

**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: DIVISION INFORMATION

School Division Name:		Fairfax County Public Schools				
Division Contact:		Teddi Predaris				
Telephone of Division Contact (include extension if applicable):		571.423.4650	Fax:	571.423.4657		
Email of Division Contact:		TGPredaris@fcps.edu				
Name of School	<u>BEECH TREE ELEMENTARY</u>	2012-2013 Grade Span	PK-5	Projected School Membership	396	
	Current Percent Identified as Disadvantaged	64.2%	Current Percent Students with Disabilities	12.4%	Current Percent Limited English Proficient	61.8%
Name of Principal		Terry Phillips				
Telephone of Principal		703.531.2600				
Email of Principal		TEPhillips@fcps.edu				

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.

1	During 2011-2012, instructional coaches guided teaching teams and individual teachers to reflect on their practices as they analyzed data and determined intervention and enrichment plans to promote growth and development for each student. This reflection resulted in more intentional and stronger student intervention and enrichment, which in turn led to more consistent student outcomes.
2	Throughout the year, mathematics resource teachers focused their work with teaching teams toward the goal of impacting the quality of core mathematics instruction. The mathematics resource teachers supported teachers in implementing best practices in mathematics instruction through co-planning, co-teaching, modeling, and identifying appropriate resources to support instruction. One focus of this professional development was on designing and implementing mathematics centers and effectively utilizing small group instruction to address differentiated student needs. This multi-layered professional development and support led to significant growth in teachers' content knowledge, application of best practices in mathematics instruction, and use of appropriate resources. As a result, teachers were better able to address grade-level standards while meeting the needs of each individual student.
3	An increased availability of technology resources in 2011-2012 allowed teachers to identify and utilize appropriate software applications and online resources to better address the needs of students with disabilities. This new technology helped students access and meet their learning targets through interactions with multiple media resources.
4	An expanded Saturday intervention program allowed students extra learning time which helped them develop academic stamina and confidence. Students had the opportunity to continue their learning facilitated by teachers with whom they

already had relationships. The Saturday program encouraged students to show an increased interest in learning and to participate in other school activities. This greater involvement with the Beech Tree community had a direct impact on these students' academic achievement and social development.

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 FY2010 1003(g) grant funding.

Please list 5 Specific Measurable Attainable Results-focused Timebound (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.)

SMART goal 1	For grades 3-5, Spring 2013 English: Reading Standards of Learning (SOL) assessment results will show a reduction in failure rates of at least 10% for each of Virginia's proficiency gap groups and subgroups when compared to Spring 2012 results.
SMART goal 2	Ninety percent or more of students in grades K-5 will demonstrate at least one year's growth in reading based on Developmental Reading Assessment (DRA2) and DRA2-Word Analysis results when comparing Fall 2012 to Spring 2013.
SMART goal 3	For grades 3-5, Spring 2013 Mathematics SOL assessment results will show a reduction in failure rates of at least 10% for each of Virginia's proficiency gap groups and subgroups when compared to Spring 2012 results.
SMART goal 4	At least 90% percent of students in grades 1-2 will score pass proficient or pass advanced on the Mathematics Reasoning Assessment (MRA) in Spring 2013.
SMART goal 5	FCPS Working Conditions Survey staff responses around school leadership and recognizing accomplishments will show an increase of ten percentage points or more by March 2013.
Objective 1	All teaching teams will maintain a record of each student's mastery of specific learning objectives. <u>Tasks:</u> <ul style="list-style-type: none"> Teaching teams will create at least one assessment item per standard while incorporating other items from the division test bank. Teaching teams will utilize electronic versions of the data wall, the data sorter tool, and the FCPS Responsive Instruction monitoring tool to track students' progress toward grade-level standards and inform interventions.
Objective 2	The leadership team will recognize the accomplishments and successes of faculty members, with an emphasis on recognitions related to student achievement. <u>Tasks:</u> <ul style="list-style-type: none"> The administration will utilize personalized notes when visiting classrooms each week to give immediate feedback to faculty members. For each month of the year, a teaching team will be responsible for determining one activity to help celebrate accomplishments. This might include refreshments, personal notes, or games to build relationships among faculty members. Potluck meals will be incorporated into staff meetings throughout the year to strengthen a sense of community.
Objective 3	All classroom teachers will implement the Daily 5 model to improve literacy instruction. <u>Tasks:</u> <ul style="list-style-type: none"> All teachers will receive the professional book <i>The Daily 5: Fostering Literacy Independence in the Elementary Grades</i> for summer reading and ongoing professional reference for literacy instruction. In August, teaching teams will work together to identify the Daily 5's basic literacy components and their instructional implications.

	<ul style="list-style-type: none"> • Literacy resource teachers and instructional coaches will provide professional development on the Daily 5 during language arts team meetings using online and video resources. • The leadership team and teaching teams will hold conversations throughout the year to determine the fidelity of implementation of the Daily 5's components and to make adjustments, as needed.
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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 BEECH TREE ELEMENTARY			
Year 2: 2012-2013			
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$182,337
	School Expenses \$191,257	School Expenses \$N/A	
2000 – Personnel	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$60,047
	School Expenses \$52,275	School Expenses \$N/A	
3000 – Purchased Services	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$0
	School Expenses \$0	School Expenses \$N/A	
4000 - Internal Services	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$0
	School Expenses \$2,300	School Expenses \$N/A	

5000 - Other Charges	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$0
	School Expenses	\$2,964	School Expenses	\$N/A		
6000 - Materials and Supplies	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$3,150
	School Expenses	\$1,204	School Expenses	\$N/A		
8000 - Equipments/ Capital Outlay	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$0
	School Expenses	\$0	School Expenses	\$N/A		
Total	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$245,534
	School Expenses	\$250,000	School Expenses	\$N/A		
					Total Division Expenses	\$N/A
					Total School Expenses	\$250,000
					TOTAL (Do not include "Other")	\$250,000

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.

<p>SCHOOL NAME: SAMPLE</p> <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) 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 and \$15,000 local match)</p>
<p>SCHOOL NAME: BEECH TREE ELEMENTARY</p> <p>1000 – Personnel (Use as much space as necessary.) An <u>instructional coach</u> will support school improvement efforts. 218-day MA Step 10 (\$67,409) A <u>mathematics resource teacher</u> will support professional development, planning, and intervention. 194-day MA Step 13 (\$65,371) <u>Hourly teacher funds</u> will allow for an extended learning Saturday program for grades K-5 in reading and mathematics. 2 facilitators will support the program for 25 weeks, 5 hours per week at pay band 15 (\$31.09) and 20 teachers will provide instruction for 23 weeks, 3 hours per week at pay band 15 (\$31.09). (\$50,677) <u>Substitutes</u> will allow for benchmarking visits and collaborative planning to strengthen instruction in reading and mathematics. 75 substitute days at an average cost of \$104 per substitute day (\$7,800) <i>FCPS will apply Title III, Part A funds to provide <u>hourly salaries for parent training</u> through the Family Literacy Program (\$21,200) and the Early Literacy Program (\$18,640). Total Title III, Part A (\$39,840)</i> <i>FCPS will apply local resources to fund an <u>instructional coach</u> (\$89,056) and an <u>additional resource teacher</u> (\$53,441) to support school improvement efforts. Total local resources (\$142,497)</i></p> <p>2000 -Employee Benefits (Use as much space as necessary.) <u>Instructional coach benefits</u> (\$24,267) <u>Resource teacher benefits</u> (\$23,534) <u>Taxes for hourly teacher pay</u> to allow for extended learning opportunities (\$3,877) <u>Taxes for substitutes</u> (\$597) <i>FCPS will apply Title III, Part A funds to pay <u>taxes on hourly salaries</u> for parent training. (\$3,048)</i> <i>FCPS will apply local resources to fund <u>instructional coach benefits</u> (\$35,623) and <u>resource teacher benefits</u> (\$21,376). Total local resources (\$56,999)</i></p> <p>3000 - Purchased Services (Use as much space as necessary.)</p> <p>4000 - Internal Services (Use as much space as necessary.) <u>Buses</u> will be used to transport students for extended learning Saturday program. (\$2,300)</p> <p>5000 - Other Charges (Use as much space as necessary.) <u>Indirect</u> costs (\$2,964)</p>

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

Instructional materials and supplies will be purchased to support reading and mathematics core instruction and intervention. (\$1,147)

Shipping costs (\$57)

FCPS will apply Title III, Part A funds to provide materials to differentiate for English learners (\$2,500), materials for the Family Literacy Program (\$325), and materials for the Early Literacy Program (\$325). Total Title III, Part A (\$3,150)

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

PART I: DIVISION INFORMATION

School Division Name:	Fairfax County Public Schools					
Division Contact:	Teddi Predaris					
Telephone of Division Contact (include extension if applicable):	571.423.4650	Fax:	571.423.4657			
Email of Division Contact:	TGPredaris@fcps.edu					
Name of School	<u>BUCKNELL ELEMENTARY</u>	2012-2013 Grade Span	PK-6	Projected School Membership	217	
	Current Percent Identified as Disadvantaged	80.1%	Current Percent Students with Disabilities	17.3%	Current Percent Limited English Proficient	62.4%
Name of Principal	Tim Slayter					
Telephone of Principal	703.660.2900					
Email of Principal	TSlayter@fcps.edu					

PART II: GOAL SETTING

C. 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	Structured quarterly data analysis during 2011-2012 guided teams' intervention efforts and resulted in more appropriate interventions for students tied to specific standards, benchmarks, and indicators identified through data.
2	Through ongoing support from the coaching team, teachers' ability to reflect on their own practices increased, and teachers were better able to make predictions about student mastery based on recognition of their own instructional practices. These reflections and predications translated into teachers looking more closely at specific instructional practices and developing stronger student interventions prior to their next round of assessments.
3	Continued professional development focused on unpacking standards allowed teachers to successfully plan instruction and know what to expect months in advance. This long-range view resulted in more strategic planning and instruction as well as stronger connections between related standards and content areas during instruction.
4	Grade-level teams set and attended to Specific Measurable Attainable Results-focused Timebound (SMART) goals for reading based on Developmental Reading Assessment (DRA2) results. This practice had a noticeable impact on teachers' commitment to monitoring student outcomes. Attention to reaching their SMART goals motivated grade-level teams to design guided reading lessons and interventions that would help them meet and exceed their targets. Third grade saw particularly strong improvements through this approach.
5	Professional development in Kagan cooperative learning structures for all staff resulted in increased levels of student engagement during instruction. This result was supported by data obtained during Collaborative Learning Visits (CLVs) that showed a significant number of student engagement activities observed across the school. The impact of Kagan professional development was evident in the data for the CLV area Engaged in Quality Work, where "learning with others" ranked highest. A significant trend in teacher feedback after completing their CLV observations was a desire for deepening their understanding of how to most effectively use cooperative groups during classroom instruction. This trend demonstrated staff members' dedication to improving their implementation of collaborative structures as a way to differentiate instruction and engage students.

D. 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 FY2010 1003(g) grant funding.

Please list 5 Specific Measurable Attainable Results-focused Timebound (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.)

SMART goal 1	For grades 3-6, Spring 2013 Mathematics Standards of Learning (SOL) assessment results will show a reduction in failure rates of at least 10% for each of Virginia's proficiency gap groups and subgroups when compared to Spring 2012 results.
SMART goal 2	For grades 3-6, Spring 2013 English: Reading SOL assessment results will show a reduction in failure rates of at least 10% for each of Virginia's proficiency gap groups and subgroups when compared to Spring 2012 results.
SMART goal 3	Ninety percent or more of students in grades K-6 will demonstrate at least one year's growth in reading based on DRA2 and DRA2-Word Analysis results when comparing Fall 2012 to Spring 2013.
SMART goal 4	When comparing 2011-2012 and 2012-2013 FCPS Quarter Assessments for mathematics, overall failure rates for grades 3-6 combined will see a reduction of at least 5% for Quarter 1, at least 10% for Quarter 2, and at least 15% for Quarter 3.
SMART goal 5	FCPS Working Conditions Survey staff responses around learning environment and student conduct will each show an increase of ten percentage points or more by March 2013.
Objective 1	<p>All classrooms will hold a daily Responsive Classroom (RC) morning meeting to frame a student learning community and environment that supports student achievement.</p> <p><u>Tasks:</u></p> <ul style="list-style-type: none"> • Administrators will generate a 2012-2013 master schedule to accommodate daily morning meetings. • RC trained staff members will conduct school-wide professional development to lay the groundwork for implementing morning meetings during 2012-2013 and to develop common understandings of expectations among all Bucknell Elementary staff members. • All staff members will receive <i>The Morning Meeting Book</i> for summer reading and ongoing professional reference. • A RC committee will act as consultants to teachers, giving feedback and support for implementation of morning meeting. • Staff members new to Responsive Classroom will be given the opportunity to attend RC professional development throughout the year.
Objective 2	<p>School leaders will develop and implement a redesigned school-wide professional development model to address universal and content area needs as identified by school assessment data.</p> <p><u>Tasks:</u></p> <ul style="list-style-type: none"> • A planning committee will convene during summer 2012 to act upon priorities established during the school improvement planning team's retreat in order to create a professional development implementation model for 2012-2013 that applies research on best practices for professional development outlined by Learning Forward, formerly the National Staff Development Council. • Coaches will utilize the newly established model to formulate and implement professional development throughout the school year based on identified areas for growth. • Coaches and administrators will monitor and evaluate the impact of professional development throughout the year for continued planning.

Objective 3	<p>Grade-level teams will realign the common assessment cycle to promote more meaningful data analysis.</p> <p><u>Tasks:</u></p> <ul style="list-style-type: none"> • Content coaches will design strong common assessments for each grade-level team that produce meaningful student data tied to specific content standards. • Grade-level teams will implement formative assessments prior to each instructional unit to guide instruction and again at the conclusion of each instructional unit to evaluate students' learning of taught objectives. • Grade-level teams will continue to utilize the data wall to monitor student results and identify specific intervention needs in order to design successful intervention plans for individuals and small groups.
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Part III: BUDGET (SCHOOL)

Budget Summary

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- 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 <u>BUCKNELL ELEMENTARY</u>			
Year 2: 2012-2013			
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$53,441
	School Expenses \$167,169	School Expenses \$N/A	
2000 – Personnel	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$21,376
	School Expenses \$59,177	School Expenses \$N/A	
3000 – Purchased Services	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$0
	School Expenses \$0	School Expenses \$N/A	
4000 - Internal Services	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$0
	School Expenses \$0	School Expenses \$N/A	

5000 - Other Charges	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$0
	School Expenses	\$2,964	School Expenses	\$N/A		
6000 - Materials and Supplies	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$2,500
	School Expenses	\$20,690	School Expenses	\$N/A		
8000 – Equipment/ Capital Outlay	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$0
	School Expenses	\$0	School Expenses	\$N/A		
Total	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$77,317
	School Expenses	\$250,000	School Expenses	\$N/A		
					Total Division Expenses	\$N/A
					Total School Expenses	\$250,000
					TOTAL (Do not include "Other")	\$250,000

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: SAMPLE
<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) 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 and \$15,000 local match)</p>
SCHOOL NAME: BUCKNELL ELEMENTARY
<p>1000 – Personnel (Use as much space as necessary.) An <u>instructional coach</u> will support school improvement efforts. 218-day BA Step 14 (\$69,236) A <u>mathematics resource teacher</u> will support instruction and professional development. 194-day MA Step 14 (\$67,282) A <u>0.5 FTE resource teacher</u> to support high academic standards in reading and mathematics. 194-day MA Step 6 (\$27,107) <u>Hourly teacher funds</u> will allow teachers to organize reading materials to create correlations for areas of instructional focus appropriate to specific texts and will allow teachers to plan literacy lessons to accompany texts. Pay band 15 (\$31.09 per hour) for 114 total hours (\$3,544) <i>FCPS will apply local resources to fund an <u>additional resource teacher</u> to support school improvement efforts. (\$53,441)</i></p>
<p>2000 -Employee Benefits (Use as much space as necessary.) <u>Instructional coach benefits</u> (\$24,925) <u>Mathematics resource teacher benefits</u> (\$24,222) <u>0.5 FTE resource teacher benefits</u> (\$9,759) <u>Taxes for hourly teacher pay</u> for planning and organization of reading materials. (\$271) <i>FCPS will apply local resources to fund <u>resource teacher benefits</u>. (\$21,376)</i></p>
3000 - Purchased Services (Use as much space as necessary.)
4000 - Internal Services (Use as much space as necessary.)
<p>5000 - Other Charges (Use as much space as necessary.) <u>Indirect</u> costs (\$2,964)</p>

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

Instructional materials and supplies will be purchased to support reading and mathematics core instruction and intervention. (\$196)

A Leveled Literacy Intervention kit will be purchased to support third grade intervention. (\$4,500)

Reading materials will be purchased to build the depth of resources available to use as model texts for balanced literacy focus lessons and for guided reading instruction as well as to enhance classroom libraries and books available for the take-home reading program. (\$10,000)

Shipping costs (\$870)

Dell 6420 laptop computers (4) will be purchased to support student learning and testing in reading and mathematics in fifth grade. (\$5,124)

VDOE questions that must be answered for purchases of electronic resources with school improvement funds: 1) Are the laptops for teacher or student use? 2) What applications will be used? 3) Approximately how many students will use the laptops? 4) How and by whom will the intervention be monitored?

These laptops will be used by students for intervention programs such as *Language!* and for instructional programs such as word processing, research, and electronic books. Additionally, the laptops will be used for electronic common assessments, online test practice, and online Standards of Learning (SOL) assessments. Approximately 30 students will have access to the laptops on a regular basis. Teachers and coaches will monitor student use of the interventions through weekly collaborative team meetings and quarterly intensive data discussions where individual student results, strengths, and needs will be reviewed and plans established for next steps.

FCPS will apply Title III, Part A funds to provide materials to differentiate for English learners (\$2,500)

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

PART I: DIVISION INFORMATION

School Division Name:	Fairfax County Public Schools					
Division Contact:	Teddi Predaris					
Telephone of Division Contact (include extension if applicable):	571.423.4650	Fax:	571.423.4657			
Email of Division Contact:	TGPredaris@fcps.edu					
Name of School	<u>WOODLAWN ELEMENTARY</u>	2012-2013 Grade Span	PK-6	Projected School Membership	651	
	Current Percent Identified as Disadvantaged	62.6%	Current Percent Students with Disabilities	16.2%	Current Percent Limited English Proficient	33.1%
Name of Principal	Dawn Hendrick					
Telephone of Principal	703.619.4800					
Email of Principal	DMHendrick@fcps.edu					

PART II: GOAL SETTING

E. 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	During 2011-2012, grade-level teams adopted the established collaborative planning cycle and became fluent in using it for standards-based instructional planning. Collaborative planning within team meetings was facilitated by reading and mathematics specialists, with instructional coaches supporting specialists' preparation for these meetings. This level of support and structure allowed grade-level teams to teach and assess all standards within their pacing guides each quarter and to monitor the expected growth of every student in grades K-6.
2	A high level of ongoing planning and discussion based on student data allowed grade-level teams to identify specific areas for reading and mathematics intervention in a timely way allowing teachers to respond to gaps in student learning before they could compound. Further, grade-level teams were able to use their data to proactively differentiate their core instruction to address student needs, which resulted in fewer students requiring intensive interventions.
3	Reading and mathematics specialists supported ongoing job-embedded professional development for sixteen new classroom teachers. Intensive modeling, co-teaching, co-planning, and coaching, supported the new teachers to build strong grade-level content knowledge and develop instructional best practices for guided reading and differentiated mathematics instruction. As evidence that this approach was effective, thirteen of these sixteen new teachers have indicated their intention to return to Woodlawn Elementary for 2012-2013.
4	Implementation of a new behavior management model that focused on proactive efforts to strengthen student responsibility resulted in increased school pride and a significant decline in discipline incidents both in and out of the classroom. Consistent recognition of positive behaviors, reinforcement of expectations, and regular communication with parents for both positive and constructive reporting were key factors that led to a reduction in discipline incidents of nearly 75% during 2011-2012 when compared to the previous year.
5	Grade-level teams and specialists reviewed language arts, mathematics, and behavior data in formal progress monitoring meetings every 5-6 weeks throughout the year to create or adjust specific learning plans for individual students in order to address areas of concern. This ongoing focus and regular monitoring helped reduce behavioral issues and increase learning outcomes by holding both teachers and students responsible for their results.

F. 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 FY2010 1003(g) grant funding.

Please list 5 Specific Measurable Attainable Results-focused Timebound (SMART) 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.)

SMART goal 1	Spring 2013 English: Reading Standards of Learning (SOL) assessments will show a reduction in failure rates of at least 10% for each grade level 3-6 when compared to Spring 2012 results.
SMART goal 2	Spring 2013 Mathematics SOL assessments will show a reduction in failure rates of at least 10% for each grade level 3-6 when compared to Spring 2012 results.
SMART goal 3	For grades 3-6, Spring 2013 English: Reading SOL assessments will show a reduction in failure rates of at least 10% for each of Virginia's proficiency gap groups and subgroups when compared to Spring 2012 results.
SMART goal 4	For grades 3-6, Spring 2013 Mathematics SOL assessments will show a reduction in failure rates of at least 10% for each of Virginia's proficiency gap groups and subgroups when compared to Spring 2012 results.
SMART goal 5	By June 2013, the number of students in grades K-2 who meet or exceed the end-of-year reading benchmarks on the Developmental Reading Assessment (DRA2) and DRA2-Word Analysis assessments will show an increase of at least five percentage points.
Objective 1	<p>Grade-level collaborative teams will identify teachers with strong student results and work to transfer those strengths to team members with lower student outcomes in order to raise the performance of all team members and increase student achievement.</p> <p><u>Tasks:</u></p> <ul style="list-style-type: none"> • Grade-level teams will set aside time within the collaborative planning cycle for data analysis specifically on classroom achievement toward standards. • Grade-level teams will utilize the structures within the collaborative planning cycle, including a continued focus on the four essential questions around student learning within a Professional Learning Community (PLC), to focus conversations on academic outcomes for every student. • Collaborative team facilitators will encourage teachers with strong results to share their instructional strategies and will support teams to conduct joint planning and exploration with these effective instructional strategies. • Administrators, the instructional coach, and content specialists will provide professional development and support for classroom teachers who show trends of students not mastering taught standards, including opportunities for teachers to receive feedback from colleagues. • Content specialists and the instructional coach will work directly with teachers to ensure all team members are implementing the FCPS Responsive Instruction model to strengthen core instruction and minimize the need for individual student interventions.
Objective 2	<p>Content specialists will provide focused ongoing professional development in balanced literacy and mathematics instruction.</p> <p><u>Tasks:</u></p> <ul style="list-style-type: none"> • Administrators will assign a reading and mathematics specialist to support each grade level. • Administrators will create a master schedule at the beginning of the year with weekly time devoted for content specialists to support grade-level team collaboration and embedded professional development focused on content knowledge and instructional best practices. • Content specialists will use student data to guide their focus for professional development with individual teachers and grade-level teams.

Objective 3	<p>Teachers in grades 3-6 will build students' self-efficacy through academic and behavioral goal-setting and self-monitoring in order to help students better understand where they are with their own learning and enhance their academic progress.</p> <p><u>Tasks:</u></p> <ul style="list-style-type: none"> • Administrators and counselors will support grade-level teams to establish a goal-setting and monitoring process involving classroom teachers, counselors, and administrators. • Grade-level teams will embed time into their team calendars for students to review and adjust goals quarterly based on their progress. • Grade-level teams, with support from administrators and counselors, will establish quarterly communication between parents and teachers around student data and student goals.
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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 LE

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 <u>WOODLAWN ELEMENTARY</u>			
Year 2: 2012-2013			
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$130,544
	School Expenses \$173,828	School Expenses \$N/A	
2000 – Personnel	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$50,365
	School Expenses \$53,412	School Expenses \$N/A	
3000 – Purchased Services	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$0
	School Expenses \$0	School Expenses \$N/A	
4000 - Internal Services	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$0
	School Expenses \$0	School Expenses \$N/A	

5000 - Other Charges	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$0
	School Expenses	\$2,964	School Expenses	\$N/A		
6000 - Materials and Supplies	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$43,755
	School Expenses	\$19,796	School Expenses	\$N/A		
8000 – Equipment/ Capital Outlay	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$0
	School Expenses	\$0	School Expenses	\$N/A		
Total	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$224,664
	School Expenses	\$250,000	School Expenses	\$N/A		
					Total Division Expenses	\$N/A
					Total School Expenses	\$250,000
					TOTAL (Do not include "Other")	\$250,000

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.

<p>SCHOOL NAME: SAMPLE</p> <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) 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 and \$15,000 local match)</p>
<p>SCHOOL NAME: WOODLAWN ELEMENTARY</p> <p>1000 – Personnel (Use as much space as necessary.) A <u>literacy resource teacher</u> will support professional development, planning, and intervention. 194-day MA Step 4 (\$52,374) A <u>0.5 FTE supplemental school counselor</u> will support a positive school environment and develop student academic success. The counselor will support individuals and groups in the areas of behavior management, test taking skills, organizational skills, checking in/out, and emotional support. This counselor will also support student recognition programs and will facilitate a bully prevention program to help students be available for learning. 194-day MA Step 14 (\$33,641) A <u>0.5 FTE literacy resource teacher</u> will support Reading Recovery student intervention for identified first graders performing below benchmark. 194-day BA Step 16. (\$32,810) A <u>0.3 FTE literacy resource teacher</u> will support Reading Recovery student intervention for identified first graders performing below benchmark. 194-day MA Step 18. (\$22,666) <u>Hourly teacher funds</u> will allow three retired teachers to support interventions in reading and mathematics during the school day in grades K-6. These three teachers will work at pay band 11 (\$35.93 per hour) for an average of 300 hours each. (\$32,337) <i>FCPS will apply Title III, Part A funds to provide <u>hourly salaries for parent training</u> through the Home Instruction for Parents of Pre-school Youngsters (HIPPY) Program (\$5,725).</i> <i>FCPS will apply local resources to fund an <u>instructional coach</u> (\$71,378) and an <u>additional resource teacher</u> (\$53,441) to support school improvement efforts.</i> <i>Total local resources (\$124,819)</i></p> <p>2000 -Employee Benefits (Use as much space as necessary.) <u>Literacy resource teacher benefits</u> (\$18,855) <u>0.5 FTE school counselor benefits</u> (\$12,111) <u>0.5 FTE literacy resource teacher benefits</u> (\$11,812) <u>0.3 FTE literacy resource teacher benefits</u> (\$8,160) <u>Taxes for hourly teacher pay</u> for intervention within the school day. (\$2,474) <i>FCPS will apply Title III, Part A funds to pay <u>taxes on hourly salaries</u> for parent training.(\$438)</i> <i>FCPS will apply local resources to fund <u>instructional coach benefits</u> (\$28,551) and <u>resource teacher benefits</u> (\$21,376). Total local resources (\$49,927)</i></p> <p>3000 - Purchased Services (Use as much space as necessary.)</p> <p>4000 - Internal Services (Use as much space as necessary.)</p>

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

Indirect costs (\$2,964)

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

Instructional materials and supplies will be purchased to support reading and mathematics core instruction and intervention. (\$240)

A Leveled Literacy Intervention kit will be purchased to support third grade intervention. (\$4,500)

Shipping costs (\$372)

iPad2 tablets (20) will be purchased to support 21st Century Learning skills as part of everyday instruction. 2 10-packs @ \$3,790 = \$7,580; 20 3-year product warranties @ \$99 = \$1,980. (\$9,560)

VDOE questions that must be answered for purchases of electronic resources with school improvement funds: 1) Are the resources for teacher or student use?

2) What applications will be used? 3) Approximately how many students will use the resources? 4) How and by whom will the intervention be monitored?

These iPad tablets will be used to support mathematics instruction and intervention by teachers and students in grades 2-3 (approximately 175 students), as well as the mathematics specialists who support those grades. Use of the *ST Math* application will allow for student interventions and progress monitoring by teachers, and additional applications will be selected to support number sense. These iPads will allow students to practice skills and engage in intervention activities to accelerate learning by solidifying foundational skills necessary for students to access their grade-level curriculum. Grade-level teams, mathematics specialists, and administrators will monitor the implementation of iPads through observations and feedback during mathematics learning centers, during scheduled intervention time, and during teams' collaborative planning cycles. Teachers, specialists, and administrators will make adjustments to the implementation of iPads based on individual students' needs, as determined by grade-level common assessments, and by areas of team need, as determined by data dialogues within the collaborative planning cycle.

Dell 6420 laptop computers (4) will be purchased to support student learning and testing in reading and mathematics in third grade. (\$5,124)

VDOE questions that must be answered for purchases of electronic resources with school improvement funds: 1) Are the laptops for teacher or student use? 2)

What applications will be used? 3) Approximately how many students will use the laptops? 4) How and by whom will the intervention be monitored?

These laptops will be used by students for intervention programs such as *Language!* and *ST Math* and for instructional programs such as word processing, research, and electronic books. Additionally, the laptops will be used for electronic common assessments, online test practice, and online Standards of Learning (SOL) assessments. Approximately 85 students will have access to the laptops on a regular basis. Teachers and specialists will monitor student use of the interventions through weekly collaborative team meetings and quarterly intensive data discussions where individual student results, strengths, and needs will be reviewed and plans established for next steps.

FCPS will apply Title III, Part A funds to provide materials to differentiate for English learners (\$2,500), materials for the HIPPY program (\$325), and a laptop mobile cart with 30 laptops to support English learners in online summer courses and during the school year (\$40,930). Total Title III, Part A (\$43,755)

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	\$532,254	\$N/A	\$366,322
2000 - Employee Benefits	\$164,864	\$N/A	\$131,788
3000 - Purchased Services	\$0	\$N/A	\$0
4000 - Internal Services	\$2,300	\$N/A	\$0
5000 - Other Charges	\$8,892	\$N/A	\$0
6000 - Materials and Supplies	\$41,690	\$N/A	\$49,405
8000 - Equipment/ Capital Outlay	\$0	\$N/A	\$0
Total	\$750,000	\$N/A	\$547,515
			TOTAL SIG and ARRA Funds \$750,000

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.

* See also [LEA Assurances to VDOE that follow](#)

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:	Jack D. Dale
Date:	6-29-12

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.

Assurances for School Improvement 1003(g) Grants

Fairfax County Public Schools (FCPS) and Virginia Department of Education (VDOE)

Note: These assurances will serve as a revision to those included in the 2010-2011 (Federal FY2009) and 2011-2012 (Federal FY2010) 1003(g) grant applications.

Fairfax County Public Schools will use its Priority Schools Initiative to apply “other school improvement strategies” that will meet VDOE requirements for Title I schools receiving School Improvement 1003(g) grants in 2012-2013. Through the Priority Schools Initiative and other resources, FCPS commits to sustained improvement efforts in schools receiving School Improvement 1003(g) grants.

The following is a summary of how the VDOE School Improvement 1003(g) grant requirements will be met or supplemented by FCPS. The chart that follows is aligned with the format of this summary and provides details regarding specific requirements. FCPS supplements and substitutions are indicated in green on this chart.

FCPS Title I Division Leadership Support Team

The Division Leadership Support Team (DLST) will work collaboratively with the FCPS Priority School Support Team (SST) for each school receiving a School Improvement 1003(g) grant to fulfill all requirements delineated by VDOE. Examples of collaboration will include monthly DLST meetings, quarterly SST meetings with principals, and regular involvement of DLST representatives with school improvement planning teams. DLST representatives will attend the College of William and Mary’s School-University Research Network (SURN) Leadership Academy on June 25-26, 2012 to ensure that essential components of the VDOE model are met.

VDOE Division-Level Liaison

A VDOE division-level liaison will collaborate with the DLST and the Office of School Improvement to ensure fidelity of implementation for reform efforts. The division-level liaison will provide VDOE with requested FCPS Priority Schools Initiative quarterly report information for schools receiving School Improvement 1003(g) grants.

Principals

Principals and division leadership will participate in technical assistance through the FCPS Priority Schools Initiative, continuing the leadership development focus established through partnership with the University of Virginia (UVA) Turnaround Specialist Program. This technical assistance will address themes including change management and effective school improvement strategies. Principals will develop and implement a school improvement planning team made up of school-based staff to implement the school’s improvement plan. Principals will apply School Improvement 1003(g) grant funds to support effective implementation of school improvement practices.

School Improvement Planning Teams

The school improvement planning team will meet monthly and will include participation by representatives of the DLST and/or Title I office. School improvement planning teams will develop and monitor a strategic school improvement plan and will review regular formative assessment data to establish and monitor specific measurable goals for student achievement. Minutes from monthly meetings will be submitted to the DLST.

Accountability

FCPS will implement the FCPS Priority Schools Initiative in order to meet VDOE requirements, and the DLST will collaborate with the VDOE division-level liaison and the Office of School Improvement to ensure fidelity of implementation for reform efforts. The division will use the Center on Innovation and Improvement's online tool, *Indistar*, to fulfill grant expectations for goal setting and monitoring of a division improvement plan that supports school-level improvement plans.

All schools receiving School Improvement 1003(g) grants will fulfill grant expectations for goal-setting and monitoring using a FCPS School Improvement Plan (SIP) model as their strategic school improvement planning tool. The DLST will monitor professional development activities, indicators of effective leadership and instructional practice, and other activities within each school to fulfill grant expectations.

FCPS will use its own Priority Schools Initiative quarterly report schedule and format for quarterly reporting and data analysis requirements to ensure strategic, data-driven decisions within school improvement planning team meetings and DLST meetings. These quarterly reports will not be submitted to VDOE unless the Office of School Improvement requires more information than can be provided by the division-level liaison. FCPS will report to VDOE all school-level data required under the School Improvement 1003(g) grants.

Literacy and mathematics assessments will be used regularly to monitor students' progress in schools receiving School Improvement 1003(g) grants.

- The *Algebra Readiness Diagnostic Test (ARDT)* will be administered at the beginning of each quarter for targeted students in grades 5-6. Targeted students for monitoring in mathematics will be defined as students in grades 5-6 who failed their last mathematics SOL assessment.
- The *Developmental Reading Assessment (DRA2) Progress Monitoring* tool will be used monthly for targeted students in grades 1-6. Reporting of *DRA2 Progress Monitoring* results will begin within the first two months of school for students in grades 2-6 and by November for students in grade 1. Reporting of *DRA2 Progress Monitoring* results will discontinue prior to the beginning of SOL assessments. Targeted students for monitoring in reading will be defined as:
 - Students in grades 4-6 who failed their last English: Reading SOL assessment
 - Students in grades 1-3 who fall within the intervention range for the Early Intervention Reading Initiative (EIRI)

Signature – Dr. Kathleen Smith
Director, Office of School Improvement
Virginia Department of Education

Date

6-29-12

Signature – Dr. Jack D. Dale
Superintendent
Fairfax County Public Schools

Date

2012-13 Requirements for Schools Receiving Title I School Improvement 1003(g) Grants*

	Title I Requirements VDOE MODEL	Title I Requirements FCPS MODEL
Personnel	Activities	Activities
FCPS Title I Division Leadership Support Team (DLST) <ul style="list-style-type: none"> • Title I and Instruction <ul style="list-style-type: none"> - Teddi Predaris - Catherine Wagner - Beth Rodriguez - Bettrys Huffman • Special Education <ul style="list-style-type: none"> - Kathy McQuillan (DSS) • ESOL <ul style="list-style-type: none"> - Karen Hensley (ISD) • Cluster Representatives <ul style="list-style-type: none"> - Jay McClain (III) - Debi Tyler (IV) - Jane Dreyfuss (VIII) • Others <ul style="list-style-type: none"> - Kathleen Walts (PLA) - Kathy Oliver (PLA) • VDOE Division-Level Liaison 	<ul style="list-style-type: none"> • Develops and implements division plan using <i>Indistar</i> with monthly monitoring • Attends required VDOE technical assistance • Collaborates with VDOE and division-level liaison to ensure fidelity of implementation for reform efforts • Division team members who are school liaisons attend VDOE summer institute • Division team member(s) monitor reform efforts in schools • Reports school-level data • Division team member liaison reviews quarterly reports with principals 	<ul style="list-style-type: none"> • (same as VDOE) • (same as VDOE) • (same as VDOE) • DLST representative(s) attend VDOE summer SURN Leadership Academy • Cluster representative serves as liaison for each of the cluster's schools to support DLST monitoring of reform efforts • Representatives from DLST and/or Title I office attend schools' monthly school improvement planning meetings and report to the DLST on schools' progress • (same as VDOE) • Cluster representative reviews school's FCPS Priority Schools Initiative quarterly report with the principal and school improvement planning team • DLST monitors school progress using FCPS Priority Schools Initiative quarterly reports
VDOE Division-Level Liaison	<ul style="list-style-type: none"> • Collaborates with the DLST to ensure fidelity of implementation of reform efforts 	<ul style="list-style-type: none"> • (same as VDOE) • Provides VDOE with requested FCPS Priority Schools Initiative quarterly report information

* FCPS will meet the requirements delineated in the Title I Requirements FCPS Model column.

Note: Activities in green supplement or serve as substitution for VDOE-required activities.

2012-13 Requirements for Schools Receiving Title I School Improvement 1003(g) Grants*

	Title I Requirements VDOE MODEL	Title I Requirements FCPS MODEL
Personnel	Activities	Activities
Principal	<ul style="list-style-type: none"> • Attends VDOE required technical assistance • Applies School Improvement funds for effective implementation of reform practices • Develops School-(based) Improvement Team, including members from: <ul style="list-style-type: none"> - Title I - Instruction - Special Education - ESOL 	<ul style="list-style-type: none"> • Participates in FCPS Priority Schools Initiative principal technical assistance and quarterly FCPS Priority School Support Team meetings • (same as VDOE) • (same as VDOE)
School Improvement Planning Team <ul style="list-style-type: none"> • Principal • Instructional coach • Representative from DLST and/or Title I office • Pertinent school-based members, including representatives from: <ul style="list-style-type: none"> - Title I - Instruction - Special Education - ESOL 	<ul style="list-style-type: none"> • Develops school improvement plan using <i>Indistar</i> • Meets monthly to monitor progress and submits meeting minutes and other data, including professional development activities, etc., using <i>Indistar</i> • Prepares data analysis quarterly report • Develops and shares formative assessments • Uses ISIP (monthly) and ARDT (quarterly) to monitor targeted students' progress 	<ul style="list-style-type: none"> • Develops strategic school improvement plan using a FCPS School Improvement Plan (SIP) model • Meets monthly to monitor progress and submits meeting minutes and other requested data to DLST • Analyzes school data using FCPS Priority Schools Initiative quarterly report • Reviews data from regular formative assessments developed in HORIZON, the assessment component of the FCPS electronic Curriculum Assessment Resource Tool (eCART) • Uses the <i>DRA2 Progress Monitoring</i> tool (monthly) and <i>ARDT</i> (quarterly) to monitor targeted students' progress

* FCPS will meet the requirements delineated in the Title I Requirements FCPS Model column.

Note: Activities in green supplement or serve as substitution for VDOE-required activities.

Assurances for School Improvement 1003(g) Grants

**Fairfax County Public Schools (FCPS) and
Virginia Department of Education (VDOE)**

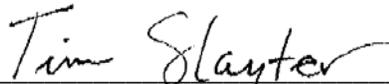
Principals' Commitment to 2012-2013 Assurances

Schools Applying for Federal FY2010 1003(g) Grant Continuation



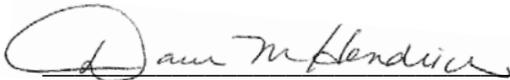
Signature – Terry Phillips
Principal, Beech Tree Elementary
Fairfax County Public Schools

June 28, 2012
Date



Signature – Tim Slayter
Principal, Bucknell Elementary
Fairfax County Public School

June 27, 2012
Date



Signature – Dawn Hendrick
Principal, Woodlawn Elementary
Fairfax County Public Schools

June 27, 2012
Date

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:	n/a
Superintendent's Name:	n/a
Date:	n/a

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 Monday, 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.