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

Due: June 1, 2012

Please complete this application for <u>each school</u>.

PART I: DIVISION INFORMATION

School Division Name:	Prince Edward County Public Schools				
Division Contact:	Laura W. Williamson				
Telephone of Division Contact (include extension if applicable):		434-315-2153		Fax:	434-392-1911
Email of Division Contact:	Laura.williamson@pecps.k12.va.us				
Name of School	Prince Edward County High School	2012-2013 Grade Span	9 - 12	Projected School Membership	2,270
	Current Percent Identified as Disadvantaged	375/690 54.35%	Current Percent Students with Disabilities	105/690 15.22%	Current Percent Limited English Proficient	2/290 .29%
Name of Principal	Craig Reed				
Telephone of Principal	434-315-2130				
Email of Principal	Craig.reed@pepcs.k12.va.us				

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

The LEA must assure that it —

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

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providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;

- redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
- strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
- using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
- establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
- providing ongoing mechanisms for family and community engagement.

5. Uses Indistar™, an online school improvement tool, for the following:
   - establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics;
   - collecting meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
   - setting leading and lagging indicators; including monitoring leading indicators quarterly and lagging indicators annually;
   - completing analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school;

6. Ensures forty percent of a teacher's evaluation will be based on multiple measures of student academic progress. When data are available and appropriate, teacher performance evaluations incorporate student growth percentiles (SGPs) as one measure of student academic progress.

7. Uses an electronic query system (i.e., Datacation) to provide principals with quarterly data needed to make data driven decisions at the school-level;

8. Uses an adaptive reading assessment program (i.e., *iStation*) to determine student growth at least quarterly for any student who has failed the SOL assessment in the previous year, a student with disabilities, or an English language learner.

9. Uses the *Algebra Readiness Diagnostic Test* (ARDT) for all schools with grade 6 or higher for all students who have failed the SOL assessment in the previous year, a student with disabilities, or an English language learner (fall, mid-year and spring at minimum).

10. Attends OSI technical assistance sessions provided for school principals, division staff, and LTPs;

11. Collaborates with assigned VDOE contractor(s) to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform;

12. Provides an annual structured report to a panel of VDOE staff and turnaround initiative leaders detailing the current action plan, current leading and lagging indicators, and modifications to be made to ensure the reform is successful;

13. Ensures division improvement plan supports the school-level improvement plan and is monitored monthly; and

14. Reports to the SEA the school-level data required under the final requirements of this SIG grant.

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

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

Superintendent's Signature:	
Superintendent's Name:	Dr. K. David Smith
Date:	5.18.12

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

PART II: REFLECTION AND PLANNING

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

A. School Climate

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

- Community of Learners
- Enforcement of the discipline Code
- Distribution of the senior watch list
- PTSA/PTSO
- Transformation message
- PD on teamwork
- PRIDE breakfast
- Student/faculty basketball game for attendance
- Class competitions

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

- Principal's coffee (Parents did not attend)
- Community meetings (Adjusted practice of going out into the community rather than inviting in only)
- People's ability to process need to change (Resistance to change)

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

- Perception is "no". Code of Conduct has been adjusted to reflect emphasis on individual consideration of consequences (while keeping consistency in mind).. Students understand the expectations.

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?

- Students are more respectful and quiet.
- Student/teacher relationships have been developed.
- School spirit has increased.
- The school has a more nurturing environment.
- Successes are celebrated.
- There is a welcoming environment.
- The marquee is updated frequently.

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

- Unrealistic view of the status of the school – People believing that things are better or worse than they really are.

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?

- Monitoring academic achievement of individual students
- Communication with students, staff and parents
- Focus on attendance
- Continued focus on use of effective practices

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

- Achievement assemblies
- SOL success celebration
- Teacher celebration
- Push to emphasize SOL success

B. Process Steps/Atmosphere of Change

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

- Continuous collaboration
- Tiered levels of input (whole faculty/SIT/individuals)

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

- By level of expertise and accountability
- Additional resources are acquired as needed
- Certain responsibilities are delegated
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3. How are new strategies or practices monitored throughout the year? What happens if they don't seem to be working?

- New strategies are monitored at the school as well as division level.
- Changes are made based on individual student achievement data.
- Progress of seniors is monitored closely.

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

- Momentum increased throughout the year.
- It has been sustained by a continuous effort to build on successes and to celebrate teamwork/

C. Instruction

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

- Individual student achievement data is used to support the identification of students
- Use of Comprehensive Student Data Report (CSDR), Datacation, and Plan-Do-Study-Act (PDSA) process

2. How do teachers differentiate learning for students?

- Document in lesson plans
- Use of data to create small group or individualized instruction (SPBQ, PDSA, Intervention Plan)

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

- Core content subjects are aligned within the school and across subject areas
- Summer curriculum development and alignment take place every summer in collaborative work sessions

4. How are formative assessments used in your school?

- To monitor SOL readiness
- To determine what students know
- To measure teacher effectiveness

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

- Not all teachers demonstrate strong classroom management techniques
- Professional development and peer coaching

D. External Support

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

- Community support is in the initial stages.
- Hurdles are: public perception, awareness of needs, awareness of positive change that has occurred, low value of education, educational level of adults in the community

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

- Longwood University
- Buffalo Wild Wings
- Farmville Herald
- Radio Stations
- Faith-based organizations
- Hampden-Sydney College
- Southside Virginia Community College
- Walmart
- Support incentives for students and teachers, extended learning opportunities, mentoring

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

- Cambridge Education
- Assistance with transformation process

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

- Involvement in PTSA/PTSO
- Sharing message of transformation

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

- Providing input
- Getting additional parents involved

E. Staffing and Relationships

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

- Courses are assigned to teachers
- Department chairs are consulted

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

- Formal and informal observations
- Benchmark assessment performance
- Failure rate of students

3. Describe how teachers are provided professional development.

- Professional development embedded in faculty meetings
- Targeted professional development based on student achievement data or classroom observations
- Division vertical teams in core content areas

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

- Formal and informal evaluation by superintendent
- Goals are set at beginning of school year and evaluated at mid-year and end-of-year.

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?

- Anticipated vacancies are discussed at the division level
- Online application process has been implemented this year
- School is only high school in division

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

- Student achievement data
- Classroom observations
- School climate data
- School Quality Review
- Parent Survey

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 teacher mentor program
- New teacher orientation training

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

- Relationships are positive
- Team members would benefit from increased opportunities to provide input and to discuss critical issues and concerns

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

- Relationship is positive
- Continue communication and feedback on progress

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

- Relationship is positive

11. How do you define the relationship between the Lead Turnaround Partner and the division liaison (Internal Lead

Partner)? How can it be improved?

> - Relationship is positive
> - Continued communication and feedback

F. Decision-making Process and Autonomy

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

> - There is a collaborative effort in the process related to the school improvement effort.
> - The division and the school work together in an effort to move things forward.

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?

> - All decisions are made through a collaborative effort.
> - The principal is accountable for all actions related to school improvement at the school level.

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

> - Requirements for graduation were reduced for students who were 9th graders for the first time in 2011-12 to match the state requirements.
> - Student growth measures were incorporated into the teacher evaluation process.

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).

> - No barriers are noted at this time.

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

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

> - Student Support Specialist
> - Current administrative positions
> - Recognition for students for academic achievement
> - Quality Teaching Staff – Retention of Quality Teachers
> - School Improvement Team
> - Student Assistance Team
> - Six Weeks Monitoring Process
> - PDSA Meetings
> - Professional Development Team

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

> - Develop sustainability plan to include funding streams
> - Strengthen systems and processes which have been established

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

- Evaluate the budget to determine which positions are needed to continue progress in student achievement

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

- Division Improvement Leadership Team
- Transformation Leadership Team
- School Improvement Team
- High School Faculty
- Staff
- Parents
- School Board Members

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

- Sustainability of systems and process which have been put in place

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

- Consistent feedback pertaining to progress reported
- Technical assistance from state to craft our phase out plan

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

- Technical support regarding best practice in school improvement
- Monitoring and feedback on school progress and strategies

PART III: GOAL SETTING

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

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

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

1	By August 30, 2012, seniors who did not graduate with their cohort in May, 2012, will receive 50 hours of intense remediation with instruction based on SPBQ data in order to pass required SOLs necessary to receive verified credit as evidenced by passing scores on SOL tests.
2	Targeted training will be provided by Cambridge Education staff by July 31, 2012, for all administrators and members of the Professional Development Team (PECHS faculty members) who will provide professional development to PECHS faculty as evidenced by rosters and an agenda of topics covered (topics include rigor, vocabulary development, lesson plan development, questioning techniques, and instructional strategies).
3	By June 30, 2012, the External Lead Partner and administrative team will evaluate operational practices and will outline actions to be taken prior to the beginning of the 2012-2013 school year as evidenced by documentation and action steps included in the School Improvement Plan.
4	By July 30, 2012, the administrative team and guidance staff will analyze and address specific elements pertaining to all student schedules for the 2012-2013 school year in order to ensure appropriate scheduling of students based on student requests and academic and career plans (to ensure progress towards graduation/proper course sequencing).
5	By July 30, 2012, SOL mathematics and English curriculum assessments and pacing will be revised at 100% of grade levels to ensure vertical alignment based on analysis of 2012-2013 SOL results as evidenced by a summary analysis of results by grade level, specific realignments made in curriculum and pacing, and development of aligned sample assessments for standards of concern at each grade level.

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

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

1	By August 9, 2012, all core content teachers will analyze 2011-2012 SPBQ data and will use this data to evaluate instructional practices and make adjustments as needed as evidenced by revised curriculum and pacing guides to be used during the 2012-2013 school year.
2	By July 31, 2012, the principal will create clear and concise documentation pertaining to teacher expectations (documentation practices/monitoring/reporting/analysis of student achievement data)which will be included in the faculty handbook and will be reviewed with faculty at the initial faculty meeting as evidenced by teacher implementation of expectations as documented by administrators during teacher observations and evaluations.
3	By August 9, 2012, all administrators and teachers will participate in professional development provided by Cambridge Education and the Professional Development Team as evidenced by a roster of participants and agendas.

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

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

1	By June 2013, PECHS will meet AMO targets in English and math for all subgroups by establishing concise instructional and remediation plans based on individual student achievement on benchmarks (utilizing student mastery reports in Interactive Achievement)and teacher made assessments as evidenced by documentation reviewed by administrators during PDSA meetings and end of year SOL scores. *Indicator 1 - Task #1 – Teachers will analyze benchmark assessment data each six weeks and will meet with the principal to review the data, using a PDSA format design. Task #2 – Teachers will design their professional goals based upon their Spring SOL results. Teachers will realign their strategies and instructional practices throughout the year, as necessary based on data, to support student achievement and the achievement of AYP targets (now AMO targets). Task #3 – Targeted professional development will be provided to teachers based upon the analysis of benchmark results and classroom observations. Task #4 – The staff will meet monthly to discuss, review, and analyze individual student performance data as provided by PowerSchool, IStation, Interactive Achievement, Pearson, and the CSDR.
2	By June 2013, PECHS discipline incidents will decrease by 50% through the use of targeted individual student interventions consisting of student/parent conferences, referrals for additional supports and services, and the implementation of research based conflict resolution strategies. Evidence of the reduction in incidents will be documented through SSIR reporting. *Indicator #1 – Task #1 – On a monthly basis, administrators and teachers will analyze PowerSchool and CSDR data to discuss and develop strategies to reduce discipline referrals and to increase attendance by drawing conclusions based upon the findings. Discipline data will be reviewed by teacher, type of incident, student, location, and day/time.
3	By June 2013, parental contacts by PECHS staff will increase by 50% through the increase in telephone communication, written communication, and parent programs offered at the school. Evidence of the increase will be documented through Parent Contact Logs maintained by staff and counts of individuals attending parent programs. *Indicator 8 – Task #1 – Administrators and support staff will contact parents to address issues with attendance and other concerns. Task #2 – Cambridge Education will administer the 2-day SQR and Tripod Survey to gather and analyze information to develop a plan of action to meet parent needs. Task #3 – Create a Parent Resource Center to provide parents with the necessary resources to assist them with information about the high school. Task #4 – Develop Parent/School contracts that outline the partnership guidelines for the following: expectations for school attendance, expectations for assignment completion, expectations of teaching staff to support and encourage a high quality education, and expectations of parent's commitment to their child's education.
4	By June 2013, student participation in remediation programs (after school remediation/academies/in school remediation) will increase by 50% through teacher implementation of individual student remediation plans targeted at individual student needs as evidenced by documentation of remediation hours on individual remediation plans and rosters maintained during after school remediation. *Indicator #1 - By August 1, 2012, the administrative team and school counselors will review end of course SOL scores and year end grades for all students to determine remediation/recovery needs for the 2012-2013 school year. Task #2 – Teachers will analyze benchmark assessment data each six weeks and will meet with the principal to review the data, using a PDSA format design.
5	By June 2013, PECHS will increase community and business partnerships by 15% from the previous year through the development of outreach (telephone contacts, participation in civic group meetings, invitations to business partners to participate in school programming such as 'Career Day') as evidenced by documentation of partnerships developed. Indicator #20 – Task #1 – Determine which community partners would be willing to collaborate with supports for targeted populations. Contact the community services board, social services department, juvenile probation and parole, etc., as well as local colleges and other community providers.

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

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

The description of the intervention for each group should include the following elements:
   a.   targeted group; intervention description;
   b.   intervention provider;
   c.   frequency and amount of time for each tier; and,
   d.   description of how the intervention will be monitored.

 See the sample provided.

SAMPLE RESPONSE

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

Part IV (a): Interventions for students who are at-risk of failing a reading SOL	
Tier 2	Tier 2 students (scoring 60-69 on six weeks benchmark assessments) will participate in afterschool tutoring provided by content specialists. Tutoring will be available four days a week, and participation and progress will be monitored by the afterschool facilitator and administration. Students also have an opportunity to participate in in class remediation in small groups based on individualized needs. Selected students were chosen to participate in an English Academy which was created for English 10 students to support the need for additional instructional time (double period of English).
Tier 3	Tier 3 (scoring 0-59 on six weeks benchmark assessments) students will participate in afterschool tutoring provided by content specialists. Tutoring will be available four days a week, and participation and progress will be monitored by the afterschool facilitator and administration. Tier 3 students will also be required to participate in the iStation intervention program and will be monitored monthly through iStation reporting. In class remediation is provided by classroom teachers to small groups of students identified with similar needs based on individualized results from benchmarks. Selected students were chosen to participate in an English Academy which was created for English 10 students to support the need for additional instructional time (double period of English).
Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL	
Tier 2	Tier 2 students (scoring 60-69 on six weeks benchmark assessments) will participate in afterschool tutoring in math at least twice each week for 1.5 hours. Tutoring will be available four days a week and will be provided by content specialists. Progress will be monitored by the classroom teacher and afterschool facilitator. In class remediation is provided for students in small groups based on individualized results from student mastery reports on benchmarks. Selected students will participate in an Algebra Academy or Geometry Academy in order to be provided with additional instructional time (double period of math).
Tier 3	Tier 3 students (scoring 0-59 on six weeks assessments) who may have difficulty in Algebra I will receive a double dose of math by participating in a new Algebra Academy elective. They will receive hands-on

	instruction in the same content they are studying in their SOL class. Progress will be monitored by the classroom teacher and that teacher's primary evaluator through PDSA meetings/reviews of data. In class remediation is provided for students in small groups based on individualized results from student mastery reports on benchmarks. Selected students will participate in an Algebra Academy or Geometry Academy in order to be provided with additional instructional time (double period of math).
Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable	
Tier 2	
Tier 3	
Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above	
Tier 2	Students will participate in afterschool remediation opportunities provided by content specialists. Remediation may also be offered during the school day during the student's elective period. Progress will be monitored by the classroom teacher and administration. Tutoring will focus on preparing students who failed the Spring 2012 SOL to retake the exam in December, 2012. Students will be provided with in class remediation during elective periods based on availability and with instruction based on SPBQ data from the previous assessment. Students will participate in an intensive ten day summer remediation program based on individualized needs identified through review of SPBQ data followed by an opportunity to retake required SOLs.
Tier 3	Students will participate in afterschool remediation opportunities provided by content specialists. Remediation may also be offered during the school day during the student's elective period. Progress will be monitored by the classroom teacher and administration. Tutoring will focus on preparing students who failed the Spring 2012 SOL to retake the exam in December, 2012. Students will be provided with in class remediation during elective periods based on availability and with instruction based on SPBQ data from the previous assessment. Students will participate in an intensive ten day summer remediation program based on individualized needs identified through review of SPBQ data followed by an opportunity to retake required SOLs.
Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above	
Tier 2	Students will participate in afterschool remediation opportunities provided by content specialists. Remediation may also be offered during the school day during the student's elective period. Progress will be monitored by the classroom teacher and administration. Tutoring will focus on preparing students who failed the Spring 2012 SOL to retake the exam in December, 2012. Students will be provided with in class remediation during elective periods based on availability and with instruction based on SPBQ data from the previous assessment. Students will participate in an intensive ten day summer remediation program based on individualized needs identified through review of SPBQ data followed by an opportunity to retake required SOLs.
Tier 3	Students will participate in afterschool remediation opportunities provided by content specialists. Remediation may also be offered during the school day during the student's elective period. Progress will be monitored by the classroom teacher and administration. Tutoring will focus on preparing students who failed the Spring 2012 SOL to retake the exam in December, 2012. Students will be provided with in class remediation during elective periods based on availability and with instruction based on SPBQ data from the previous assessment. Students will participate in an intensive ten day summer remediation program based on individualized needs identified through review of SPBQ data followed by an opportunity to retake required SOLs.

Part V: BUDGET (LEA SCHOOL)

Budget Summary

School Improvement Grant (SIG) funds may be expended on any allowable expense as described in the Guidelines for School Improvement Grant Application document. School Improvement Grant funds may also be expended for the purchase of educational vendor/company services to support the implementation of the selected intervention model(s). The LEA must submit the following:

a. For the school served with SIG funds, a budget summary detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies.
b. For the school served with SIG funds, a detailed narrative describing the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives.

See following pages for budget form(s).

Budget Expenditure Code Definitions

These expenditure codes are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are <u>examples only</u>.   For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

1000   Personal Services - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

2000   Employee Benefits - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

3000   Purchased Services - Services acquired from outside sources (i.e., private vendors, other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.

4000   Internal Services - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intra-governmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.

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

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

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

Part V (a): School Budget Summary

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

SCHOOL NAME: Prince Edward County 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 $	Other: $41,000.00
	School Expenses $	School Expenses $158,999.00		School Expenses $161,569.00	
2000 – Personnel	Division Expenses $	Division Expenses $	Other: $	Division Expenses $	Other: $
	School Expenses $	School Expenses $33,462.31		School Expenses $39,499.00	
3000 – *Purchased Services*	Division Expenses $	Division Expenses $	Other: $	Division Expenses $	Other: $38,000.00
	School Expenses $	School Expenses $286,984.00		School Expenses $291,088.00	
4000 - *Internal Services*	Division Expenses $	Division Expenses $	Other: $	Division Expenses $	Other: $
	School Expenses $	School Expenses $		School Expenses $	

			Other:		Other:
5000 - Other Charges	Division Expenses $	Division Expenses $	Other: $	Division Expenses $	Other: $
	School Expenses $	School Expenses $4,544.00		School Expenses $5,000.00	
6000 - Materials and Supplies	Division Expenses $	Division Expenses $	Other: $	Division Expenses $	Other: $4,000.00
	School Expenses $	School Expenses $20,596.24		School Expenses $10,000.00	
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 $504,586.00		School Expenses $507,156.00	
				Total Division Expenses $	
				Total School Expenses $507,156.00	
				TOTAL $507,156.00	

Part V (b): School Budget Narrative

In the chart below, please provide a budget narrative of expenditures for activities designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Include the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives. Use as much space as needed for each Expenditure Code.

SCHOOL NAME: SAMPLE	COHORT II ☒ COHORT I ☐
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)	

SCHOOL NAME: Prince Edward County High School	COHORT II ☐ COHORT I ☒
1000 – Personnel (Use as much space as necessary.) • $ 64,420.90 Internal Lead Partner • $ 39,312.83 Student Support Specialist • $ 55,265.27 Teacher Stipends for Remediation, Afterschool Tutoring and School Improvement Team *State Remedial Funds $12,000; Summer Remedial Funds $10,000; Title II Curriculum and Pacing Development $13,000; Project Graduation $6,000)	
2000 -Employee Benefits (Use as much space as necessary.) • $ 18,125.40 Internal Lead Partner • $ 11,109.12 Student Support Specialist • $ 4,227.79 Stipends	
3000 - Purchased Services (Use as much space as necessary.) • $ 245,434.00 Cambridge Education, External Lead Partner • $ 2,122.32 Guidance Evaluation Services • $ 2,883.67 Professional Development on Increased Student Engagement • $ 4,000.00 PowerSchool Training on Scheduling • $ 30,454.75 Achieve 3000 instructional software • $ 1,160.06 Soar Breakfast • $ 851.60 Farmville Printing – Benchmark Assessments *Title VI Professional Development for Reading and Math $15,000; Title IIA Professional Development UCLA PLV Teacher Evaluation $12,000; Title IIA Professional Development on Innovative Teaching Practices $3,000; Local Funds for Local Improvement of Instruction/Conference and Teacher Evaluation Support $3,000)	
4000 - Internal Services (Use as much space as necessary.)	

5000 - Other Charges (Use as much space as necessary.) $ 4544.45 Budgeted but not spent

6000 - Materials and Supplies (Use as much space as necessary.)
      • $ 14,886.00   Materials to facilitate small group instruction and cooperative learning
      • $ 615.00   SOL Review Books
      • $ 4,282.00   Materials for Parent Resource Center
      • $ 371.28   Attendance Incentives
      • $ 112.50   Afterschool Planning
      • $ 176.72   Computer supplies
*Title II Book Study on Innovative Teaching Practices $4,000)

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

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

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

Prince Edward County High School is the only school represented in the division. The Division-Level Budget Summary would be a duplicate of the School Level Summary. *

PART VI

Combined Division-Level Budget Summary for ALL (Tier I and Tier II) Schools the LEA Commits to Serve (<u>ONE PER DIVISION</u>, NOT PER SCHOOL)
In the chart below, include a budget summary of expenditures for activities designed to support implementation of the selected school intervention model(s) in the LEA's Tier I and Tier II schools under the appropriate cohort .

Expenditure Codes	Year 1: 2011-2012 (includes pre-implementation period)			Cohort II ONLY Year 2: 2012-2013			Cohort I ONLY Year 3: 2012-2013	
	Pre-implementation (SIG Funds)	SIG Funds	Other Funds	SIG Funds for Cohort II ONLY	Other Funds		SIG Funds for Cohort I ONLY	Other Funds
1000 - Personnel	$	$	$	$	$		$	$
2000 - Employee Benefits	$	$	$	$	$		$	$
3000 - Purchased Services	$	$	$	$	$		$	$
4000 - Internal Services	$	$	$	$	$		$	$
5000 - Other Charges	$	$	$	$	$		$	$
6000 - Materials and Supplies	$	$	$	$	$		$	$
8000 – Equipment/ Capital Outlay	$	$	$	$	$		$	$
Total	$	$	$	TOTAL Cohort II <u>SIG</u> Funds Only $	Total Other Funds $		TOTAL Cohort I <u>SIG</u> Funds Only $	Total Other Funds $

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

The application must be submitted to the Office of School Improvement via the Virginia Department of Education's
Single Sign-On for Web Systems (SSWS) Drop Box from the division's Superintendent's office to
Janice Garland
by Friday, June 1, 2012.
In the subject line, indicate the division name and application type (e.g., Norfolk SIG 2012_2013 Continuation Application).

(If there is a need for a drop box user name and password, please contact the division's SSWS division administrator.)
Retain the original application with the Superintendent's signature in the division's files.