned to programmatic goals. (987)</p> <ul style="list-style-type: none"> <li>1. Create a process for identifying staff development needs (based on classroom observations, data, and staff survey)</li> <li>3. Schedule professional development based on identified areas of need based on observations and teacher surveys.</li> </ul> <p>14. - Our school works with the school division to obtain a commitment from teachers to allow for additional time for instruction and professional development. (998)</p> <ul style="list-style-type: none"> <li>1. Identify needed professional development through observation and surveys from teachers</li> </ul> <p>17. - Our school is consistent with the state Standards of Learning and recommends alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students. (1001)</p> <ul style="list-style-type: none"> <li>7. Teachers will be formally observed three times annually and observed informally every week. Data and feedback from these observations will be used to direct professional development efforts.</li> </ul>
2	<p>By June 2013 increase parent and community involvement by 50%. As evidenced by PTO attendance and community visitor logs.</p> <p>9. - Our school works with the school division to expand community support to garner human resources needed for reform. (993)</p> <ul style="list-style-type: none"> <li>1. Create and implement an assignment log to serve as communication between school and home.</li> <li>2. Recruit appropriate community resources such as retired teachers, student volunteers from local colleges, and participants in the JROTC program to help tutor and mentor students.</li> <li>4. Notify parents of available community resources.</li> <li>5. Implement a career day, where parents and community leaders attend and discuss real-life applications of what is taught and learned in the classroom.</li> </ul> <p>7. - Our school secures parental commitment and involvement through school choice. (990)</p> <ul style="list-style-type: none"> <li>2. Establish a PTO</li> <li>5. Hold regular meetings with Title 1 parent advisory committee and PTO</li> </ul> <p>Our school will promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community.</p> <ul style="list-style-type: none"> <li>Identify opportunities to engage parents in development activities through survey and individual conferences.</li> <li>Establish school title 1 parent advisory committee</li> </ul>

3	<p><b>By June 2013 collect evidence and evaluate efficacy of all programs currently in use (to include ARDT, Successmaker, Istation, Mind Research, Saturday School, and after school.)</b> As evidenced by collected data and comprehensive program evaluation documentation and entered into Indistar.</p> <p>21. - Our school identifies and obtains adequate materials from school system resources (such as the Algebra Readiness Diagnostic Assessment (ARDT) or benchmark assessments). (1006)</p> <ol style="list-style-type: none"> <li>9. Evaluate the effectiveness of our RTI programs and the student usage of said programs.</li> </ol> <p>1. - Our school provides formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline. (982)</p> <ol style="list-style-type: none"> <li>1. Investigate integrated system for data management</li> <li>2. Create suitable data reports for student achievement, behavior, attendance and parental involvement.</li> <li>7. Implement the DataCation data management system.</li> </ol> <p>2. - Our school employs research-based strategies that provide an immediate and dramatic turnaround in student achievement. (984)</p> <ol style="list-style-type: none"> <li>9. Russell will utilize computer testing and remediation programs such as Success Maker, I-Station and Plugged-In to raise English and Math scores.</li> </ol> <p><b>The RMS Transformational toolkit submitted in June 2012 included strategies that link student performance measures to 45-day plans. These plans include specific SMART goals stemming from curricula milestones and formative assessment development. As a guide to develop SMART Goals, teachers were required to utilize the Enhanced Scope and Sequence, Curriculum Framework, Blueprints, and division pacing guides. Teachers will develop four 45-day plans this school year. These plans will be used as <b>check points</b> for monitoring student performance and effective teaching.</b></p> <p><b>Next, students will be tiered based upon previous SOL English or math scores and pre-assessment provided by CAI programs (e.g., Istation, SuccessMaker, Mind Math, and ARDT Pearson instruments. Once a student's tier grouping is determined, he/she will be assigned a specific intervention plan by the Collaborative intervention team (CIT) (i.e., teacher/coach/Title I teacher). To monitor performance progress or tier movement by students, the teams will meet once per week. To monitor school-wide tier movement, all English and math teachers, coach and Title I teachers will meet bi-weekly with principal and external lead partner to discuss student performance data.</b></p> <p><b>All student performance measures are an essential component for SMART goals developed by teachers. All SMART goals are reviewed and approved by the principal and external lead partner. These goals are linked to specific math or English 2012-13 AMO's for Russell.</b></p> <p><b>We will closely monitor the progress of students within tiers 2 and 3 for the subgroups of Students with Disabilities and White students in the area of English and White students in the area of math according to our AMO report.</b></p>
4	<p><b>By June 2013 95% of all students will be involved in goal setting and self monitoring of behavior and learning.</b> As evidenced by 20% decrease in disruptive behavior discipline referrals and student learning goal sheets.</p> <p>. - Our school employs research-based strategies that provide an immediate and dramatic turnaround in student achievement. (984)</p>

	<p>5. Require additional learning time for students at risk of under achievement.</p> <p>6. - Our school promotes student motivation for learning. (988)</p> <ol style="list-style-type: none"> <li>1. Implement a character education program (Project Wisdom) for students.</li> <li>4. Students will utilize a student learning notebook.</li> </ol> <p>18. - Our school organizes programming to engage students' sense of adventure, camaraderie, and competition. (1002)</p> <ol style="list-style-type: none"> <li>3. Clear criteria for student rewards will be established</li> </ol>
5	<p><b>By June 2013 demonstrate sustainability of school improvement efforts.</b> As evidenced by: gradual decrease in math coach direct student instruction and shift to monitoring math instruction; review of PLC and team created agendas and minutes with the focus on instruction accounting for 80% of the agenda and minutes.</p> <p>1. - Our school provides formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline. (982)</p> <ol style="list-style-type: none"> <li>1. Investigate integrated system for data management</li> <li>2. Create suitable data reports for student achievement, behavior, attendance and parental involvement.</li> <li>6. The superintendent, LTP, ILP, VDOE liaison, and the principal will hold scheduled meetings monthly at Central Services to review data on program effectiveness.</li> </ol>

**PART IV: SCHOOL PLAN TO MONITOR INTERVENTIONS AT THE SCHOOL-LEVEL**

Based on the analysis of the school's academic achievement and intervention data collected during the 2011-12 school year, provide a detailed tiered approach to interventions to support student achievement that will be implemented in the school improvement plan as it is developed. Describe specific interventions being put in place as a result of the data analysis.

The description of the intervention for each group should include the following elements:

- a. targeted group; intervention description;
- b. intervention provider;
- c. frequency and amount of time for each tier; and,
- d. description of how the intervention will be monitored.

See the sample provided.

SAMPLE RESPONSE

<b>Students who are at-risk of failing a mathematics SOL</b>	
Tier 2	5 <sup>th</sup> grade math teachers will work collaboratively to develop a list of activities on the math remediation software (intervention description) for the highly qualified paraprofessional (intervention provider) to use with the students identified by grades C-D, low weekly formative assessment performance and scoring 70-80% on 9-weeks assessment (targeted group) during the first 9 weeks in lieu of specials 3 days per week for 40 minutes (frequency and time). Teachers will review results from remediation software reports bi-weekly (monitoring).
Tier 3	5 <sup>th</sup> grade math teachers will work collaboratively with math specialist to analyze lesson plans and instructional strategies used during instruction of Measurement and Geometry to develop hands-on activities for daily intervention small group pull-out (intervention description). The licensed Title I teacher (intervention provider) will address specific skills identified in the strand for the targeted population 5 days/week for 40 minutes (frequency and time). Teachers will review results of ARDT strand tests as they are completed in accordance with student's remediation timeline (4 weeks at minimum) (monitoring).

<b>Part IV (a): Interventions for students who are at-risk of failing a reading SOL</b>	
Tier 2	<p>Students scoring between 60% and 79% on weekly assessments and/or benchmarks will be considered tier 2.</p> <p>Tier 2 students will use the computer aided instructional program "Successmaker" twice a week for a minimum of 15 minutes per session during remediation time. (Remediation time is 45 minutes daily). Students will use Istation a minimum of 30 minutes a week with interventions delivered by the classroom teacher during the remediation period. Teachers will review results from remediation software reports bi-monthly and present progress to administration.</p> <p>Students in tier 2 will use computer aided instructional program for reading (Successmaker and/or Istation) a minimum of 90 minutes per week.</p> <p>English teachers will work collaboratively with the Title 1 reading specialist to develop a list of activities for reading remediation.</p>
Tier 3	<p>Students scoring below 60% on weekly assessments and/or benchmarks will be considered tier 3</p> <p>Tier 3 students will use the computer aided instructional program "Istation" for a minimum of 120 minutes per week.. Interventions delivered by the Title 1 reading teacher during a small group pull out session one time a week for 60 minutes. Teachers will review results from remediation software reports bi-monthly and present progress to administration. Students will receive intervention through SuccessMaker for 60 minutes per week.</p> <p>English teachers will work collaboratively to develop a list of activities for reading remediation.</p>
<b>Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL</b>	
Tier 2	<p>Students scoring between 60% and 79% on weekly assessments and/or benchmarks will be considered tier 2.</p> <p>Math teachers in grades 6-8 will meet weekly with the math coach and/or title 1 math specialist to analyze lesson plans and instructional strategies. Emphasis will be placed on development of hands on activities for math skills to be used during the math lessons.</p> <p>Students on Tier 2 will use the Computer Aided instructional program "Mind Math" one time a week for a minimum of 45 minutes. Students on Tier 2 will use the Computer Aided instructional program "Successmaker" a minimum of 30 minutes a week</p> <p>Teachers will review results from remediation software reports bi-monthly and present progress to administration.</p>
Tier 3	<p>Students scoring below 60% on weekly assessments and/or benchmarks will be considered tier 3</p> <p>Math teachers in grades 6-8 will meet weekly with the math coach and/or title 1 math specialist to analyze lesson plans and instructional strategies.. Emphasis will be placed on development of hands on activities for math skills to be used during the math lessons.</p> <p>Tier 3 students will use the Computer Aided instructional program "Mind Math" a minimum of two times a week for 45 minutes at a time. ( minimum total time of 90 minutes a week).</p> <p>Students on Tier 3 will use the Computer Aided instructional program "Successmaker" a minimum of 90 minutes a week</p> <p>Teachers will review results from remediation software reports bi-monthly and present progress to administration.</p> <p>Students will receive pull out services of the Title 1 math specialist and/or math coach in a small group setting once a week for a minimum of 60 minutes.</p> <p>Students identified as tier 3 will be scheduled in the ARDT program taught by a highly qualified mathematics instructor, for 90 minutes a day five days a week for the <b>second</b> semester.</p>
<b>Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable</b>	
Tier 2	NA
Tier 3	NA
<b>Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above</b>	

Tier 2	<p>Any student identified as a Tier 2 student will receive the same interventions whether or not they have passed the SOL reading assessment. Student tier identification is monitored bi monthly. Initial placement on tier levels comes from SOL scores and assessments such as Successmaker and iStation given the first month of school.</p> <p>Students scoring between 60% and 79% on weekly assessments and/or benchmarks will be considered tier 2.</p> <p>Tier 2 students will use the computer aided instructional program "Successmaker" twice a week for a minimum of 15 minutes per session during remediation time. (Remediation time is 45 minutes daily). Students will use Istation a minimum of 30 minutes a week with interventions delivered by the classroom teacher during the remediation period. Teachers will review results from remediation software reports bi-monthly and present progress to administration.</p> <p>Students in tier 2 will use a computer aided instructional program for reading (Successmaker and/or Istation) a minimum of 90 minutes per week. English teachers will work collaboratively with the Title 1 reading specialist to develop a list of activities for reading remediation.</p>
Tier 3	<p>Students scoring below 60% on weekly assessments and/or benchmarks will be considered tier 3</p> <p>Tier 3 students will use the computer aided instructional program "Istation" for a minimum of 120 minutes per week.. Interventions delivered by the Title 1 reading teacher during a small group pull out session one time a week for 40 minutes. Teachers will review results from remediation software reports bi-monthly and present progress to administration. English teachers will work collaboratively to develop a list of activities for reading remediation.</p>
<b>Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above</b>	
Tier 2	<p>Any student identified as a Tier 2 student will receive the same interventions whether or not they have passed the SOL math assessment. Student tier identification is monitored bi monthly. Initial placement on tier levels comes from SOL scores and assessments such as Successmaker and iStation given the first month of school.</p> <p>Students scoring between 60% and 79% on weekly assessments and/or benchmarks will be considered tier 2.</p> <p>Math teachers in grades 6-8 will meet weekly with the math coach and/or Title 1 math specialist to analyze lesson plans and instructional strategies. Emphasis will be placed on development of hands on activities for math skills to be used during the math lessons.</p> <p>Students on Tier 2 will use the Computer Aided instructional program "Mind Math" one time a week for a minimum of 45 minutes. Students on Tier 2 will use the Computer Aided instructional program "Successmaker" a minimum of 30 minutes a week Teachers will review results from remediation software reports bi-monthly and present progress to administration.</p>
Tier 3	<p>Any student identified as a Tier 3 student will receive the same interventions whether or not they have passed the SOL math assessment. Student tier identification is monitored bi monthly. Initial placement on tier levels comes from SOL scores and assessments such as Successmaker and iStation given the first month of school.</p> <p>Students identified as Tier 3 will be scheduled in the ARDT program taught by a highly qualified mathematics instructor, for 60 minutes a day five days a week for the <b>first</b> semester.</p> <p>Students scoring below 60% on weekly assessments and/or benchmarks will be considered tier 3</p> <p>Math teachers in grades 6-8 will meet weekly with the math coach and/or Title 1 math specialist to analyze lesson plans and instructional strategies.. Emphasis will be placed on development of hands on activities for</p>

	<p>math skills to be used during the math lessons.</p> <p>Tier 3 students will use the Computer Aided instructional program "Mind Math" a minimum of two times a week for 45 minutes at a time (minimum total time of 90 minutes a week).</p> <p>Students on Tier 3 will use the Computer Aided instructional program "Successmaker" a minimum of 30 minutes a week</p> <p>Teachers will review results from remediation software reports bi-monthly and present progress to administration.</p> <p>Students will receive pull out services of the Title 1 math specialist and/or math coach in a small group setting once a week for a minimum of 40 minutes.</p>
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**Part V: BUDGET (LEA SCHOOL)**

**Budget Summary**

School Improvement Grant (SIG) funds may be expended on any allowable expense as described in the Guidelines for School Improvement Grant Application document. 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). The LEA must submit the following:

- a. For the school served with SIG funds, a budget summary detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies.
- b. For the school served with SIG funds, a detailed narrative describing the use of SIG funds and 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 supporting the SIG initiatives.

See following pages for budget form(s).

**Budget Expenditure Code Definitions**

These expenditure codes 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.

- 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 intra-governmental 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.

Part V (a): School Budget Summary

In the chart below, please provide a budget detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Provide the school name and identify the correct cohort. Separate division- and school-level expenses for SIG funds. Division-level expenses are those that occur at the division level to support school improvement activities for the specific school. School-level expenses are those expenses that are incurred for school improvement activities at the school building.

SCHOOL NAME: JS Russell Middle School				COHORT II <input type="checkbox"/> COHORT I <input checked="" type="checkbox"/>	
Year 1: 2011-2012 (includes pre-implementation period)				2012-2013	
Expenditure Codes	Pre-implementation SIG Funds	SIG Funds	Other Funds	SIG Funds	Other Funds
1000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$71,627.03	Other: \$84,125.34
	School Expenses \$	School Expenses \$		School Expenses \$107,015.25	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$19,007.90	Other: \$28,620.86
	School Expenses \$	School Expenses \$		School Expenses \$13,346.83	
3000 – Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$0	Other: \$0
	School Expenses \$	School Expenses \$		School Expenses \$131,760.00	
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$0	Other: \$0
	School Expenses \$	School Expenses \$		School Expenses 0	

5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$0	Other: \$0
	School Expenses \$	School Expenses \$		School Expenses \$7,700.00	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$0	Other: \$14,500.00
	School Expenses \$	School Expenses \$		School Expenses \$161,789.99	
8000 - Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$0	Other: \$0
	School Expenses \$	School Expenses \$		School Expenses	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$90,634.93	Other: \$127,246.20
	School Expenses \$	School Expenses \$		School Expenses \$421,612.07	
				Total Division Expenses \$90,634.93	
				Total School Expenses \$421,612.07	
				TOTAL 512,247.00	

Part V (b): School Budget Narrative

In the chart below, please provide a budget narrative of expenditures for activities designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Include the use of SIG funds and 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 supporting the SIG initiatives. Use as much space as needed for each Expenditure Code.

SCHOOL NAME: SAMPLE	COHORT II <input type="checkbox"/>	COHORT I <input checked="" type="checkbox"/>
<p>1000 – Personnel (Use as much space as necessary.)                  Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 ( 1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)</p> <p>Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)</p>		

SCHOOL NAME: JS Russell Middle School	COHORT II <input type="checkbox"/>	COHORT I <input checked="" type="checkbox"/>
<p>1000 – Personnel (Use as much space as necessary.)</p> <p><b><u>School Improvement Grant Funds</u></b>                  Administrator on Special Assignment for Middle School Instruction salary for Sept. 2012 – June 2013: \$71,627.03</p> <p>Math Instructional Coach salary for 2012-2013: \$36,965.25</p> <p>Enrichment teacher supplement for 2012-2013: \$4,000.00</p> <p>Teacher PD in stipends (42 teachers @ \$100 per day for 3 days during the summer): \$12,600.00</p> <p>School Leadership Team stipend for summer PD (10 teachers @ \$100 per day for 2 days: \$2,000.00</p> <p>Teacher and Staff stipends for afterschool program 10 teachers for 1.5 hrs/3 days per week @ \$90 over 6 weeks): \$5,400.00</p> <p>Teacher stipends for Saturday school program 10 teachers for 3 hrs per week @ \$60 over 8 weeks: \$4,800.00</p> <p>Bus Driver payroll for afterschool program: \$7,500.00</p> <p>School Leadership Team supplement (10 teachers @ \$500 each): \$5,000.00</p> <p>Bonus for meeting Federal AMO (45 teachers @ \$500 and 25 classified staff @ \$250: \$28,750.00</p>		

**Title I Funds**

Two Title I English and Math Teachers: \$103,037

2000 -Employee Benefits (Use as much space as necessary.)

**School Improvement Grant Funds**

Administrator on Special Assignment for Middle School benefits including FICA, VRS, GLIP & RHIC: \$19,007.90

Math Instructional Coach benefits including FICA, VRS, GLIP & RHIC: \$7,988.00

Enrichment teacher supplement FICA: \$306.00

Teacher PD FICA: \$963.90

School Leadership Team summer PD FICA: \$153.00

After school program FICA: \$413.10

Saturday School FICA: \$367.20

Bus Driver FICA: \$573.75

School Leadership Team supplement FICA: \$382.50

Bonus for meeting Federal AMO FICA: \$2,199.38

**Title I Funds**

Two Title I English and Math Teachers benefits including FICA, VRS, GLIP & RHIC: \$33,570.00

3000 - Purchased Services (Use as much space as necessary.)

**School Improvement Grant Funds**

Cambridge Education, LLC (Lead Turnaround Partner) contract expense for 2012-2013: \$131,760.00

4000 - Internal Services (Use as much space as necessary.)

5000 - Other Charges (Use as much space as necessary.)

**School Improvement Grant Funds**

Meals for summer professional development for 3 days: \$1,700.00

Mileage/meals/registration fees/hotel accommodations for VDOE school improvement meetings: \$3,000.00

Mileage/meals/registration fees/hotel accommodations for administrators and teacher professional development travel: \$3,000.00

6000 - Materials and Supplies (Use as much space as necessary.)

**School Improvement Grant Funds**

iStation renewal for 2012-2013: \$6,500.00

Mind Research software for 2012-2014 (2 year subscription): \$3,499

Vantage Learning (My Access Writing program): \$3,630.00

Brain Pop site license: \$1,495.00

Project Wisdom site license: \$499.00

SuccessMaker renewal: \$16,000.00

PD360: \$6,000.00

Professional Development books for administrators and teachers (Visible Learning/team building): \$4,000.00

Classroom book sets for grade 6 English teacher: \$700.00

Student binders for SOL materials and writing prompt journals: \$4,306.00

Texas Instruments TI-Nspire calculators (200 calculators with 3 teacher bundles): \$30,000.00

Student dry erase boards for math and English (15 sets): \$2,970.00

Star Tech DVI to VGA splitter cables for smart boards (33): \$545.00

Table skirts for school presentations: \$1,117.00

Acrylic wall mounts for classroom doors (60): \$178.00

CD/cassette listening centers for English classrooms (9 @ \$176.88): \$1,591.92

Flip UltraHD video camera for teacher evaluation portfolios (4 @ \$348.82): \$1,395.28

LabQuest Physical Science package (10 @ \$957): \$9,570.00

LabQuest Physical Science lab book (1 @ \$48): \$48.00

Virginia Readers Choice books 2010-11 (3 sets @ \$113.12): \$342.56

Virginia Readers Choice books 2011-12 (3 sets @ \$130.84): \$396.12

Classroom sets for guided reading grades 6-8 (18 sets x 10 books @ \$16.95): \$3,051.00

Classroom sets for social studies grades 6-7 (8 sets x 10 books @ \$16.95): \$1,356.00

Apple iPad PowerSync Carts (3 carts with 30 iPads each): \$50,909.85

Life Science organisms kit: \$4,149.00

iDock wireless listening centers (6 @ \$384.99): \$2,309.94

Typing program for grades 6-7: \$2,271.00

eBooks for iPads: \$2,960.32

**Title I Funds**

Classroom materials and supplies: \$14,500.00

8000 – Equipment/Capital Outlay (Use as much space as necessary.)

**Combined Division-Level Budget Summary for ALL (Tier I and Tier II) Schools the LEA Commits to Serve**  
**(ONE PER DIVISION, NOT PER SCHOOL)**

Although this form is included in each school-level application, complete only one Division-Level Budget Summary for ALL (Tier I and Tier II) schools in the division.

**PART VI**

**Combined Division-Level Budget Summary for ALL (Tier I and Tier II) Schools the LEA Commits to Serve (ONE PER DIVISION, NOT PER SCHOOL)**

In the chart below, include a budget summary of expenditures for activities designed to support implementation of the selected school intervention model(s) in the LEA's Tier I and Tier II schools under the appropriate cohort .

Expenditure Codes	Year 1: 2011-2012 (includes pre-implementation period)			Cohort II ONLY <u>Year 2: 2012-2013</u>		Cohort I ONLY <u>Year 3: 2012-2013</u>	
	Pre-implementation (SIG Funds)	SIG Funds	Other Funds	SIG Funds for Cohort II ONLY	Other Funds	SIG Funds for Cohort I ONLY	Other Funds
1000 - Personnel	\$	\$	\$	\$	\$	\$178,642.28	\$84,125.34
2000 - Employee Benefits	\$	\$	\$	\$	\$	\$32,354.73	\$28,620.86
3000 - Purchased Services	\$	\$	\$	\$	\$	\$131,760.00	\$0
4000 - Internal Services	\$	\$	\$	\$	\$	\$0	\$0
5000 - Other Charges	\$	\$	\$	\$	\$	\$7,700.00	0
6000 - Materials and Supplies	\$	\$	\$	\$	\$	\$161,789.99	\$14,500
8000 - Equipment/ Capital Outlay	\$	\$	\$	\$	\$	\$0	\$0
Total	\$	\$	\$	TOTAL Cohort II SIG Funds Only \$	Total Other Funds \$	TOTAL Cohort I SIG Funds Only \$512,247.00	Total Other Funds \$127,246.20

**Application Submission**  
**Applications are due on Friday, June 1, 2012.**

*The application must be submitted to the Office of School Improvement via the Virginia Department of Education's Single Sign-On for Web Systems (SSWS) Drop Box from the division's Superintendent's office to*

***Janice Garland***

*by Friday, June 1, 2012.*

*In the subject line, indicate the division name and application type (e.g., Norfolk SIG 2012\_2013 Continuation Application).*

*(If there is a need for a drop box user name and password, please contact the division's SSWS division administrator.)*

*Retain the original application with the Superintendent's signature in the division's files.*