

**FY2010 Schools
Application for Year 2 Continued Funding**

1003(g) School Improvement Grant (SIG) Application

Due: July 9, 2012

Please complete this application for each school.

PART I: CONTACTS & DEMOGRAPHIC INFORMATION

School Division Name:	Arlington Public Schools				
Division Contact:	Wendy Pilch, Interim Title I Coordinator				
Telephone of Division Contact (include extension if applicable):	703-228-6161		Fax:	703-228-2874	
Email of Division Contact:	wendy.pilch@apsva.us				
Name of School	Barcroft Elementary School	2012-2013 Grade Span	PK-5	Projected School Membership	530
	Current Percent Identified as Disadvantaged	62.4%	Current Percent Students with Disabilities	19.4%	Current Percent Limited English Proficient
					57.7%
Name of Principal	Miriam Hughey-Guy				
Telephone of Principal	703-228-5838				
Email of Principal	miriam.hugheyguy@apsva.us				

PART II: GOAL SETTING

A. Based on the school's 2011-2012 improvement plan, list the outcomes resulting from the reform efforts implemented under 1003(g) SIG funding during the 2011-2012 term.

Please describe in detail the 2011-2012 outcomes below.

1	Increasingly clear and productive data protocols: Data conversations have become more productive as a result of the professional learning opportunities with UVA. There is an observable effort to document, analyze, and respond to data not only at the school and grade levels, but at the level of individual children. Monthly collaboration with our district colleagues—including district leaders and other schools in improvement—as part of a consistent effort has supported and enhanced our learning and implementation.
2	Increasingly sophisticated leadership practice: Participation in intensive and sustained executive leadership education that is focused on a theory of action for school turnaround that builds on essential core components of knowledge and skills, systems and processes, best practices from business and education, and real-time support is ongoing, but has already proved to be transformative. Collaboration with our district colleagues—including district leaders and other schools in improvement—as part of a consistent effort has supported and enhanced our learning and implementation.
3	Focus on critical issues: Increased evaluation, training, and consultation with experts on curricular and programmatic issues [for example: data dialogue and application, English Language Arts instruction and curricular implementation, program fidelity, serving dually identified students, and implementing new math standards] have helped the school tackle some of the most critical issues it faces with more information, new perspectives, and improved approaches. Collaboration with our district colleagues—including district leaders and other schools in improvement—as part of a consistent effort has supported and enhanced our learning and implementation.
4	Staff focused on SWD, ELLs, and economically disadvantaged students in grade 3-5 who have not met grade level benchmarks (DRP, DRA, etc) and identified interventions for their specific needs. The staff created intervention (action)

	plans for these students to ensure more engagement with text and classroom discourse (teacher to student, student to student) to improve oral language skills and vocabulary and reading comprehension skills. Eighty-eight percent of the students passed the SOLs in reading. All students made at least one year of progress. SOL math performance on the new assessment declined from last year performance on the previous assessment. However, staff members have already analyzed the results and are meeting to design plans for acceleration.
5	Staff participated in professional development with the math coach focused on math interventions specifically designed for SWD, ELLs, and economically disadvantaged students. The identified students who required immediate, intensive and targeted acceleration received instruction 3 times a week. Staff created individual action plans for each student and used assessments to measure growth.
6	Instructional staff participated in the 3-year sustained schoolwide SIOP training to improve instruction for second language learners. All staff learned about research-based effective strategies supporting the academic needs of ELLs. Year 2 will continue with implementation of the three components of focus this year (Lesson Preparation, Background Knowledge, and, Comprehensible Input) and the focused learning of additional strategies from the model. Lesson plans were presented to administrators with the plan to implement and evaluate in the SY 2012-13.

B. Use the current 2011-12 data from Quarterly Reports, Interventions, Datacation, etc. and other data sources collected to respond to the following questions for continued FY2009 1003(g) grant funding.

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

<p>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.)</p>	
1	By June 2013 SOL reading scores failure rate will decrease by 10% by creating individual plans for targeted students that ensure engagement with text and classroom discourse to improve oral language skills and vocabulary and reading comprehension skills.
2	By June 2013 SOL math scores failure rate will decrease by 10% by identifying students who require immediate, intensive, and targeted acceleration. Teachers will create individual acceleration plans for each student and use assessment to measure growth.
3	During the school year, teachers will continue Sheltered Instruction Observation Protocol training to address students' needs in the areas of reading comprehension and vocabulary. Trainers from the Center for Applied Linguistics (CAL) will provide the year-long training.
4	By June 2013, the students' will increase their intrinsic motivation for academic learning as measured by a pre-/post academic motivation survey. Teachers will through direct instruction incorporate the Leonardo da Vinci characteristics and Responsive Classroom practices on a daily basis.
5	By June 2013, the school will increase the number of opportunities for parents to become more knowledgeable and involved in their children's education.

Part III: BUDGET (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 III (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 Barcroft Elementary School		Year 2: 2012-2013	
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses \$0	Division Expenses \$	Other: \$367,758
	School Expenses \$76,400	School Expenses \$	
2000 – Personnel	Division Expenses \$0	Division Expenses \$	Other: \$157,758
	School Expenses \$19,100	School Expenses \$	
3000 – Purchased Services	Division Expenses \$47,250	Division Expenses \$	Other: \$22,825
	School Expenses \$78,000	School Expenses \$	
4000 - Internal Services	Division Expenses \$0	Division Expenses \$	Other: \$0
	School Expenses \$0	School Expenses \$	
5000 - Other Charges	Division Expenses \$8,000	Division Expenses \$	Other: \$22,825
	School Expenses \$3,250	School Expenses \$	
6000 - Materials and Supplies	Division Expenses \$6,000	Division Expenses \$	Other: \$0
	School Expenses \$7,000	School Expenses \$	
8000 – Equipment/ Capital Outlay	Division Expenses \$0	Division Expenses \$	Other: \$0
	School Expenses \$0	School Expenses \$	
Total	Division Expenses \$61,250	Division Expenses \$	Other: \$821,166
	School Expenses \$183,750	School Expenses \$	
			Total Division Expenses \$61,250
			Total School Expenses \$183,750
			TOTAL (Not including "Other") \$245,000

Part III (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: Barcroft Elementary School
1000 – Personnel (Use as much space as necessary.) School Expenses: \$37,100 for 0.5 FTE staff to support intervention implementation and \$39,300 to pay staff for school intersession program. Other Funds: \$452,537 for Title IA School Staff, APS Supplemental Reading Staff, APS Supplemental Math Staff, Title IIA Class Size Reduction, Central Office (~2 % of 5 non-Title I staff)
2000 -Employee Benefits (Use as much space as necessary.) School Expenses: \$19,100 for employee benefits for above Other Funds: \$157,758 for employee benefits for above
3000 - Purchased Services (Use as much space as necessary.) School Expenses: \$78,000 for participation in UVA School Turnaround Specialist Program and ancillary program costs. Division Expenses: \$47,250 to provide for other APS schools in improvement to participate in UVA Turnaround Program so that a cohort exists to enable a consistent and coherent system-wide intervention Other Funds: \$193,944 for Title IIIA Parent Outreach, APS Operating Budget Set-Aside for ESEA
4000 - Internal Services (Use as much space as necessary.)
5000 - Other Charges (Use as much space as necessary.) School Expenses: \$3250 for travel expenses to Charlottesville for two school leaders to participate in required week-long summer leader learning component of UVA School Turnaround Specialist Program. Division Expenses: \$8,000 to fund additional staff training; consultant, staff, and administrative travel; and additional costs related to implementation of UVA Turnaround Program. Other Funds: \$21,825 for APS Operating Budget Set-Aside for ESEA
6000 - Materials and Supplies (Use as much space as necessary.) School Expenses: \$7,000 to fund the required Teach First fee, licenses and materials to enable full iStation (and/or other online intervention program) implementation, and any other identified software or materials required as part of implementation of intervention. Division Expenses: \$6,000 to fund at the Division level training, licenses and other fees, and materials relating to formative assessments and consistent implementation.
8000 – Equipment/Capital Outlay (Use as much space as necessary.)

PART I: CONTACTS & DEMOGRAPHIC INFORMATION

School Division Name:	Arlington Public Schools					
Division Contact:	Wendy Pilch, Interim Title I Coordinator					
Telephone of Division Contact (include extension if applicable):	703-228-6161			Fax:	703-228-2874	
Email of Division Contact:	wendy.pilch@apsva.us					
Name of School	K.W. Barrett Elementary School	2012-2013 Grade Span	PK-5	Projected School Membership	555	
	Current Percent Identified as Disadvantaged	52.5%	Current Percent Students with Disabilities	26.9%	Current Percent Limited English Proficient	48.0%
Name of Principal	Theresa Bratt					
Telephone of Principal	703-228-6288					
Email of Principal	theresa.bratt@apsva.us					

PART II: GOAL SETTING

A. Based on the school's 2011-2012 improvement plan, list the outcomes resulting from the reform efforts implemented under 1003(g) SIG funding during the 2011-2012 term.

Please describe in detail the 2011-2012 outcomes below.

1	Increasingly clear and productive data protocols: Data conversations have become more productive as a result of the professional learning opportunities with UVA. There is an observable effort to document, analyze, and respond to data not only at the school and grade levels, but at the level of individual children. Collaboration with our district colleagues—including district leaders and other schools in improvement—as part of a consistent effort has supported and enhanced our learning and implementation.
2	Increasingly sophisticated leadership practice: Participation in intensive and sustained executive leadership education that is focused on a theory of action for school turnaround that builds on essential core components of knowledge and skills, systems and processes, best practices from business and education, and real-time support is ongoing, but has already proved to be transformative. Collaboration with our district colleagues—including district leaders and other schools in improvement—as part of a consistent effort has supported and enhanced our learning and implementation.
3	Focus on critical issues: Increased evaluation, training, and consultation with experts on curricular and programmatic issues [for example: data dialogue and application, English Language Arts instruction and curricular implementation, program fidelity, serving dually identified students, and implementing new math standards] have helped the school tackle some of the most critical issues it faces with more information, new perspectives, and improved approaches. Collaboration with our district colleagues—including district leaders and other schools in improvement—as part of a consistent effort has supported and enhanced our learning and implementation.
4	Focus on instructional strategies: systemic use of oral discourse strategies including <i>Talk Moves</i> and <i>Table Talk Tents</i> . Staff developed fall and winter <i>Table Talk Tents</i> for classroom and home use to strengthen students' academic discourse skills. To encourage home use, staff prepared how-to-use blog and the principal presented to parents at PTA meetings about <i>Table Talk Tents</i> . The fall <i>Table Talk Tents</i> focused on providing students and their families with sentence frames for <i>Talk Moves</i> language around agreeing, disagreeing, restating, elaborating, and clarifying. The winter <i>Table Talk Tents</i> focused on developing language around summarizing, making connections, asking questions, inferring, and analyzing. Parents

	indicated that this strategy was very helpful in helping them access the curricular content and structure conversation with their children to support their academic achievement at home.
5	Focus on professional learning: professional staff participated in Sheltered Instructional Observation Protocol (SIOP) training in best practices for instructing ELLs using <i>Making Content Comprehensible for English Language Learners: the SIOP model</i> . This year's focus was on Part 1: developing language and content objectives and incorporating the use of sentence frames consistently and systematically. Professional staff also completed a spring data analysis workshop series and teachers consistently used the PLC template for meeting notes at all grade levels to guide their discussions and analyze student response to the interventions put in place.

B. Use the current 2011-12 data from Quarterly Reports, Interventions, Datacation, etc. and other data sources collected to respond to the following questions for continued FY2009 1003(g) grant funding.

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	Students identified as ELL students did not meet the 2012 SOL Reading AMO of 76%; the Barrett 2012 pass rate was 73%. To improve this pass rate, 76% of ELL students will meet the quarterly DRA benchmark for their respective grade levels during the 2012-13 school year by identifying appropriate interventions including Reading Recovery, Spell,Read, Phonographix, small group instruction, etc. for targeted students.
2	Students identified as receiving free and reduced lunch did not meet the 2012 SOL Reading AMO of 76%; the Barrett 2012 pass rate was 70%. To improve this pass rate, 76% students identified for free and reduced lunch will meet the quarterly DRA benchmark for their respective grade levels during the 2012-13 school year by identifying appropriate interventions including Reading Recovery, Spell,Read, Phonographix, small group instruction, etc. for targeted students.
3	Students identified as Hispanic did not meet the 2012 SOL Reading AMO of 80%; the Barrett 2012 pass rate was 71%. To improve this pass rate, 74% of Hispanic students will meet the quarterly DRA benchmark for their respective grade levels during the 2012-13 school year (representing a 10 % reduction in the failure rate) via appropriate interventions including Reading Recovery, Spell,Read, Phonographix, small group instruction, etc. for targeted students.
4	The overall Barrett pass rate of 83% on the 2012 SOL Reading did not meet the 2012 SOL Reading AMO of 85%. To improve this pass rate, 100% of teachers will use SMART Goal data and self-assessments to inform their instruction by meeting in PLC grade level data meetings and using the established data protocols to assess the effectiveness of interventions and re-teaching strategies.
5	The overall Barrett pass rate of 83% on the 2012 SOL Reading did not meet the 2012 SOL Reading AMO of 85%. To improve this pass rate, 100% of teachers will use SIOP strategies that include daily Language and Content Objectives in all classrooms and the use of sentence frames to build oral language skills.

Part III: BUDGET (SCHOOL)

Budget Summary

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- 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). Part III (a): School Budget Summary

Part III (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 K.W. Barrett Elementary School		Year 2: 2012-2013	
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses \$0	Division Expenses \$	Other: \$452,537
	School Expenses \$84,400	School Expenses \$	
2000 – Personnel	Division Expenses \$0	Division Expenses \$	Other: \$193,944
	School Expenses \$21,100	School Expenses \$	
3000 – Purchased Services	Division Expenses \$47,250	Division Expenses \$	Other: \$22,825
	School Expenses \$78,000	School Expenses \$	
4000 - Internal Services	Division Expenses \$0	Division Expenses \$	Other: \$0
	School Expenses \$0	School Expenses \$	
5000 - Other Charges	Division Expenses \$8,000	Division Expenses \$	Other: \$22,825
	School Expenses \$3,250	School Expenses \$	
6000 - Materials and Supplies	Division Expenses \$6,000	Division Expenses \$	Other: \$0
	School Expenses \$7,000	School Expenses \$	
8000 – Equipment/ Capital Outlay	Division Expenses \$0	Division Expenses \$	Other: \$0
	School Expenses \$0	School Expenses \$	
Total	Division Expenses \$61,250	Division Expenses \$	Other: \$692,131
	School Expenses \$193,750	School Expenses \$	
			Total Division Expenses \$61,250
			Total School Expenses \$193,750
			TOTAL (Not including "Other") \$255,000

Part III (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: K.W. Barrett Elementary School
<p>1000 – Personnel (Use as much space as necessary.) School Expenses: \$47,300 for Reading Teacher (0.5 FTE) and \$37,100 for Math Coach (0.5 FTE). Total 1.0 FTEs to support intervention implementation Other Funds: \$452,537 for Title IA School Staff, APS Supplemental Reading Staff, APS Supplemental Math Staff, Title IIA Class Size Reduction, Central Office (~2 % of 5 non-Title I staff)</p>
<p>2000 -Employee Benefits (Use as much space as necessary.) School Expenses: \$21,100 for employee benefits for above Other Funds: \$157,758 for employee benefits for above</p>
<p>3000 - Purchased Services (Use as much space as necessary.) School Expenses: \$78,000 for participation in UVA School Turnaround Specialist Program and ancillary program costs. Division Expenses: \$47,250 to provide for other APS schools in improvement to participate in UVA Turnaround Program so that a cohort exists to enable a consistent and coherent system-wide intervention Other Funds: \$193,944 for Title IIIA Parent Outreach, APS Operating Budget Set-Aside for ESEA</p>
4000 - Internal Services (Use as much space as necessary.)
<p>5000 - Other Charges (Use as much space as necessary.) School Expenses: \$3250 for travel expenses to Charlottesville for two school leaders to participate in required week-long summer leader learning component of UVA School Turnaround Specialist Program. Division Expenses: \$8,000 to fund additional staff training; consultant, staff, and administrative travel; and additional costs related to implementation of UVA Turnaround Program. Other Funds: \$21,825 for APS Operating Budget Set-Aside for ESEA</p>
<p>6000 - Materials and Supplies (Use as much space as necessary.) School Expenses: \$7,000 to fund the required Teach First fee, licenses and materials to enable full iStation (and/or other online intervention program) implementation, and any other identified software or materials required as part of implementation of intervention. Division Expenses: \$6,000 to fund at the Division level training, licenses and other fees, and materials relating to formative assessments and consistent implementation.</p>
8000 – Equipment/Capital Outlay (Use as much space as necessary.)

IV. Combined Division-Level Budget Summary for ALL (Tier III) 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 III) schools in the division.

PART IV: Combined Division-Level Budget Summary for ALL (Tier III) 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 III schools.

	<u>Year 2: 2012-2013</u>		
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 - Personnel	\$160,800	\$	\$820,295
2000 - Employee Benefits	\$40,200	\$	\$351,702
3000 - Purchased Services	\$250,500	\$	\$45,650
4000 - Internal Services	\$0	\$	\$0
5000 - Other Charges	\$22,500	\$	\$43,650
6000 - Materials and Supplies	\$26,000	\$	\$0
8000 - Equipment/ Capital Outlay	\$0	\$	\$0
Total	\$500,000	\$	\$1,261,297
			TOTAL SIG and ARRA Funds \$500,000

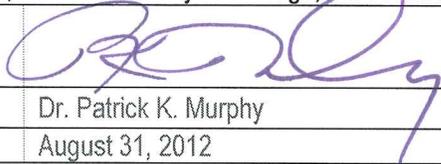
PART V: ASSURANCES

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. Uses its SIG funds to implement school improvement practices fully and effectively in each Tier III school that the LEA commits to serve, consistent with the final SIG requirements;
2. (USED requirement if the waiver is approved) Attends UVA technical assistance sessions provided for school principals and division staff;
3. Collaborates with any assigned VDOE contractor(s) and/or the OSI to ensure the division and school maintain the fidelity of implementation necessary for reform;
4. Ensures division improvement plan supports the school-level improvement plan and is monitored monthly; and
5. Reports to the SEA the school-level data required under the final requirements of this SIG grant.
6. This school will be a Title I school next year.
7. Uses a strategic school improvement planning 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;
 - 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.

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. Patrick K. Murphy
Date:	August 31, 2012

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). OSI is certain, if approved, the following will apply.

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.

PART VI: OPT OUT CLAUSE

If a division is certain that improvement efforts and program implementation during the first two years of the SIG grant have resulted in successful and sustainable improvement, the division may forfeit all remaining unencumbered funds as of September 30, 2012. In doing so, the division and school will be relieved from adherence to school improvement requirements associated with SIG funding as well as the assurances denoted in this application. Submit this page only to Janice Garland by SSWS Drop Box if the division selects to opt out.

Opt Out Certification: I hereby certify that (division) will relinquish all unencumbered SIG funds for (school) as of September 30, 2012.

Superintendent's Signature:	NA
Superintendent's Name:	NA
Date:	NA

The entire 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, July 9, 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.