

**Tier I and II FY2009 Schools  
Application for Year 3 Continued Funding**

**Tier I and II FY2010 Schools  
Application for Year 2 Funding**

**1003(g) School Improvement Grant (SIG) Application**

**Approved 8/29/12 Janice Garland**

**PART I: DIVISION INFORMATION**

School Division Name:	Colonial Beach Public Schools		
Division Contact:	Dr. Donna Power		
Telephone (include extension if applicable):	(804) 224-8080	Fax:	(804) 224-8357
E-mail:	dpower@cbschools.net		

**\*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 the conditions of award in Appendix A.

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

Superintendent's Signature:	
Superintendent's Name:	Dr. Donna Power
Date:	June 1, 2012

**PART II: SCHOOLS TO BE SERVED**

Complete the requested information for the schools in the division identified as Title I School SIG Schools for the 2012-2013 school year for which funding is requested.

**Section A: Schools to be Served**

Name of School	Principal	Principal's E-mail	2012-2013 Grade Span	Projected School Membership	Current Percent Identified as Disadvantaged	Current Percent Students with Disabilities	Current Percent Limited English Proficient
Colonial Beach High School	Clint Runyan	crunyan@cbschools.net	8-12	225	58 %	14%	1%
					%	%	%
					%	%	%
					%	%	%
					%	%	%

Will any school previously funded (above) **no longer** be a Title I school for the 2012-13 school year? If so, list the school(s) below.

**Name of School No Longer Being Identified as a Title I School for 2012-13**

---

### **PART III: REFLECTION AND PLANNING**

Respond to each of the following items to guide identification of summer, 30-day and 2012-2013 goals in Part IV: Goal Setting.

#### **School Climate**

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

Teachers being treated as professionals and building common norms among the faculty impacted school climate in a positive way. The PD provided helped all teachers (esp. new teachers) move out of their comfort zone to try new things. Expectations were set for teachers to continue learning and transfer strategies from PD to the classroom. Homework was assigned following PD and then results shared by the teachers at the workshops. Everyone was encouraged to express their opinions and have a voice. All of this contributed to improved school climate.

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

Some were challenging for the staff to embrace and many strategies/new responsibilities added duties and stress. Some tenured teachers found it difficult to work with the more relaxed attitude of new teachers joining the faculty. Addressing grading practices is ongoing and challenging as it requires teachers to change their philosophy from determining what constitutes student failure to ensuring student success.

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

Yes they are. But due to the increased awareness of increasing rigor in the testing and the need to score higher, some students do not accept the challenge and become potential dropouts or show their frustration through negative behavior in the school.

There has been a positive reaction from students to the adoption of virtual courses, dual enrollment with the community college, CTE industry certified courses, and the availability of individualized teacher remediation and enrichment during the daily Drifter Time.

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?

When students walk into the building, they enjoy the warm reception from faculty and staff every day. There is a faculty greeter (sometimes more) at the front door every day. There has always been strong faculty attendance at all student events. Climate has been affected by increased bullying and the administration with the faculty is working on this issue.

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

The attitude of the community and some parents towards our students needs to be more positive. There are parents who were educated within the school system over 20 to 30 years ago, were not successful in the school, and have passed those impressions onto their children. It is important to note, that until the present administration in 2009, the community at large did not acknowledge that the children are their most valuable asset. Through student presentations at town council meetings and school board meetings, increased participation of school groups in parades and community events, requiring students to complete 30-40 hours in community service, and two teachers are assigned to share with the local paper student and school achievements and upcoming events to invite community participation.

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?

An SOL recognition ceremony in the Fall; opening assembly for each grade to start the school year and recognize student achievement; two teachers will be gathering student activities and reporting them to the local paper for positive public relations efforts.

7. Are student behavior expectations reinforced consistently throughout the school? How has student behavior changed since the beginning of SIG implementation?

It became obvious that the delinquent behaviors of certain students impacted the overall success rate. Strong, consistent measures were put into place and the expulsion of two students played a major part in the overall positive climate. It was amazing to observe that students no longer felt threatened and were free to express themselves with an openness that the administration had not witnessed before. And for the next school year, the implementation of Positive Reinforcement Intervention along with the Olweus Anti Bullying Program should provide strong parameters for student behavior.

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

We have always had a positive school climate with close teacher/student relationships as it is such a small population in the school. There are obvious public signs of faculty support for all school programs featuring students, sports, academics, the arts, etc. With the addition of the new community mentor program for students, additional support is appreciated by both students and parents. This also will develop a bond between community members and the school division.

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

Teacher of the Year Award, teacher luncheon, senior awards banquet, middle school award assembly, high school award assembly (to include community service recognition), SOL celebration in September (due to the late date when the tests are taken), presentation at PTA meeting of student achievement, SOL goodie bag for students pre-test, teacher appreciation week provided by principal and PTA, rewards for benchmark achievement for whole classes (pizza for lunch, etc.). The community and high school PTA will work on an incentive program to celebrate student achievement. This will further emphasize the importance of doing well academically and lets students know how important it is to everyone in the school building.

## **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 Division Improvement Team and the Instructional Leadership School Improvement Team meet monthly and have met jointly for one meeting. Information is shared by way of teachers reporting on their assigned tasks and hearing updates on school improvement efforts and data, especially student achievement, attendance, and at-risk students. The school committee is headed by a teacher and the division committee led by the superintendent. All members have an equal voice. There are community members on both committees. If there are requests for information or further explanations, they are provided.

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

All team members volunteer to monitor plan objectives and tasks. Everyone reports on their objectives and tasks on a regular basis at the improvement team meetings. Any resources that are needed are provided.

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

The strategies and practices are monitored by the improvement teams, the principal, the LTPs, and the superintendent. If they are not working, discussions are held and adjustments made with tasks being added to the improvement plans.

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

Through the interaction of the LTPs and division and school administration with faculty and staff, the classroom observations, and leadership meetings, LTP meetings, division and school improvement team meetings, continual efforts were reviewed and updated. The school board receives a quarterly update of the improvement efforts through a superintendent's report.

## Instruction

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

Four and one half week benchmark testing as well as I STATION and teacher recommendation identifies students needing remediation. Poor progress reports and low report card grades are also used to identify students needing additional support. The principal and guidance director created an at risk report consisting of attendance, tardies, discipline, SOL test scores, semester grades, and benchmark testing on all students demonstrating the early warning signs developed by Dr. Lynn Canady at the University of Virginia, and they are: if by the end of ninth grade, students have not passed Algebra I and English 9 and have more than eight days of absence, they are considered at risk of not graduating.

2. How do teachers differentiate learning for students?

Special Education teachers are instructed to use the remediation plans as provided by I STATION. Components of the Tests for Higher Standards are assigned to students if their areas of identified need. Mathematics is remediated through Interactive Achievement and ALECKS. Teachers are making use of effective student strategies as provided by LTP professional development and students have the opportunity to work with individual teachers during the daily Drifter Time for additional support and review.

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 fourth grade classes are ready to being fourth grade math in September)

Curriculum alignment was instituted in year 1 of the grant with an in service by the Superintendent. All core content teachers were required to attend. As a result of the in service, a needs list of resources was compiled to be sure all teachers had all the necessary components for effective instruction. Funding for this SIG Grant allowed for this purchase. All teachers received in service by their peers on effective, high quality syllabus development. All teachers, regardless of core content, have submitted to the superintendent and the principal a syllabus for each subject they teach. These are shared with students and parents.

4. How are formative assessments used in your school?

Formative assessments are used to identify areas needing reteaching, SOLs not mastered, and students needing remediation.

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

This has been an area emphasized in PD since the beginning of the grant and is showing improvement. It is also addressed with the new teachers in the mentor teacher program.

### **External Support**

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

The history of Colonial Beach has been a denial of the town to accept the responsibility of supporting the local school budget issue. The school division continues to take advantage of every opportunity to have students present in public and to advertise the success of our students, academically and athletically. We have community members on the high school and division level improvement teams. We have community members participating in the mentor student group. The superintendent and school board continue to reach out to the community and its local government.

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

The Colonial Beach Education Foundation provides scholarships to graduating seniors and funds all students who want to attend the week long 4-H Camp in Jamestown. The Colonial Beach Community Foundation funds a philanthropy project where juniors and seniors create an essay and plan for a community improvement project and awards \$2,000 to make the project a reality. The Riverboat Restaurant holds a Kid and Teen Idol competition for five Fridays in the community, twice a year, with all

proceeds going to the school libraries. The restaurant also sponsors a Polar Plunge that is dedicated to extended day field trips for high school students. The American Legion Women's Club sponsors two community dinners each year with the proceeds providing school supplies whose families cannot afford them. Many community civic groups and individuals sponsor college scholarship for graduating seniors. The purpose of all of these organizations is to support the success of all high school students and impress upon them the need to be successful.

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

Mary B. Whitley, LTP on INDISTAR plan, facilitator of the division and high school improvement teams and teacher evaluator working with the principal will continue. Dr. Teresa Caldwell will begin the third year continuing to mentor the principal and both will be phased out at the end of the third year of the grant. Their contracts will be renewed because they have had a significant impact on the rate of improvement in the high school as well as their influence and positive interaction with teachers and administration.

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

Prior to this year, there was not a high school PTA. We started a PTA this past fall, 2011, and it presently has 62 members. The principal paid for every teacher to become a member to show united support with faculty and parents. Six to eight dinner meetings have been scheduled throughout the year. Parents are advised when progress reports and report cards are available. They have 24 x 7 access to Power School, the school data system. The principal and teachers have an open door policy and availability to meet with parents. There is strong parent support at all athletic events.

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

We have a small percentage of parents who will not address their children's attendance and tardy issues, as well as their behavior problems. The principal and guidance counselor have formulated several plans along with the attendance officer to correct these issues. The X Factor Committee and newly formed AT Risk Committee identify students who are at risk of not graduating and work with parents and students to provide the supports needed. Collaborative efforts with the Athletic Department to support

students is also present. In the coming year, parents and students will each sign contracts when certain at risk triggers are identified.

## **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 chosen based on their area of license and qualifications. In mathematics, we have had to make a major adjustment to have our most highly qualified mathematics teachers teach our highest area of mathematics need such as Algebra II and Geometry. Previously, this teacher taught only higher level mathematics and first year, new teachers of mathematics were teaching our identified area of need. Attracting and retaining qualified teachers to small school divisions is always problematic.

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

This year we were part of the Teacher Evaluation Pilot which clearly spelled out the on-going evaluation of teacher effectiveness. Goal setting, measurable summative objectives, and evidence of quality work were new and beneficial to evaluating a teacher's effect on student progress.

3. How are teachers provided professional development?

Through division-wide session on high yield strategies for learning; half day PD on formative assessment and grading (three sessions); department consultations for follow-up and discussions; reading of articles and discussions within their department as teachers share planning time; in the Fall, peer observations and post observation conferences among all of the observers with LTP facilitating (using the visible teaching, assessing and learning-Hattie's research; new teacher sessions on vocabulary; syllabi development session; three sessions on Assessment for Learning; a session on School Law; other LTPs provided PD on lesson planning and school improvement planning, classroom management and organization;

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

The principal is evaluated by the superintendent who uses ISLEC a national leadership skills assessment. The principal communicates with the superintendent on a daily basis and the evaluation process is ongoing throughout the academic school year. The superintendent and an LTP (Whitley) are consulted by the principal and review all SIG reports submitted by the principal. Another LTP (Caldwell) has been assigned to the principal as a mentor since the beginning of the grant.

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?

Vacancies are posted as they become available. Our division is such a small size that all vacancies are filled ASAP and are posted on Teacher/Teacher.com.

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

Our PD is based on faculty need, input and observation data. The School Improvement Instructional Leadership Council has also discussed PD and what its members view as needs. Some of the topics from the Council, the administration, the LTPs, include: differentiation; high yield learning strategies (Power Tools for Literacy); classroom management; for new teachers esp., Power Tools; for English teachers the Capstone effort to allow them to collaborate with other English teachers from across the state, the Principal's Academy (using some of the topics for the whole school); peer observations (with the principal-first with teacher leaders, later with other teachers, promoting collaboration and professional learning community) and coaching; half days for PD for teachers with substitutes provided; continued PD on formative assessment to develop new grading policy; in-service for mathematics teachers; use of data; continued school improvement planning. Dr. Lynne Canady will return in August, 2012, to continue the work previously done by Drs Gregory and Rozzelle on grading practices. Dr. Canady's work will assist teachers in evaluating and collaborating to develop a high school and division wide grading policy.

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

New teachers are required to attend two additional work days in August prior to the opening of school, as well as, the ten

required work days of continuing contract teachers. Day 1 consists of presentations conducted by the Central Office staff on employment forms, insurance coverage, technology testing, and an overview of the school division and school board policies presented by the Superintendent. All directors, such as transportation, operation, maintenance, and school nurses provide an overview on the afternoon of the first day. Day Two, the Superintendent and school principal provide PD on classroom management, whole school schedule, and bus information. In the afternoon, the Superintendent conducts a curriculum alignment workshop within each teacher's content area. All first and second year teachers are required to participate in the monthly mentor teacher group with their assigned mentor within their grade or subject level. The Superintendent oversees the state required mentor program and LTPs as well as other education experts present different topics for discussion.

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

The committee is composed of teacher leaders, newer teachers, administration, community member, and the LTP. Everyone has a voice and there is good discussion at the meetings. It is difficult to find common meeting times as in a small school everyone has conflicting duties, and responsibilities for sports, student groups, tutoring sessions, etc. Next year, more of the day to day organization and leadership of the meetings needs to be undertaken by the committee members.

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

The relationship has always been one of mutual respect with the principal acknowledging the opportunity to work with a group of professional educators with a long history of experience. All LTPs have been building level administrators or higher education instructors. The principal has demonstrated a great deal of professional growth in the two years of the grant and feels confident in preparing to meet the professional development needs of his teachers.

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

In such a small school division, all major players have close relationships as well as speak on a daily basis and/or internal lead partner being present in the school environment. All share the same drive for excellence and to move the high school out of the school improvement category.

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

All LTPs and internal lead partner share a mutual respect of each other's accomplishments and desire to improve student achievement. Each of the LTPs have a selected area of expertise that has been mutually shared and decisions for change are communicated and implemented by all concerned. In Year 3 of the grant, phase out of strong intervention will be necessary with the responsibility reverting to the school administration and staff. Successful measures such as peer coaching, effective student engagement, and self growth will be encouraged and monitored in the coming year.

### **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 LPTs embraced the school division's theme for the year which was "Facing our Future Together: On to Excellence". Input from the school board was sought for every level intervention. The school board wanted to be kept abreast of the activities of the LTPs and how they related to school improvement. LTPs presented quarterly at school board meetings as well as twice a year at school board retreats. The school board accepted the recommendations of the superintendent and the principal as to new programs to be implemented and the division and school improvement teams were also consulted on many initiatives.

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?

The superintendent is the final decision maker. She is an expert in curriculum and instruction and has an excellent history of improving student achievement and embraces the need for educational professional. She is open to suggestion and discussion and always truly evaluates what is best for her division and students.

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

School division policies changed were:

A grade of F due to absences is no longer allowed

Short and long term suspension and expulsion were reexamined and correlated with the student code of conduct

All classes to have a syllabus shared with students and parents

Specific parental involvement in at risk interventions for students

Time mandates for submission of data into Power School

Before and after school tutoring and homework assistance

Home bound instruction to be completed at the high school for high at risk students

A new student handbook will be constructed during the summer of 2012 and will include student code of conduct

A separate course catalog is available for every student and parent

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).

Policies of tenure present a challenge in that it requires a substantial stream of documentation and legal time frame. This is a state policy. Presently, the issue of teacher tenure is being reviewed based on the new teacher evaluation model. The barriers to overcome will be determined by the final ruling of the governor on this policy. The school board is open to any discussion of current policies that might impact student achievement.

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

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

Ongoing professional development, financial support of effective intervention programs such as an enriched summer school and adult/student mentoring, the opportunity to apply for continued funding from other supply sources-these would assist in maintaining the improvement effort.

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

New partnerships with Rappahannock Community College which will allow students to stay in the high school for four years not only completing high school requirements but the opportunity to work towards an AA degree. At the present time we have many juniors that are eligible for graduation which will significantly impact our ADM if they graduate early. Further exploration of other grant sources to replace these funds and continue our improvement efforts. STEM initiatives and awards will supplement the curriculum with new and correlated teaching materials as new SOLs are implemented.

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

See question 2 answers above.

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

The administrative team, staff, and advisory committees will discuss the effectiveness of what has been in place, what to sustain, and what needs to be either adjusted or eliminated.

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

Due to a lack of funds, to have to eliminate needed programs and teaching staff.

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

Ongoing professional development related to new assessments mandates and continued communication and meetings with other school divisions to share resources and ideas. This is especially important for smaller divisions. Collaborative grade level or department level networking among divisions so teachers can continue to have top notch feedback on what is new and current. Another helpful component of instruction would be information on all of the interactive interventions that has been provided, such as INDISTAR, DATACATION, ARDT, I STATION, etc.

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

See Question 6 above.

2. 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. Administer a pre assessment instrument measuring student level of performance on a grade level assessment.
2. Create a profile for each student based on the quartile of performance on the previous year's SOL test scores.
3. Set parameters for "triggers" based on Dr. Canady's formula to identify at risk students or attendance, truancy, SOL test scores, discipline, class grades, and parental participation and cooperation.
4. Create a student learning plan for each student for the entire academic year.

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.
- 2.
- 3.
- 4.
- 5.

### Smart Goals for up-coming school year (1<sup>st</sup> 30 days)

1. 100% of classrooms will evidence planning for differentiated instruction as a result of a pre-assessment instrument to all students that will be used to establish present level of performance for each student. This data will be used by the teachers to create differentiated lessons plans that are documented weekly by the principal's review of all lesson plans.
2. Identify needed supports (IE: recovery program, in-school remediation, attendance contract etc.) for 100% of at-risk rising 10<sup>th</sup> graders by implementing a system that identifies students by setting parameters for "triggers" based on Dr. Canady's formula to identify at-risk students. The "triggers will include: attendance, truancy, SOL test scores, discipline, class grades, and parental participation and cooperation. The triggers will specifically address tenth grades students who had 3 or more absences and did not pass Algebra I and English 9 by the end of Freshman year.  
(Indicator 1)
3. 100 % of rising 9<sup>th</sup> graders will have a student learning plan by October 30<sup>th</sup> for the entire academic year by identifying incoming Freshman who are capable of increased rigor in Algebra I, Spanish, and Virtual Virginia and Apex programs. The school counselor will meet with each Freshman student and assess their ability based on previous years' SOL test results and class achievement. (Indicator 1 and 15) This profile will also include:
  - whether a student attended SOL Academy in the spring
  - whether the student has a history of D's and F's
  - attendance issues
  - behavior issues (Indicator 1)

## 5 Smart Goals for upcoming School Year

1. By November 1<sup>st</sup> 2012 100% of core teachers will use valid summative assessments in core content classes to identify content for re-teaching and students for remediation by ensuring benchmark assessments are aligned with standards in terms of content and level of Bloom's as evidence by a Principal/Teacher action plan. Administer and chart 4.5 benchmark progress. The principal will meet with each department to discuss/approve test design as it relates to SOL objectives and to review the benchmark results for each student and academic subject as a whole. (Indicator 1)
2. Reduce student failure rate by 10% by June, 2013 by using data points (attendance, discipline, class grades, SOL scores, verified credits, dual enrollment, AP classes at the local community college and teacher attendance) to identify at risk students for placement in a tiered system of support to be implemented by September 30, 2012. (Indicator 1)
3. By June 2013, reduce failure rate in English and Mathematics by 10% by establishing a process to use a tiered system of support using data sources such as: iStation, Interactive Achievement, ARDT, and Pre and post assessment data gathered from Drifter Time to address the continuing areas of content skill need on a timely basis. (Indicator 1)
4. 100% of teachers will make data-driven decisions and monitor student mastery of skills and content by November 1<sup>st</sup>, 2012. Update and monitor all data for success and make adjustments as necessary and cross reference all data with teachers who will adjust tier support as needed. The school counselor and the principal will monitor progress and present results quarterly at faculty meetings, school improvement team meetings, division improvement team meetings and school board meetings. (Indicator 1-15-17)
5. By the end of the 2012-2013 school year the grading system will provide a valid assessment of student skills and competency for 100% of students. A definitive grading policy, homework assignment policy, and policy for the use of zeros will be established for grades 6-12. Dr. Robert Canady will continue the work of William and Mary in this area and will begin the year with a full day in-service for all high school teachers. (Indicator 1)

## PART V: 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: targeted group; intervention description; intervention provider; frequency and amount of time for each tier; and, how the intervention will be monitored. See the sample provided.

### SAMPLE RESPONSE

1. Students who are at-risk of failing a mathematics SOL

- a. **Tier 2 students:** 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**).
- b. **Tier 3 students:** 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 strands according to student's remediation timeline (4 weeks at minimum) (**monitoring**).

**Copy and complete this section (Questions 1-4) for each school for which funding is being requested.**

School Name: # Colonial Beach High School

1. Intervention for students who are at-risk of failing a reading SOL

- a. Tier 2 Students are recommended for “Drifter Time” which is our 40 minute tutorial period each day and is a two week cycle. Pre and post tests identify which students need continued remediation for each cycle. Students receive extra support to improve their reading and improve their chances of success on the SOL. Istation is utilized as a one on one intervention for all Special Education students with their teachers using the scripted lesson plans from Istation. Teachers use Flanagan tests, released test questions, pre, and post tests to determine how students are progressing. Teachers meet with the principal to review test data and to decide what strategies need to be implemented. During the fall semester, we held an afterschool program called “SOL Academy” which met Monday through Thursday from 3:15 until 4:45 for English and Math. Students were recommended to attend due to grades and previous SOL scores. Student data is reviewed by tier through discussions with teachers and administrators to evaluate student progress. The guidance counselor creates the flow chart of at risk students and updates monthly and shares this information with the faculty, improvement team, superintendent and school board.
- b. Tier 3 We utilize our Drifter Time as well as after school tutorial sessions that the teachers schedule in order to meet the students needs. At-Risk students are discussed at each faculty meeting so that all teachers are aware of who needs assistance and what has been implemented to assist each student. Parents are contacted on a regular basis by the teachers as well as administration. During the fall semester, we held an afterschool program called “SOL Academy” which met Monday through Thursday from 3:15 until 4:45 for English and Math. Students were recommended to attend due to grades and previous SOL scores. Student data is reviewed by tier through discussions with teachers and administrators to evaluate student progress. The guidance counselor creates the flow chart of at risk students and updates monthly and shares this information with the faculty, improvement team, superintendent and school board.

Intervention for students who are at-risk of failing a mathematics SOL

- a. Tier 2 Students are recommended for “Drifter Time” which is our 40 minute tutorial period each day. Students receive extra support to improve their reading and improve their chances of success on the SOL. Teachers use Istation, Flanagan tests, released test questions, pre, and post tests to determine how students are progressing. Teachers meet with the principal to review test data and to decide what strategies need to be implemented. During the fall semester, we held an afterschool program called “SOL Academy” which met Monday through Thursday from 3:15 until 4:45 for English and Math. Students were recommended to attend due to grades and previous SOL scores. Student data is reviewed by tier through discussions with teachers and administrators to evaluate student progress. The guidance counselor creates the flow chart of at risk students and updates monthly and shares this information with the faculty, improvement team, superintendent and school board.
- b. Tier 3 We utilize our Drifter Time as well as after school tutorial sessions that the teachers schedule in order to meet the students needs. At-Risk students are discussed at each faculty meeting so that all teachers are aware of who needs assistance and what has been implemented to assist each student. Parents are contacted on a regular basis by the teachers as well as administration. During the fall semester, we held an afterschool program called “SOL Academy” which met Monday through Thursday from 3:15 until 4:45 for English and Math. Students were recommended to attend due to grades and previous SOL scores. Student data is reviewed by tier through discussions with teachers and administrators to evaluate

student progress. The guidance counselor creates the flow chart of at risk students and updates monthly and shares this information with the faculty, improvement team, superintendent and school board.

2. Interventions for students who are identified for PALS intervention (K-3), if applicable N/A

- a. Tier 2
- b. Tier 3

3. Interventions for students who failed the SOL reading assessment in the previous year

- a. Tier 2 We have had very few students fail the English 11 Reading EOC test. For those who have, we provide Drifter Time remediation (our 40 minute remediation period every day), Project graduation is an after school program that lasts three weeks. The students have three opportunities to pass the English 11 EOC test. Students who participated in Project Graduation have all passed this year. Accelerated Reader is also utilized to promote literacy and increase reading comprehension.
- b. Tier 3 We have had very few students fail the English 11 Reading EOC test. For those who have, we provide Drifter Time remediation (our 40 minute remediation period every day), Project graduation is an after school program that lasts three weeks. The students have three opportunities to pass the English 11 EOC test. If this does not work, we have used Work Keys as an alternate assessment.

Interventions for students who failed the SOL mathematics assessment in the previous year

- a. Tier 2 We provide Drifter Time remediation (our 40 minute remediation period every day), Project Graduation which is an after school program that lasts three weeks. The students have three opportunities to pass the Math EOC test. We have employed a math coach to work with the teacher on instructional strategies and to assist students. Teachers tutor students on an individual basis after school and on the weekends.
- b. Tier 3 We provide Drifter Time remediation (our 40 minute remediation period every day), Project Graduation which is an after school program that lasts three weeks. The students have three opportunities to pass the Math EOC test. We have employed a math coach to work with the teacher on instructional strategies and to assist students. Teachers are working one-on-one with students who need extra assistance. Many provide after school sessions as well as weekend sessions. Parents are contacted about student progress on a regular basis from the teacher as well as administration.

4. Interventions for students who are/were below grade-level in reading based on a disability

- a. Tier 2 We use ISTATON to test students and then use the teacher made lessons and interventions to remediate students during our Drifter Time remediation period at least three times a week for 40 minutes. The ISTATON monitors on a monthly basis. Benchmarks are given every 4 and one half weeks.
- b. Tier 3 We continue to use ISTATONas well as our Drifter Time remediation period every day for 40 minutes. In addition, students who are severly below grade level work one-on-one with a teacher on reading in order to improve their reading ability. Student Island is also used to improve reading. The ISTATON monitors on a monthly basis. Benchmarks are given every 4 and one half weeks.

Interventions for students who are/were below grade-level in mathematics based on a disability

- a. Tier 2 In addition to class time, these students are assigned to work with a special education teacher during Drifter Time and we have scheduled a study skills block into their schedule for additional assistance. Monthly faculty meetings provide updates on all student progress.
- b. Tier 3 Same as tier 2. In addition, we have after school and weekend sessions scheduled by teachers for students to receive extra assistance. Flanagan and released test items are utilized to monitor progress. Monthly faculty meetings provide updates on all student progress.

## **PART VI: BUDGET (LEA and SCHOOLS)**

### **SECTION A: BUDGET**

**Part 1:** Budget Summary (one for the division and one for each school). 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. One combined LEA-level budget summary detailing expenditures designed to support implementation of the selected school intervention model(s) in all schools chosen to be served in the LEA (Tier I, Tier II and Tier III schools);
- b. For each 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.
- c. For each 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.

A description of expenditure codes can be found at the end of Section D (Part1 (d)).

**See following pages for budget form(s).**

**Part 1(a): Combined Division-Level Budget Summary for ALL (Tier I and Tier II) Schools the LEA Commits to Serve**

In the chart below, please 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. Please duplicate the chart below and complete a separate budget for each school the LEA commits to serve with SIG funds.

	<b>Year 1: 2011-2012 (includes pre-implemen tation period)</b>	<b>Coho rt II ONL Y Year 2: 2012-2 013</b>	<b>Coh ort I ON LY Year 3: 2012 -201 3</b>	<b>Total</b>				
<b>Expenditur e Codes</b>	<b>Pre-implemen tation (SIG Funds)</b>	<b>SIG Funds</b>	<b>Othe r Fun ds</b>	<b>SIG Funds</b>	<b>Other Funds</b>	<b>SIG Funds</b>	<b>Other Funds</b>	<b>Sum of SIG Funds for applicable Cohort <i>Do not include “other funds.”</i></b>
<b>1000 - Personnel</b>	\$	\$	\$	\$425,540.00	\$16,800	\$	\$	\$425,540
<b>2000 - Employee Benefits</b>	\$	\$	\$	\$95,950	\$4,200	\$	\$	\$ 95,950
<b>3000 - Purchased Services</b>	\$	\$	\$	\$88,000	\$19,775.56	\$	\$	\$ 88,000
<b>4000 - Internal Services</b>	\$	\$	\$	\$	\$	\$	\$	\$

<b>5000 - Other Charges</b>	\$	\$	\$	\$5,000	\$ 2,500	\$	\$	\$5,000
<b>6000 - Materials and Supplies</b>	\$	\$	\$	\$54,500	\$	\$	\$	\$54,500
<b>8000 – Equipment / Capital Outlay</b>	\$	\$	\$	\$	\$	\$	\$	\$
<b>Total</b>	\$	\$	\$	\$668,990	\$43,275.56	\$	\$	\$668,990

**Part 1(b): Budget Summary for Each School the LEA Commits to Serve with SIG Funds**

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

SCHOOL NAME: Colonial Beach High School	COHORT II COHORT I				
	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 \$37600.00	Other: Title II-A \$15,800.00, Title III-part A \$1000.00 \$16800.00
	School Expenses \$	School Expenses \$		School Expenses \$387940.00	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: Title II-A \$4,200.00 \$4200.00
	School Expenses \$	School Expenses \$		School Expenses \$95950.00	
3000 – Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: Title II-A 7562.71, Title VI-part B \$12212.85 \$19775.56

	School Expenses \$	School Expenses \$		School Expenses \$88000.00	
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$	
5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: Title II-A \$1,500.00, Title VI-part B \$1000.00 \$2500.00
	School Expenses \$	School Expenses \$		School Expenses \$5000.00	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$54500.00	
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$

	School Expenses \$	School Expenses \$		School Expenses \$	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$	
	Total Division Expenses \$37600.00				
	Total School Expenses \$631390.00				
	TOTAL \$ 668990.00				

**Part 1(c): Budget Narrative for Each School the LEA Commits to Serve with SIG Funds**

In the chart below, for **each school** served with SIG funds, 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. Please duplicate the chart below as needed to complete a separate budget for each school the LEA commits to serve with SIG funds.

SCHOOL NAME:	TIER IDENTIFICATION: TIER I TIER II
<p><b>1000 – Personnel</b> (Use as much space as necessary.)            \$425540.00 Salaries for (.50 FTE Gifted teacher, 1 FTE English teacher, 1 FTE Library Media Specialist, 1 FTE Math teacher, .50 FTE Special Education, and .50 FTE Internal Lead Turn-Around Partner), Stipends for High School Programs (Chess Club, Gardening, Community Classes (After-School enrichment classes, 2 sessions fall and spring with 6 teachers each \$1,000 each teacher \$12,000 total) Newspaper Projects, Science Clubs, Etc \$63,019.00) Employees for 1003G Summer School (3 Math teachers, 3 Reading teachers, 4 Career &amp; Technical teachers, for four weeks \$25/hr*4 hrs*16 days =\$16,000.00 and 3 bus drivers for summer school (\$80/day*16 days=\$3840.00), Year 1 and year 2 teacher evaluation pilot stipends \$95,600.00 and approximately 30 stipends for mentoring kids program \$55,000.00</p>	<p><b>All Expenditures are Tier II Expenditures.</b></p>
<p><b>2000 -Employee Benefits</b> (Use as much space as necessary.)            \$95950.00 based on fringe benefits for salaries above at FICA (7.65%), Virginia Retirement System (16%), Group Life (1.19%), Health Insurance (\$400/month/12months), Worker’s Compensation (2%), Virginia Retirement System Health Care Credit (1.1%) and only FICA calculated for stipends at (7.65%)</p>	
<p><b>3000 - Purchased Services</b> (Use as much space as necessary.)            \$88,000.00 2 LTP contracts at \$37,500.00 each, professional development to include: on-going on-site PD from Robert Canady to address on-time graduation (\$5,000), grading, homework policies, use of zeros, and trigger of “failure”-multiple sessions, Interactive Achievement In-Service on correlating and cross-referencing data (\$2,000), and establishing tiers, Data-Cation (\$500), Dan Mulligan’s new SOL Math conference( 3 teachers to attend) (\$1,500), Apex Learning (\$3500 summer</p>	

school, and \$6,000 school year) \$15,000.00 total	
<b>4000 - Internal Services</b> (Use as much space as necessary.)	
<b>5000 - Other Charges</b> (Use as much space as necessary.) \$5,000.00 Travel (hotel, meals, and mileage for attendance at conferences)	
<b>6000 - Materials and Supplies</b> (Use as much space as necessary.) \$54,500 to include: Junior class laptops \$20,000, instructional materials (Truimph Workbooks Math \$5,000.00), teacher evaluation pilot materials for teachers \$12,000.00 (notebooks for all new teachers, Marzano books for all teachers) \$17,5000 for materials for summer school (Truimph Math Workbooks \$4,000), Nutrition Wellness Enrichment Class materials \$500, Book Jams for Reading Enrichment class \$6,000) Carry-over to purchase 2013 summer school consumable workbooks \$7,000	
<b>8000 – Equipment/Capital Outlay</b> (Use as much space as necessary.)	

**Part 1(d): 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 intragovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.

**5000 Other Charges** - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, leases/rental, Indirect Cost, and other.

**6000 Materials and Supplies** - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in “materials and supplies.”

**8000 Equipment/Capital Outlay** - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.

### **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 Pierson 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 in the division's files.

**Attachment A: Assurances**

--