

**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 each school.

PART I: DIVISION INFORMATION

School Division Name:		Richmond City			
Division Contact:		Mrs. Victoria Oakley, Chief Academic Officer			
Telephone of Division Contact (include extension if applicable):			804-780-7727	Fax:	804-780-5414
Email of Division Contact:		voakley@richmond.k12.va.us			
Name of School	Boushall Middle School	2012-2013 Grade Span	6-8	Projected School Membership	430
	Current Percent Identified as Disadvantaged	86%	Current Percent Students with Disabilities	33%	Current Percent Limited English Proficient
Name of Principal		Widad Abed			
Telephone of Principal		804-780-5016			
Email of Principal		wabed@richmond.k12.va.us			

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

The LEA must assure that it —

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

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

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

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

Superintendent's Signature:	
Superintendent's Name:	Dr. Yvonne Brandon
Date:	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 to Janice Garland by Friday, June 1, 2012 from the division Superintendent's office. The notification through SSWS will serve as a certification that a signed copy of the application is located in the division's files. This school will be a Title I school next year.

PART II: REFLECTION AND PLANNING

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

A. School Climate

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

The first strategy was to work collectively with all stakeholders in helping them understand that having a positive school climate must be a shared goal, created and sustained by everyone including students, parents, and school staff, the community. To that end, some of the strategies included, but were not limited to: A school's mission statement, policies, procedures, and practices should all address the importance of positive school climate. In order to have a meaningful and sustainable effect, efforts to improve school climate must be an integral part of school improvement plans addressing academic, social, and emotional learning. Some of the strategies included, but were not limited to:

- Hiring a new principal
- Meeting with partners, parents and volunteers to express vision of school and solicit continued support
- Changing the environment by moving a metal detector and improving the intake process
- Designing a more inviting entrance into the school (plants, tiled mural of student work)
- Verbalizing high expectations to staff and students and parents
- Initiating the value mantra for students (Be respectful, responsible and ready to learn)
- Initiating value mantra for teachers (Be caring, committed and creative)
- Repositioning security staff(available on each hallway)
- Setting the standards for an orderly school environment
- Scheduling frequent parental meetings
- Introducing a student positive behavior plan
- Initiating of the Middle School Renaissance Program
- Establishing the Higher Achievement Program
- Working with community partners such as Altria (80 volunteer makeover of Boushall (Beautification, furniture for media center and art murals)

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

There are institutional barriers to learning that our students experience beyond the school and we have made an attempt to address those barriers, but without significant success. Those barriers include neighborhood or community issues such as violence, victimization, gang related activities, or non-supportive families. Additionally, we developed a positive student behavior plan and culture team and neither initiative was followed to fidelity by some of the stakeholders.

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

Yes. Teachers received a positive behavior reinforcement handbook in the beginning of the year and we openly and clearly model and communicate appropriate behavioral expectations in the classroom. The school Mantra is posted in the classrooms and hallways and is reinforced during morning announcements. Incentives are regularly provided for appropriate behavior and as a result, students are happier and have internalized the mantra of being respectful, responsible, and ready to learn.

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?

At the beginning of the year, we collaborated and developed shared mission, vision, values, and goals. We then met in collaborative teams to accomplish common goals and focused our results on dedication to continued improvement. As a result, we have created a sense of school pride and ownership. We now have a warm, positive, and inviting environment that is evident by organized and orderly transitions, significant buy in from the majority of staff members regarding a positive behavior support plan, and increased student acknowledgment for positive behaviors through quarterly grade level award assemblies

Next year, we will re-establish the Culture team to further improve our goal of improving the school climate.

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

We recognize that the overall school's climate contributes to the academic success of our students and predicts the degree to which they actively participate in learning, including how consistently they attend school, how attentive they are in class, how carefully they complete their class assignments, and how committed they are to staying in school and doing well there. Further, we understand that students who feel connected to their school are more likely to graduate and move on to successful postsecondary educational and career opportunities. However, there are two primary barriers that impede maximum success. They are:

- Lack of parental involvement
- Resistant staff members who find it difficult to develop positive relationships with students and parents

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?

We anticipate generating quick wins for our students and staff and translate those successes into long-lasting change. This will begin with a review of our data which will help us unearth root causes of performance gaps; underlying assumptions and beliefs; and attitudes, values and expectations that drive decisions and behaviors. Some of our expected easy wins include:

- Providing an open and transparent relationship between the external partner, school leadership team, and school district
- Implementing a positive behavior support plan modeled by Leadership Team
- Refining our School wide discipline plan
- Providing incentives after the first week of school to students who have exhibited elements of the school

mantra

- Providing an incentive for the homeroom who has the largest attendance of parents for back to school night
- Providing a banner award to the top three homerooms for the highest attendance rate

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

Boushall strives to provide our students with experiences they will care about and opportunities that will allow them to shine, excel, and feel a real and deep sense of accomplishment for their hard work. To that end, several end of year activities and programs have been scheduled, including:

- Moving on ceremony for 8th graders and parents
- Culminating field trips for each grade level
- Grade level award ceremony
- Community carnival
- Incentive program for 8th graders who passed writing SOL and EOC assessments
- Volunteer/Partner recognition/ appreciation breakfast
- Retirement celebration
- Faculty appreciation/recognition program
- Student/Teacher/Parent Fashion Show

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?

We are very proud to have a strong leadership team of professionals with extensive content knowledge. They understand and support the school improvement initiatives and have a main goal of focusing on advancing student achievement and success. The team meets weekly to discuss improvement strategies and strives to maintain clear communication channels and coordinate with district staff around the work school improvement. Central office staff provides appropriate resources and support improvements in teaching and learning, as well as clarify district versus school roles in instructional initiatives. Each team member is encouraged to listen to each other, be sensitive to others' thoughts and suggestions, resolve conflicts, plan strategies, and solve problems. As a result, we have effective consensus building and productive school improvement planning among team members.

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

The leadership team is the hub of our school improvement efforts. The team consists of:

- Department chairs
- Team leaders
- Data persons
- Administrators
- District level personnel

Divisions and responsibilities are clearly defined and members have the resources to follow through.

Additionally, the team provides:

- Extended consultation on possible classroom strategies

- Planning for and co-ordination of services for the student
- Suggested flexible operating conditions
- Access to additional school, district, community or regional services, and
- Planning for and co-ordination of services in the school

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

The leadership team collaborated on how frequently monitoring should occur, by whom, and in what manner. In view of the fact that the ultimate goal is to have teachers regularly collecting, discussing, and using the data to inform classroom instruction, the team reviews the teachers' data notebook bi-weekly and provides feedback. If a teacher does not comply with this expectation, the principal meets with the teacher and appropriate actions are taken. Monitoring is also completed as follows:

- Internal/External Lead Partners weekly meetings
- Charting the Course with District level team members
- Monthly Alliance Meetings
- Daily walkthroughs
- Formal observations
- Frequent review and assessment of practices for optimum results
- Team, Department and Leadership minutes

If it's not working, we discuss:

- A possible change of staff members and reorganization
- Adding additional professional development
- Using alternate strategies
- Providing additional instructional and human resources
- Documenting ineffective staff members for possible termination

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

We have maintained the momentum of our efforts through consistent feedback and making alterations when needed. We have had active support from the school's leadership team and have adopted a straightforward structure for describing the key strategies and events that appeared to affect success. Some of our success has been due to: Monitoring the team, maintaining minutes from meetings, acknowledging student and staff success through award assemblies or giving certificates of appreciation or thank you notes, building leadership capacity, providing incentives for students and teachers, verbalizing and emphasizing our vision and mission, reinforcing school expectations, and analyzing data and monitoring instruction. Of all the strategies adopted to promote student and/or staff learning, we found that two were of particular significance in sustaining the momentum and increasing the chances of achieving success. These were: lesson observation with developmental feedback; and modeling teaching with subsequent time for reflective discussion. Finally, we found that the strategy of enabling staff to gain a fuller picture of the context in which they were working also helped to sustain the momentum.

C. Instruction

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

When a teacher identifies a student as having academic problems, he/she begins gathering as much information about the learner as possible. That information includes background characteristics, oral language proficiency and literacy skills, academic achievement, sensory abilities (hearing/vision), social skills, and emotional/behavioral issues. Data is then reviewed and interpreted. When all of the relevant information has been gathered, the team makes the decision as to the interventions and/or support that would be best for the student. Some of the data reviewed would include, but not be limited to:

- Previous SOL scores
- Recovery List
- Benchmark Data
- Gates MacGinitie Scores
- ARDT Scores

2. How do teachers differentiate learning for students?

We understand that the goal of differentiation is maximum student growth and individual success. Teachers structure learning environments that address the variety of learning styles, interests, and abilities found within their classroom. Additionally, they follow a structured lesson plan, group students in tiers for instructional purposes, design activities by tier that incorporates rigor, incorporates technology, and provides appropriate levels of challenge for all students, including those who lag behind, those who are advanced, and those right in the middle. Some of the other differentiated activities include varying activities, assignments, and labs, providing independent studies and alternative assessments, compacting the curriculum, and planning flexible reading formats.

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

Yes, our curriculum is aligned with several elements including, but not limited to: carefully reviewing state standards, standardized tests and/or state tests, ensuring that we have curriculum-embedded tests, comparing pacing guide timelines with pacing evidenced in lesson plans, ensuring teacher use of curriculum resources, providing professional development opportunities in the areas of instructional planning, analyzing available student performance data to determine students' skill strengths and weaknesses, and incorporating student assignments that are aligned to essential knowledge and skills. The process our district level leaders use prevents educators from overlapping or skipping content that is essential to meeting state standards. Curriculum alignment also facilitates communication within the school for both horizontal and vertical planning.

4. How are formative assessments used in your school?

Assessments are administered to all students and data is analyzed by administrative team/guidance/department chairs and teachers/central office/Alliance team. Data is used for student placement for remediation classes, guides instruction, determine resources needed and determine professional development needed.

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

No. Additional support is needed for some of the teaching staff. Edison has provided professional development geared toward individual teacher need and will continue to address this on an as needed basis. PD 360 was introduced 2011-12 and will continue to be used as a means to further develop teachers' classroom management strategies. Peer observations will also be encouraged and modeling will be provided by Edison Learning.

D. External Support

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

The community is supporting the improvement effort by providing mentoring and after-school programs that give children safe havens from negative outside influences and to help improve academic weaknesses. The community has also helped by providing mentors, volunteers, and financial support for school based projects.

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

To increase the quality and effectiveness of the improvement effort, several community-based organizations support Boushall. Some of them are:

- City-wide truancy program (meetings are held weekly and they assist the school by helping with door-to-door campaigns for school events, providing school supplies and incentives, etc.)
- Communities in School (counseling services, parental involvement workshops, solicits new partners and maintains relationship with existing ones, supports school with resources based on student needs, etc.)
- I Have a Dream Foundation (Book distributions, after school tutoring, mentoring, field trips and incentives, school-based projects (We the People Room, softball equipment, etc.)
- Middle School Renaissance (District initiative, cultural activities, mentoring, after school tutoring)
- Capital One (Quarterly monetary and volunteer projects for student incentives, school based beautification projects, sponsoring a grade level, etc.)
- Higher Achievement (After school tutoring, mentoring, sponsoring cultural activities, college awareness, and other field trips, summer program, etc.)
- 100 Black Men (mentoring, etc.)

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

Edison Learning will continue services for year 3. Their contract will be renewed because of their ability to provide support on the following levels: administration, professional development, teacher coaching and student assistance.

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

Despite our efforts to create positive experiences so parents can realize that school is a place where they are welcomed and able to acquire needed skills, parental involvement continues to be a challenge for us. A minimal number of parents attend school functions such as: Back to School Night, Parent Teacher Conferences, Winter and Spring Concerts, and other school sponsored events.

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

Parents could be more involved by:

- a. Joining and taking a more active role in the PTA
- b. Attending school wide events that showcase students' work
- c. Monitoring their child's behavior and friends in the neighborhood
- d. Volunteering
- e. Assisting students with taking advantages of the resources available (i.e., after school programs, tutoring)
- f. Making sure their children completes homework assignments
- g. Participating in programs that would support their students (GED program, workforce, budgeting, etc.).
- h. Responding to communications from the school
- i. Providing needed materials for their children (pencils, paper, etc.)
- j. Contacting the school if there are problems
- k. Serving as chaperones on school trips
- l. Ensuring that their children attend school each day and on time

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?

Selecting qualified candidates is part of the hiring decision. Once a teacher is hired, the principal assigns the teacher based on student need, content, and/or grade level. Teachers with the most experience and skill are generally assigned to work with the students who need the most reinforcement and support. When it becomes apparent that the most skilled teacher has not been assigned to a specific group of students, mentoring strategies are incorporated and the teacher is provided specific professional development as needed. A mentor or "buddy" is also provided who can help the teacher with developing interventions for struggling learners, using standards-based lessons, benchmark assessments, classroom management techniques, and other areas of concern.

The process of getting unskilled teachers can be changed via better teacher preparation programs and more rigorous student teaching experiences.

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

Teacher evaluation consists of two major components: observation and evaluation. Observations are formative in nature and are designed to give teachers appropriate and specific feedback to help affirm effective teaching practices and offer suggestions for professional growth. Observers provide a rating for specific indicators listed on a documentation form and these ratings are discussed during a post conference. The observations, as well as various data and other pertinent information, are used to determine the outcome of the final evaluation, which is scheduled at the end of the year.

Teachers are evaluated many times a year using numerous methods and by several individuals. The results are used in both the retention and removal processes. This year, due to our participation in a pilot program, a more sophisticated tool was made available which links student outcomes to teachers who address those outcomes with students.

3. Describe how teachers are provided professional development.

Analyzing the information gathered from assessments, observations and evaluations, teachers, administrators and RPS and Edison Learning specialists jointly explore and design professional development opportunities that will help teachers enhance their classroom instruction. Sessions are designed with active learning opportunities, the content focus is clearly articulated, and the ideas being promoted are properly aligned with state and local goals and standards. We believe that providing quality professional development experiences translates into improved student achievement. Our teachers regularly receive various forms of professional development and appreciate the opportunity to grow and learn professionally and to apply their new knowledge in their classrooms.

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

Principals are evaluated annually by the Executive Director of Secondary Education. The evaluation is linked to both organizational and personal goals and principals are intimately involved in a goal-setting process. At the time of the evaluation conference, a completed evaluation report is presented that represents a fair appraisal of the administrator's performance. In completing the form, various standards are rated by the evaluator and a very detailed comment section is added to convey additional information about the strengths and weaknesses of the principal. If serious deficiencies are identified at any time during the year, growth plans are constructed for remedying them and professional development sessions are scheduled.

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?

Representatives from our Human Resources department seek and identify highly qualified individuals that satisfy specified qualifications for vacant positions. School leaders then interview candidates and recommend the desired candidate for hire.

Teaching positions are filled at schools based upon the needs of the school, i.e., subject grade level. They are also filled based on a student teacher ratio to ensure equity among the schools. Generally, our school is not able to select teachers before other schools in the division because the process set forth by Human Resources allows candidates to select the school of their choice when given an option.

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

Individual teacher and school professional development needs will be determined through a review and analysis of data on teacher and student performance. Professional development goals will be developed to enhance skills in the areas of leadership, pedagogy and curriculum, assessment for learning, student and family support and learning environment.

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

In addition to the New Teacher Induction program provided by the district, Edison will also provide professional development for all new teachers prior to the opening of school. Teachers new to the school will be given a copy of the School Handbook and assigned a mentor/buddy to assist with the acclimation to the philosophies, practices, policies and attributes of the school environment.

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

Purposeful, resourceful, collaborative, responsive, participative, and shared responsibility are some of the words that come to mind when thinking about our leadership teams. Team members share a sense of purpose and common goals, and each team member is willing to work to achieve these goals. Because each member of the team brings his or her own strengths and talents to the meeting, the relationships are positive and cohesive. The team has established a shared mission and vision –student achievement-- and a more intensive focus on finding solutions to complex problems is the next step.

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

The relationship between the Lead Turnaround Partner and the Principal is one of collaboration, support and effective mentoring practices. The LTP supports the principal through engaging discussions around data that drives daily classroom instruction. The LTP and Principal have established a transparent form of communication that enables the team to implement decisions that respond to the individual needs of students and promotes the professional growth of teachers.

To improve the relationship, the LTP and principal will continue to increase the leadership capacity of all stakeholders by planning ongoing focused professional development, sustaining teacher observations and the delivery of timely teacher and staff feedback.

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

The relationship between the Lead Turnaround Partnership is one of trust, mutual respect, sharing of common interests and goals, and delegation of roles and responsibilities. Not only is there clear, open, and honest communication, but the partnership is also characterized by the sharing of day to day and leadership responsibilities and weekly reflective conversations to hear each other's perspective about the school and efforts made to improve student achievement. Additionally, this partnership has allowed us to increase our understanding of school reform and has given us an opportunity to identify potential outcomes through a better understanding and review of researched best practices. Factors associated with analyzing data, curriculum development, teaching and learning, parental and community involvement, along with the impact these efforts have on subsequent professional development, have been enhanced through this relationship.

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

The relationship between the LTP and the division liaison can best be described as a seamless approach to school improvement. The LTP and principal work collaboratively to maintain on-going visibility and support to the SIG schools. Lines of communication with building administrators, teachers and the division staff, ensures a trusting, shared approach in the delivery of recommendations for improvement. To improve the relationship, the LTP and division liaison will continue to maintain open and focused dialogue that establishes best practices for teaching and learning. This partnership will further involve the continuation of sustained visibility by all stakeholders to improve school culture.

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?

While decision making is an important process for schools in improvement, it is essentially a team process. Decisions are made at all levels in the school. Classroom teachers make certain decisions in their classrooms, decisions are made in faculty meetings, departmental meetings, leadership meetings, Alliance

meetings, and finally, at Charting the Course meetings. All decisions related to the school improvement process are funneled through the leadership, Charting, and/or Alliance meetings and are arrived by consensus.

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?

Collaboratively, the leadership team, in collaboration with the external and internal partner and the Chief Academic Officer, makes the decisions regarding school improvement. This has worked well and has helped develop leadership capacity and promote buy in from many staff members.

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

None were changed during the 2011-12 school year.

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).

Effective instruction is fundamental to our mission. With that in mind, policies and procedures related to dismissing ineffective teachers and hiring the best teachers for the schools that are in improvement is critically important. Acting out behavior, especially bullying and disrespect for others, is rampant. Policies should be developed to better assist students who bully or who are bullied for optimum success. School board members will play an important role in making changes to the existing policies.

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

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

The services that should be maintained include, but are not limited to:

- High quality, focused professional development
- Human and instructional resources
- Maintenance of and an increase in technology
- Continued alignment of curriculum, instruction and assessment
- High levels of community and parent involvement

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

The school will prepare for the phase out by continuing to build leadership capacity, developing a plan for resource management and inventorying instructional materials that can be shared with the staff. In addition, equipping teachers with effective instructional strategies through continued professional development from the district level will be provided. Reviewing and reallocating existing funds as well as attracting and hiring highly qualified teachers will also help us prepare for the phase out.

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

In order to ensure sustainment of reforms beyond funding we plan to develop an implementation plan that will focus on building site leadership and capacity to ensure that reforms continue. We will use external support providers, internal resources, and ensure the development of staff peer collaboration and peer coaching skills. These are all designed to retain highly qualified administration and staff who will have the instructional knowledge and skills to recognize powerful instruction, address issues of equity, design and lead professional learning, use data to inform instructional decisions, and target additional resources to

support instructional programs. Specifically, this will occur through leadership training identified in job embedded professional development, content coaching, development of data literacy, and opportunities for collaboration.

The district will actively seek:

- Diversified funding
- In-kind resources
- Win-win partnerships

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

The phase out process is a collaborative effort and will include the members of the leadership team, including central office staff. Each member will play a crucial role in assisting in this process which will include providing information on each of the data points to identify specific needs.

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

Funding and sustainability are our biggest fears.

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

The school would benefit from state support in year 3 in the areas of leadership development that would involve the following:

- Create an opportunity for principals to visit selected out of state schools with similar demographics and student population to observe firsthand daily successful practices of schools that moved out of school improvement.
- Develop a partnership cohort of principals that will serve as a vehicle for sharing. The principals would be paired and required to meet informally to discuss ideas and plans in a setting that is relaxing and off, but not limited to, school grounds. Their meetings would be logged to capture meetings dates. The format of the agenda would be an open agenda, to allow the principals an opportunity to talk freely to discuss their ideas and retrieve feedback from their fellow colleagues.
- Receive (monthly) articles on school change and reform to expand the principal's knowledge and understanding of school turnaround.
- Develop two suggested book studies on school change and reform for the school year. The principal should be required to engage their Leadership Team in the book study and hold monthly discussions and chapter reviews.
- Receive additional training and support in the use of Datacation as well continued funding for instructional and human resources.

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

After SIG funding ends, the school would benefit from:

- Added exposure to state partnerships that extend to the community and school. With parent involvement being an important piece of school improvement, partnerships that require the school to develop opportunities for parent development and parenting skills during and after school hours will usher the viability of parents in the schools.

- On-going training of teachers from across the state. This will allow teachers the opportunity to meet with other colleagues to further their development and share best practices with the purpose of implementation upon their return to school.
- Professional development and leadership academies for principals.
- Exposure to researched based practices and meeting with turnaround specialists from successful school districts that have exited school improvement and are still making progress.

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 the end of August 2012, 100% of new teacher interviews will be conducted by an administrator and the Department Chair or designee as evidenced by interview data sheets. 100% of new teaching candidates will complete a simulated lesson plan detailing activities, key instructional strategies and assessments to be used as evidenced in the interviewee’s lesson plan. As a result, Boushall will obtain the most highly qualified teachers who in turn, will receive support, encouragement throughout the year.
2	A comprehensive middle school transition program for rising 6 th graders will be developed and implemented by August 2012. 100% of the incoming 6 th graders will participate in at least one of these transition activities as evidenced by the record of activities and attendance.
3	By the end of August 2012, a new master schedule will be developed for all grade levels designed to maximize instructional time, resources, student intervention and curriculum delivery. As a result 95% of the students will be appropriately scheduled on the first day of school.
4	By the end of August 2012, 80% of the text in the Reading Resource room will be leveled by Lexiles. This will be evidenced by an inventory of leveled text and purchasing additional materials using SIG funds.
5	By July, 2012, there will be a 20% increase in membership in the summer school based programs as compared to the 2010-2011 year. This will be accomplished by offering increased cross-curricular learning opportunities and targeting specific subgroups for extended learning.

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 October 2012, 100% of the teachers will sustain and expand on the school’s climate and culture that emphasizes respect for individual differences, promotes physical and emotional well-being, and provides a safe and engaging environment. Teachers will continue to cultivate communication methods to provide increased opportunities for parents to be informed about our schools and to be more engaged in the education of their children. All teachers will have introduced the School-Wide Positive Behavior Plan, which includes the school mantra and Edison’s Core Values. This will be
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	evidenced by a weekly review of teacher lesson plans and daily observations.
2	By October 2012, 100% of teachers will have established school-wide rules, procedures and expectations as evidenced by a display of positive posters, detailed lesson plans, daily observations and participation during community meetings.
3	By October 2012, 100% of all classrooms will have an organizational system in place to include clearly marked student binder/notebook collections, crates and other supplies. As a result, students will have better organizational skills leading to an increase in academic achievement.

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

<p>Example: By June 2013 SOL mathematics scores will increase by 15% in grade 7 and by 5% in grade 6, 8 to exceed the state benchmark by 5% by establishing a laser-like focus on the monitoring of math remediation services using the ARDT as a screening tool for all students to identify area of student need, design remediation content, establish a timeline for remediation services, and record strand assessments results. (Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under each indicator to accomplish each goal.)</p>	
1	By June 2013, writing scores will increase by 10% in grade 8 by ensuring that each student has a writing folder that contains evidence of the writing process from start to finish. This includes drafting, editing, revision in various forms, and, when possible and appropriate, publication. This working folder will also contain evidence of the innovative use of technology. Each student will be required to have a minimum of four On-Demand writings per year including teacher feedback and scoring, one open Response prompt from each content area class per year with teacher feedback and scoring, and appropriate forms of literacy beyond the traditional portfolio
2	By June 2013, SOL math scores will increase by 10% in all grades. This will be evidenced by improving teaching and learning to enable students to meet the State performance standards that all students are expected to master. In order to accomplish this goal, teachers will use effective instructional strategies, provide accelerated, high quality curriculum, minimize removing students from the regular classroom, coordinate and support the regular education and special program, provide instruction via qualified and trained professional staff and implement strategies to increase parental involvement.
3	By June 2013, students will increase their knowledge and utilization of test taking strategies such as QAR, Slash the Trash, 50/50 and etc. This will help students to effectively determine the type of questions asked on a multiple choice test and therefore answer appropriately. As a result, student achievement on the RPS benchmark and SOL assessments will increase by 10% in all core subjects.
4	By June 2013, students will become more proficient in reading as measured by a 10% gain on the SOL reading test. Student achievement will increase through response to intervention, utilizing various test-taking strategies, acquiring strategies for “decoding” unfamiliar words, building “sight word vocabulary” of thousands of words, learning to coordinate skills for fluent reading of text, acquiring a variety of strategies for enhancing comprehension, developing or maintaining a positive attitude about reading and viewing it as an important skill for learning and for pleasure, and effectively communicating their understanding of texts in all core subject areas. As a result, student achievement on the RPS benchmark assessments will increase by 10% in all core subjects.
5	By June 2013, 90% of the teachers will have created a classroom culture that promotes literacy as evidenced by a 10% increase scores in reading scores on the statewide reading test and a 6 month gain on the Gates MacGinitie Reading test. This will be accomplished by employing effective teaching strategies daily that support District literacy goals, collaborating with colleagues to ensure consistency

	of literacy instruction for each and every student, facilitating screening, progress monitoring, diagnostics, and outcome assessments as needed per grade level, and communicating student literacy goals, gains, and needs to families and students. Further, they will pursue professional development in research-based practices and celebrate student successes in the classroom and school community.
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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	5 th grade math teachers will work collaboratively to develop a list of activities on the math remediation software (intervention description) for the highly qualified paraprofessional (intervention provider) to use with the students identified by grades C-D, low weekly formative assessment performance and scoring 70-80% on 9-weeks assessment (targeted group) during the first 9 weeks in lieu of specials 3 days per week for 40 minutes (frequency and time). Teachers will review results from remediation software reports bi-weekly (monitoring).
Tier 3	5 th 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	Istation 60 minutes, tutoring during the school day, Strategic Reading, MSR tutoring 6th Grade
Tier 3	Istation 90 minutes, Voyager Reading, tutoring during the school day, Strategic Reading, MSR tutoring 6th grade
Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL	
Tier 2	Alegebra Readiness, minutes tutoring during the school day, MSR tutoring 6th grade
Tier 3	I Can Learn, minutes tutoring during the school day, MSR tutoring 6th grade

Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable	
Tier 2	N/A
Tier 3	N/A
Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above	
Tier 2	Istation 60 minutes, tutoring during the school day, Strategic Reading, MSR tutoring 6 th Grade
Tier 3	Istation 90 minutes, Voyager Reading, tutoring during the school day, Strategic Reading, MSR tutoring
Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above	
Tier 2	Alegebra Readiness, minutes tutoring during the school day, MSR tutoring 6 th grade
Tier 3	I Can Learn, minutes tutoring during the school day, MSR tutoring 6 th grade

Part V: BUDGET (LEA SCHOOL)

Budget Summary

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

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

See following pages for budget form(s).

Budget Expenditure Code Definitions

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

- | | |
|------|--|
| 1000 | Personal Services - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period. |
| 2000 | Employee Benefits - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances. |
| 3000 | Purchased Services - Services acquired from outside sources (i.e., private vendors, other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description. |
| 4000 | Internal Services - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intra-governmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. |
| 5000 | Other Charges - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, leases/rental, Indirect Cost, and other. |
| 6000 | Materials and Supplies - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies." |
| 8000 | Equipment/Capital Outlay - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold. |

Part V (a): School Budget Summary

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

SCHOOL NAME: Boushall				COHORT II <input type="checkbox"/> COHORT I <input checked="" type="checkbox"/>	
Year 1: 2011-2012 (includes pre-implementation period)				2012-2013	
Expenditure Codes	Pre-implementation SIG Funds	SIG Funds	Other Funds	SIG Funds	Other Funds
1000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$150,493	Other: \$20,000
	School Expenses \$	School Expenses \$		School Expenses \$	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other:
	School Expenses \$	School Expenses \$		School Expenses \$18,632	
3000 – Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$32,000
	School Expenses \$	School Expenses \$		School Expenses \$336,020	
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$	

5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$5,000
	School Expenses \$	School Expenses \$		School Expenses \$	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$52,178	
8000 - Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$	
				Total Division Expenses	\$
				Total School Expenses	\$559,258
				TOTAL	\$559,258

Part V (b): School Budget Narrative

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

SCHOOL NAME: SAMPLE	COHORT II <input checked="" type="checkbox"/>	COHORT I <input type="checkbox"/>
<p>1000 – Personnel (Use as much space as necessary.) Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)</p> <p>Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)</p>		
SCHOOL NAME: Boushall	COHORT II <input type="checkbox"/>	COHORT I <input checked="" type="checkbox"/>
<p>1000 – Personnel (Use as much space as necessary.) Internal Lead Partner (\$44,520 , SIG) Summer School Teachers (\$25,000, SIG) Tutors to Support Instruction During the Day, After School and Summer (\$23,480, SIG) Payment for Teachers Who Achieve their Goals on the New Teacher Evaluation System (\$18,000) Stipends for School Staff Who Serve on Alliance Team (\$25,000) Payment for Development of Science Lab Lessons, and Creation of Interdisciplinary Units of Study (\$14,493) Math Coach (\$10,000, Title 1) Reading Tutors (\$10,000, Title I)</p>		
<p>2000 -Employee Benefits (Use as much space as necessary.) Benefits and FICA for the Internal Lead Partners, Coaches Tutors and Teachers (\$18,632 , SIG)</p>		
<p>3000 - Purchased Services (Use as much space as necessary.) Purchase the services of our External Lead Partner Edison – Restart Model (\$336,020 , SIG) Purchase Math Staff Development Services (\$16,000, Title I) Content Area Literacy Training (\$8,000, Title I) Inclusive Practices Training (\$8,000, Title II)</p>		
<p>4000 - Internal Services (Use as much space as necessary.)</p>		
<p>5000 - Other Charges (Use as much space as necessary.) Funds for travel to attend VDOE and other Leadership Training (\$1,935, SIG) Staff Development Travel to Math Conference and Secondary Principals' Conference (\$5,000 – Title I)</p>		

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

Achieve 3000 (\$20,000, SIG)

Istation (\$,6,500, SIG)

Datacation (\$500)

Math and Test Prep Materials (\$10,000, SIG)

Parent and Family Involvement Activities (\$10,000, SIG)

Student Incentives for Academic Achievement (\$5,178, SIG)

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

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

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

PART VI

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

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

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

**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**

Please complete this application for each school.

PART I: DIVISION INFORMATION

School Division Name:		Richmond City									
Division Contact:		Mrs. Victoria Oakley									
Telephone of Division Contact (include extension if applicable):			804-780-7727		Fax:		804-780-5414				
Email of Division Contact:		voakley@richmond.k12.va.us									
Name of School		Thompson Middle School		2012-2013 Grade Span		6-8		Projected School Membership		564	
Current Percent Identified as Disadvantaged		72%		Current Percent Students with Disabilities		27%		Current Percent Limited English Proficient		0%	
Name of Principal		Rickie Hopkins									
Telephone of Principal		804-272-7554									
Email of Principal		rhopkins@richmond.k12.va.us									

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

The LEA must assure that it —

15. 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.
16. 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;
17. 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;
18. Continues to implement all requirements of the USED turnaround initiative principles by:
 - providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround initiative effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
 - ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround initiative effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
 - redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
 - strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
 - using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
 - establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
 - providing ongoing mechanisms for family and community engagement.
19. 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;
20. 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.
21. Uses an electronic query system (i.e., Datacation) to provide principals with quarterly data needed to make data driven decisions at the school-level;

22. 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.
23. 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).
24. Attends OSI technical assistance sessions provided for school principals, division staff, and LTPs;
25. Collaborates with assigned VDOE contractor(s) to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform;
26. 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;
27. Ensures division improvement plan supports the school-level improvement plan and is monitored monthly;
and
28. Reports to the SEA the school-level data required under the final requirements of this SIG grant.

Additional assurances may be needed for compliance pending final approval of *Virginia's Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965* (ESEA).
Certification: I hereby certify that, to the best of my knowledge, the information contained in this application is correct.

Superintendent's Signature:	
Superintendent's Name:	Dr. Yvonne Brandon
Date:	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 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.

G. School Climate

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

First, we reviewed our strengths, needs, history, and weaknesses to determine what changes needed to be made. We then had to understand and develop a shared vision about our school and the climate desired. With that in mind, the following strategies were successful:

1. Class size was decreased by scheduling each teacher to instruct 5 content classes instead of 4, thus allowing each student to participate in a lab period. The lab is used to provide an extension of reading and math
2. Quiet signs were created to keep the noise level in the halls to a minimum during transition
3. The implementation of classroom greeters was introduced by our external partner
4. The halls were decorated with positive slogans
5. A mural was painted on the wall at the entrance and in the cafeteria
6. Model classrooms were created
7. The Middle School Renaissance Program was established

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

The establishment of the Culture Team was unsuccessful for the following reasons:

- The concept was not clearly explained nor were the roles and responsibilities clearly conceptualized
- The expectations for the team were too broad and ambiguous
- The concept was not adequately resourced

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

Overall, student behavior is well managed. There is consistency with reinforcement. Additionally,

- The “Quiet Please” signs reinforce expectations of hallway behavior and students are aware of consequences for inappropriate behavior
- The discipline form, or a referral form, is used when needed and students receive appropriate consequences as needed
- Reinforcement of expectations are shared each morning during announcements
- The implementation of the school wide discipline plan awards Viking Bucks to students for demonstrating responsible behavior
- Teachers communicate with parents weekly to provide academic and social updates
- The discipline data has decreased in comparison to last year data.

6. 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?

It is our belief that the culture of the school underlies the day-to-day operation of a school. We are constantly exploring ways to improve the climate and culture and feel we have made significant strides in this area. Students express that they feel comfortable, wanted, valued, accepted, and secure at school. They feel they can interact with caring people they trust, such as their teachers or administrators.

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

There are two primary barriers to further improving the school climate:

1. Negative outside influences (gangs, bullying, family issues)
2. Lack of parental involvement

8. 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?

We will implement several “easy wins” in September. Some of them include, but are not limited to:

1. Staff buy-in with greeting students at their doors
2. Sharing goals and expectations with teachers, parents and students
3. Rewarding and/or recognizing students and staff for special achievements
4. Implementing the Vikings Bucks program immediately
5. Improving the parent involvement program
6. Seeking additional volunteers and mentors
7. Implementing a staff incentive program
8. Having access to tutors at the beginning of the year

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

Recognizing that student success is a form of positive reinforcement that encourages students to achieve, Thompson has planned several end of the year celebrations. We believe that bringing attention to one student's improvement will inspire others in the class to create their own achievements. With that in mind, each grade level established a day of the week to celebrate student accomplishments. Sixth graders celebrate on Marvelous Mondays, seventh graders on Terrific Thursdays, and eighth graders on Wonderful Wednesdays. Additional celebrations to close the end of the year include, but are not limited to:

1. Grade level Awards Programs
2. Moving on to High School Ceremony

3. Volunteers Recognition
4. Faculty / Staff Recognition
5. Grade level end of year field trips
6. Middle School Renaissance Closing Activities

H. Process Steps/Atmosphere of Change

5. 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?

Although each team member works from a different background or perspective, it is within the team meetings that seamless interaction becomes important. Aligning goals is also an important element for all teams. Though teams may work on separate teams or grade levels, the principal works hard to weave a common thread by way of setting the overall business agenda. Team leaders and members are encouraged to be open about accepting all team members' ideas and understanding others' viewpoints.

Members of the leadership team receive an agenda and meet weekly within the various departments to relay important information. There is a culture of open communication and the opinions of others are supported and respected. Members are encouraged to put items on the agenda that are of interest or importance to them or other team members. Each member is encouraged to contribute and communicate ideas, strategies, needs and expectations. The focus for each meeting is always student achievement and minutes are taken and shared.

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

The principal and leadership team (i.e., department chairs, team leaders, school counselors, and administrators) determine the roles and functions of all leadership team members and schedules regular meetings with their team to reinforce their roles, responsibilities and boundaries. Periodic defining of roles and responsibilities tends to enhance the team output. Such meetings also ensure scope for interaction between team members. It clarifies the deliverables, reduces misunderstanding and allows team leaders to plug holes.

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

All strategies and practices are data driven and monitored throughout the year by the Charting the Course team, the internal and external lead partners, the Alliance team, and the school leadership team. Feedback is welcomed and encouraged from everyone, including students, parents, and community members.

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

Momentum was sustained by improving student achievement, transforming school climate and culture, increasing the effectiveness of teachers and staff, enhancing the curriculum, engaging the community, and gaining parental support and trust. The principal shared the vision, aligned time and resources to foster effective teaching, and established high standards for student achievement. Likewise, the leadership team worked closely with district leaders to affect change and keep the momentum going.

I. Instruction

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

In accordance with the school improvement plan and DOE indicators, our 4 goals (language arts, math, social studies, and science) are based on improving the achievement of all students including sub-groups. The strategies include a process to continuously identify the needs of students throughout the year and develop strategies to address those needs. This would include students needing additional assistance as well as effective differentiated instruction to meet all students' needs. Various assessments, including ARDT, Gates, bi-weekly and benchmark assessments, etc. are administered to students. Immediately following, grade level teams meet with support staff and principal to further analyze the data, set goals and determine grade level action steps. The action steps include developing an intervention plan for further differentiation for all students and targeted interventions for individuals and small groups. The assessments are monitored regularly to identify additional strengths or weaknesses.

7. How do teachers differentiate learning for students?

Thompson is committed to learning by differentiating instruction in the classroom to meet the needs of all students. Flexibility in instruction to meet the needs of the individual is key as teachers identify individual student's strengths and weaknesses and tailor instruction accordingly. Strategies for instruction in each area are varied to accommodate alternate learning styles. Teachers meet quarterly with the building team to review student progress and identify students that need changes in instruction to ensure progress. Lesson plans are then created to focus instruction to maximize student learning. Stations are used to facilitate differentiated instruction. Station assignments are designed to address the various instructional levels of students.

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

Yes, the curriculum is aligned within the school and across grade levels. We do this by:

- Analyzing lesson plans and assessments to ensure congruence among the written curriculum, the taught curriculum, and assessed curriculum;
- Consolidating curriculum documents, designing one resource having pacing timelines, textbook correlations and possible supplemental resources;
- Continually assessing pacing of the curriculum and adjust as needed to ensure that essential knowledge, skills and content are addressed;
- Determining alignment of textbooks with SOL essential knowledge and skills;
- Developing a pacing guide that mirrors Blueprints;
- Including projected timelines in pacing guides; and
- Providing teachers with research-based supplemental resources aligned with SOL essential knowledge and skills

9. How are formative assessments used in your school?

Formative assessments are used to determine student strengths and weaknesses. Thompson uses a collaborative process to make decisions regarding instructional programs. Input is sought from members of the school community who would be impacted by these decisions. Instructional specialists of each curricular area work with staff to develop, implement, and select assessments. Assessment data is shared with teachers and remediation efforts are documented in each teacher's remediation binder. Additional

instruction is provided to address student weaknesses.

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

All teachers agree that classroom management is a top priority for the school. The entire school community is aware of and understands the school's behavioral management plan that was developed with extensive input from stakeholders. Behavior expectations are articulated regularly and clarified through our weekly and monthly meetings. The positive behavior system is designed to recognize the positive behavior efforts of all students. All instructional staff have the skill to be effective classroom managers and value the contribution that collaboration makes to student success. Professional development is provided to address core values and classroom management strategies.

J. External Support

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

The community supports our improvement effort by:

- bringing together public school parents, youth, and community residents and/or institutions to engage in collective dialogue and action for change;
- mobilizing large numbers of people around a unified vision and purpose;
- recognizing that education problems and their solutions are systemic and thus focusing on accountability, equity, and quality for all students, rather than exclusively on gains for individual students;
- understanding that the education system is a central part of community well-being and that improving schools also includes building the economic, cultural, and political well-being of the community; and
- providing financial and human resources

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

Communities in Schools and the Middle School Renaissance are the primary community-based organizations involved with our improvement effort. These organizations focus on providing supplemental educational, recreational and social services to our children and their families. Various youth agencies are also included.

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

Our external partner, Edison Learning and our day treatment agencies, Dominion, Family Transitions, RBHA, and Family Adolescent Services will continue to support TMS for the upcoming year. Student discipline data suggest that student referrals have decreased due to the services provided by the above mentioned agencies. Parents are pleased with the communication and the support of the service providers.

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

Parent representatives have been invited to attend meetings where budget, student assessment data and instructional strategies are discussed, developed or revised, especially expenditures of funds for a variety of programs related to the school improvement goal statements (such as family activity nights, curriculum nights, parent education programs, community outreach efforts, and tutoring programs). A parent survey was also issued to determine satisfaction or dissatisfaction with the academic program, the school climate,

leadership, teaching staff, the curriculum, and other important key issues involving parent-teacher partnerships including homework and communication between home and school. Parent support is evident through the large number of student participation in the middle school Renaissance Program, after-school tutoring and Saturday academies. The support is also demonstrated during parent-teacher conferences administrative-parent meetings and student performances throughout the school year. The PTA supports the improvement effort by providing incentives and support for teachers and student programs.

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

Parents play a critical role in school reform. Their support for their children and for the school is important to their children's success at every step along the way. The goal is to have school-home partnerships that will help all students in the school succeed. We are optimistic that more parents will join the PTA, volunteer, and offer and support additional clubs and organizations that interest students. Parents can also be more involved by ensuring that their child studies and reads nightly, has a designated homework time and place, avoids conflict with peers, attends school regularly, and brings the proper materials to class each day. We would also like for parents to take advantage of opportunities to learn more about SOL test preparation, and working with community partners to receive important information about children's health issues (e.g., nutrition).

K. Staffing and Relationships

10. 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?

Selecting qualified candidates is part of the hiring decision. Once a teacher is hired, the principal assigns the teacher based on student need, content, and/or grade level. Teachers with the most experience and skill are generally assigned to work with the students who need the most reinforcement and support. When it becomes apparent that the most skilled teacher has not been assigned to a specific group of students, mentoring strategies are incorporated and the teacher is provided specific professional development as needed. A mentor or "buddy" is also provided who can help the teacher with developing interventions for struggling learners, using standard-based lessons, benchmark assessments, classroom management techniques, and other areas of concern. New teachers attend monthly district-wide professional development sessions that focus on topics pertaining to issues and concerns that arise during their first year teaching experience.

The process of getting unskilled teachers can be changed via better teacher preparation programs and more rigorous student teaching experiences.

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

Teacher evaluation consists of two major components: observation and evaluation. Observations are formative in nature and are designed to give teachers appropriate and specific feedback to help affirm effective teaching practices and offer suggestions for professional growth. Observers provide a rating for specific indicators listed on a documentation form and these ratings are discussed during a post conference. Observations, data, and other pertinent information-are used to determine the outcome of the end of the year evaluation.

Teachers are evaluated frequently throughout the year using numerous instruments by several individuals. The results are used in both the retention and removal processes. This year, due to our participation in a

pilot program, a more sophisticated tool was made available which links student outcomes to their teachers.

12. Describe how teachers are provided professional development.

Analyzing the information gathered from assessments, observations and evaluations, teachers, administrators, RPS and Edison Learning specialists jointly explore and design professional development opportunities that will help teachers enhance their classroom instruction. Sessions are designed with active learning opportunities, the content focus is clearly articulated, and the ideas being promoted are properly aligned with state and local goals and standards. We believe that providing quality professional development experiences translates into improved student achievement. Our teachers regularly receive various forms of professional development. -The sessions provide valuable professional growth and development experiences that enable teachers to apply the newly acquired knowledge in their classrooms.

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

Principals are evaluated annually by the Executive Director of Secondary Education. The evaluation is linked to both organizational and personal goals in which principals are directly involved in a goal-setting process. At the time of the evaluation conference, a completed evaluation report is presented that represents a fair appraisal of the administrator's performance. In completing the form, various standards are rated by the evaluator and a very detailed comment section is added to convey additional information about the strengths and weaknesses of the principal. If serious deficiencies are identified at any time during the year, growth plans are constructed for remedying them and professional development sessions are scheduled.

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

Representatives from our Human Resources department seek and identify highly qualified individuals that satisfy specified qualifications for vacant positions. School leaders then interview candidates and recommend the desired candidate for hire.

Teaching positions are filled at schools based upon the needs of the school, i.e., subject grade level. They are also filled based on a student teacher ratio to ensure equity among the schools. Generally, our school is not able to select teachers before other schools in the division

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

Teachers and leaders work collaboratively to make decisions about the objectives, content, and processes that meet the needs for professional development. Professional development activities are developed with the teachers' needs in mind and focus on helping them better understand subject matter, learners and learning, and teaching methods. All data sources are used to plan, design, and implement the sessions. Student and subgroup data will be examined to determine the types of professional development needed.

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

New teachers are assigned an experienced colleague (mentor) who has the training and expertise to support them with the philosophies, practices, and differences in the school. The mentors meet with their mentees at least once per week, but usually more frequently. During the first month of school they develop a mentoring plan of assistance for the school year. The mentor and the mentee meet consistently throughout the school

year to assess the effectiveness of the plan. Additionally, new teachers complete a rigorous orientation program and meetings are held monthly to provide additional support. The assistant principal provides training for Istation and content area tutors.

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

While collaboration, professional growth, and continuous improvement are encouraged, an increased emphasis is needed on collaborating and teaming focused on improving student achievement. This will help to create a structure that allows and supports solution planning and distributive decision-making throughout the school. The team should establish a shared mission and vision, roles and responsibilities should be clearly defined, a model of shared decision making implemented with a focus on solution finding planning.

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

The relationship between the Lead Turnaround Partner and the Principal is one of collaboration, support and effective mentoring practices. The LTP supports the principal through engaging discussions around data that drives daily classroom instruction. The LTP and Principal have established a transparent form of communication that enables the team to implement decisions that respond to the individual needs of students and promotes the professional growth of teachers.

To improve the relationship, the LTP and principal will continue to increase the leadership capacity of all stakeholders by planning ongoing focused professional development, sustaining teacher observations and the delivery of timely teacher and staff feedback.

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

The relationship between the Lead Turnaround Partnership is one of trust, mutual respect, sharing of common interests and goals, and delegation of roles and responsibilities. Not only is there clear, open, and honest communication, but the partnership is also characterized by the sharing of day to day and leadership responsibilities. Additionally, this partnership has allowed us to increase our understanding of school reform and has given us an opportunity to identify potential outcomes through a better understanding and review of researched best practices. Factors associated with analyzing data, curriculum development, teaching and learning, parental and community involvement, along with the impact these efforts have on subsequent professional development, have been enhanced through this relationship.

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

The relationship between the LTP and the division liaison can best be described as a seamless approach to school improvement. The LTP and L work collaboratively to maintain on-going visibility and support to the SIG schools. Lines of communication with building administrators, teachers and the division staff, ensures a trusting, shared approach in the delivery of recommendations for improvement.

To improve the relationship, the LTP and division liaison will continue to maintain open and focused dialogue that establishes best practices for teaching and learning. This partnership will further involve the continuation of stained visibility by all stakeholders to improve school culture.

L. Decision-making Process and Autonomy

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

The Alliance team meets monthly to discuss school improvement strategies, provide recommendations, and make the overall decisions affecting the school.

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

The Chief Academic Officer, in consultation with the Leadership team (i.e., Director of Instruction, Internal and External Lead Partners, Director of Federal Programs, Executive Director of Secondary Education, instructional specialists from each content area, department chairs, counselors, etc.).

Yes, these persons should be the decision makers because they have access to all of the data and they can provide the resources necessary to achieve the academic goals and close the achievement gap.

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

A new teacher evaluation system was established this year and piloted in these SIG schools. Additionally, extended learning time was approved by the Board for these schools.

8. 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).

- a. The mandated time for IStation prohibits other teachers from using the computer labs
- b. Frequent testing reduces instructional time and decreases student motivation to test well.
- c. Charting the Course and Alliance should be combined as one monthly meeting to allow more time to implement effective strategies that will promote student achievement.

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

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

The past two years have provided a model of reform and restructuring. We have learned a lot about what works and plan to continue investing in the things that have the greatest impact on our school to sustain our success. To that end, we plan to use our resources and time wisely. Additionally, two aspects of our reform should be maintained:

1. Continuous Professional Development: Professional learning is viewed as a vital element in achieving and sustaining improvement. A continuous cycle of learning, practicing, reflecting, and sharing ensures that educators are continuously acquiring the knowledge and skills that allow them to promote effective instructional practices. This kind of professional learning simultaneously encourages the development and maintenance of a culture of improvement, professional collaboration, and group ownership.
2. Charting the Course meetings will allow for the development of a community of learners for ongoing professional dialogue, collaboration and interpretation of the school's data. Team members become proficient at asking questions, finding answers, considering trends in student achievement data, and reflecting on current instructional practices in the school. The school also benefited from the team's diversity of expertise provided by its members.
3. Richmond Public Schools Department of Instruction will offer teachers an opportunity to work together in planning activities, to visit each other's classes, to discuss the teaching and learning that occurs there, to share ideas, and to help each other solve problems.

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

Title I funds and general funds will be re-directed in support of the school's goals. Staff members actively and systematically seek new funding sources and partnerships with businesses and community organizations. Resources, including current partnerships, are regularly reviewed and evaluated to ensure that they are used in an efficient manner.

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

Improvement is achieved and sustained by the continuous, conscious efforts of educators to assess their students' progress, identify areas for improvement, determine the instructional strategies to pursue in light of assessment data, implement those strategies, measure whether the strategies have been successful in addressing students' needs, and plan the next step in the instructional process.

In terms of financial resources, a primary role for the school leadership team will be to allocate resources wisely, integrating funding streams when possible. The team will also build the capacity of staff to pursue funding sources, analyze relevant financial data, and manage money. The success of these tasks involves developing relationships with organizations and assessing whether the services or resources of that partnership will support school improvement. Combining funds is a good strategy for sustaining improvement because it allows money marked for special programs to be redirected to support the school's overall academic priorities. The school leadership team will approach the development of partnerships and search for new sources of funding as a continuous, long-term process to ensure that sufficient resources are available to sustain improvement efforts.

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

District leaders as well as the school leadership team will be involved in this process.

Department of Instruction and Federal Programs: Coaches will be provided for each school; Tutors will continue to be provided to strengthen achievement in content areas; Title I funds will be redirected as needed; the Chief Academic Officer and the Executive Director for Secondary Education will continue to oversee the instructional program and develop the leadership capacity at each school. The instructional specialists will continue to provide support and resources including, but not limited to curriculum development, instruction, and staff development.

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

We have three major fears:

- Having limited funding to provide the resources required to sustain the momentum we currently have;
- That teachers maintain the urgency of addressing student weaknesses and increasing student achievement to meet AYP benchmarks
- Loss of additional staff that supports computer lab time for reading and math instruction.

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

During year 3 the school leadership would benefit from the following:

- Plan occasions for instructional leaders to dialogue with other leaders with like demographics on best practices
- Provide various type of materials and resources on school reform and best practices

- Provide more technical assistance with the use of Datacation

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

The following supports would be helpful after SIG funds end:

resources to support parental involvement programs and activities

- On-going training of teachers to allow for the opportunity to meet with other colleagues to further their development and share best practices.
- Resources and technical assistance to support the teaching of new standards in English, history, and math

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.

D. 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 the end of the summer, 90% of the staff will participate in team building activities to foster awareness of team spirit and reinforce commitment to the team's shared goals and objectives. Evidence of participation will include a staff sign-in sheet, a team-building program, and a list of future team-building activities.
2	By the end of the summer, the administrative team will create a writing assessment to be administered to 100% of the students during the first week of school to document students' strengths and weaknesses in writing. Evidence will consist of a graded writing sample for each student based on the components of the RPS writing rubric.
3	By the end of the summer, the administrative team, in collaboration with Edison Learning and the school district, will ensure that staff development needs are identified and are addressed with appropriate professional learning opportunities. Evidence of professional development opportunities will be listed in a school professional development brochure.
4	By the end of the summer, the administrative team will have developed a plan to increase parental involvement and ensure regular communication about between school and home. Opportunities for parental involvement and increasing parent communication will include: <ul style="list-style-type: none"> • Planning quarterly parent-teacher conferences • Providing SOL parent workshops • Publishing monthly parent newsletters • Sending Parent Link messages regularly • Developing a parent involvement brochure listing volunteer opportunities within the school • Organizing opportunities for parents to meet with the administration each semester <p>Communication and involvement evidence will be maintained in a parent communication binder and</p>

	will include parent sign-in sheets, samples of parent communiques, and Parent Link messages.
5	By the end of the summer, the administrative team will have developed and communicated a shared vision that builds commitment as evidenced by: involving staff, teachers, parents, and other community members in the development of a shared vision; using the district school board's mission statement and goals to provide direction for the school's vision; communicating the school's vision to staff, students, parents, and the broader community; involving all parts of the community in support of the school's vision; clarifying the practical implications of the school's vision for programs and instruction; helping staff, other parents, and the broader community understand the relationship between Edison Learning and the school; ensuring that the school's goals are limited to a small number of well-defined goals that apply to all children in the school; communicating the school's goals to all staff, students, parents, and the broader community; basing improvement plans and decisions explicitly on these goals; building support and commitment for the school's improvement plan; and using the school's goals as the basis of discussions with individual teachers regarding their own professional goals.

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

<p>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.)</p>	
1	<p>During the first month of school, Thompson Middle School will roll out our school wide bullying prevention program. This endeavor will include a parent kick-off, student kick-off, bullying prevention lessons, and monthly bullying prevention committee meetings. Sixth, seventh and eighth grade students will participate in weekly bullying prevention classes throughout the school year. Thompson's staff in collaboration with VCU will work to create lessons and develop procedures for addressing bullying issues. Evidence of this goal will consist of the following:</p> <ul style="list-style-type: none"> • Parent-sign-in sheets from the Parent Kick-off • Grade level power-point presentation • Bullying prevention committee meetings • Bullying lesson plans
2	<p>During the first 30 days of school, Thompson's staff will be orientated to a uniformed process of documenting and maintaining student data and student remediation needs. This information will be maintained by each content area teacher and include information about all of their students. Binders will be updated weekly and include pre and post assessment data for each SOL and/or essential skill. Teachers will indicate the strategies used to address weaknesses and the time and location of the remediation session(s). Evidence of this goal will include the following:</p> <ul style="list-style-type: none"> • Teacher remediation binders • Binder evaluation checklist • Student assessment folders

3	<p>During the first 30 days of schools, students and parents will be made aware behavior expectations. Each grade level will attend a grade level meeting and will complete a Code of Conduct assessment. Parents will receive a copy of the Code of Conduct and be orientated to the school's conduct expectations during the "Back to School Night" program.</p> <p>Evidence of this will include:</p> <ul style="list-style-type: none"> • The "Back to School Night" parent sign-in sheet • The "Back to School Night" presentation • Completed "Student Code of Conduct Assessments"
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F. Please list 5 (SMART) goals for the upcoming school year:

<p>Example: By June 2013 SOL mathematics scores will increase by 15% in grade 7 and by 5% in grade 6, 8 to exceed the state benchmark by 5% by establishing a laser-like focus on the monitoring of math remediation services using the ARDT as a screening tool for all students to identify area of student need, design remediation content, establish a timeline for remediation services, and record strand assessments results. (Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under each indicator to accomplish each goal.)</p>	
1	<p>By June 2013, SOL math scores will increase by 10% in grade 8 and by 10% in grades 6 & 7. This will accomplished by using the ARDT as a screening tool, creating an environment for supporting high-quality mathematics instruction by enhancing the beliefs and attitudes of students, teachers, instructors, faculty, administrators, parents and community members about mathematics, enhancing teachers' mathematics knowledge and ability to differentiate instruction to meet the needs of all students, enhancing the awareness and knowledge of teachers regarding effective mathematics resources, including curriculum materials, intervention and remediation programs, and technology, and provide them the support necessary to use the resources effectively.</p>
2	<p>By June 2013, SOL reading scores will increase by 15% in grade 8 and by 10% in grades 6 & 7. This will be accomplished by using the Gates MacGinitie and IStation as screening tools, developing and maintaining a literature-based approach, balancing fictional and nonfictional materials, focusing on fluency and comprehension, teaching reading across the curriculum, using writing for a variety of purposes across the curriculum, developing vocabulary through planned experiences and projects, frequently monitoring instruction, assessing and analyzing data bi-weekly, conducting daily walk-throughs and monthly formal observations, and identifying bubble and recovery students early so that proper interventions can be applied.</p>
3	<p>By June 2013, Thompson will reduce the number of out of school suspensions when compared to the 2011-2012 discipline report. This will be accomplished by: teaching students to use effective interpersonal, social, and conflict resolution skills in order to feel connected to the school; Fostering positive relationships between students, parents and teachers, and between students and teachers to build positive relationships between parties involved and more commitment from all individuals; increasing parental support, and using researched best practice strategies that have proven to reduce delinquency, disruptive behavior, and bullying; Increasing parental involvement, and better utilizing external and internal resources (i.e., Communities in Schools, VCU's Anti-bullying strategies, etc.).</p>
4	<p>By June 2013, SOL history scores will increase by 10% in all grade levels. This will be accomplished by providing an accelerated and rich core curriculum consisting of topics in geography and civic and economics; Setting high academic expectations and creating a supportive climate of encouragement and extra time and help for students who need it; Engaging students in challenging, hands-on assignments that require them to practice new skills that incorporate their interests and that relate to life outside the school; Providing families with information about history related SOLs and their</p>

	student's progress; Coordinating curriculum; Sharing and discussing data; and assigning highly qualified teachers to every classroom.
5	By June 2013, membership in the PTA at Thompson will increase by 10% as compared to membership during the 2011-2012 school year as evidenced by the PTA membership log. This will be accomplished by: Meeting early with our committee to set a membership goal; Having a "Membership Kick-Off" event; Scheduling a "Grandparents' Day" where students bring real or adopted grandparents to school for lunch or a tour of the building and then asking them to join our PTA; Sponsoring a PTA "open house" before school opens in the fall to visit classrooms, meet teachers, and join the PTA; Displaying membership posters in appropriate places in your school and community; Hanging a banner outside the school or in a prominent place on a building in our community that is highly visible; Sending invitations to join PTA throughout the entire PTA year; Holding a poster or slogan contest for students with PTA membership as a theme, and ask students to get help from their parents; Asking for a "Membership Minute" on the agenda of every PTA meeting all year.

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:

- e. targeted group; intervention description;
- f. intervention provider;
- g. frequency and amount of time for each tier; and,
- h. 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	5 th grade math teachers will work collaboratively to develop a list of activities on the math remediation software (intervention description) for the highly qualified paraprofessional (intervention provider) to use with the students identified by grades C-D, low weekly formative assessment performance and scoring 70-80% on 9-weeks assessment (targeted group) during the first 9 weeks in lieu of specials 3 days per week for 40 minutes (frequency and time). Teachers will review results from remediation software reports bi-weekly (monitoring).
Tier 3	5 th 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	Students reading at least one to two years below grade level as indicated by Gates-MacGinitie test results received intensive “before, during, and after reading” strategy instruction from a licensed Title I Reading Specialist using the scripted Voyager Reading Journeys program for two to three days per week for 90 minutes. Reading benchmark tests measuring vocabulary and comprehension and reading connected text benchmarks measuring fluency were administered three times per year to assess progress. Progress monitoring took place throughout the program every five lessons to assess fluency and every ten lessons to assess comprehension and vocabulary. Individual and small group interventions took place in response to progress monitoring.
Tier 3	Same as above
Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL	

Tier 2	6-8 th grade math teachers will give all students the ARDT math test in which any student who is Tier 2 will be assigned Algebra Readiness and/or tutoring
Tier 3	6-8 th grade math teachers will give all students the ARDT math test in which any student who is Tier 3 will be assigned I Can Learn Math remediation and/or tutoring.
Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable	
Tier 2	N/A
Tier 3	N/A
Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above	
Tier 2	Students reading at least one year below grade level as indicated by Istation Benchmarks received individualized remediation through the Istation web-based computer program at least 90 minutes per week and through individual and/or small group Istation Intervention lessons administered by Title I tutors and English teachers as indicated by monthly Istation benchmarks.
Tier 3	<p>Students reading at two to three years below grade level as indicated by Istation Benchmarks received individualized remediation through the Istation web-based computer program at least 90 minutes per week and through individual and/or small group Istation Intervention lessons administered by Title I tutors and English teachers as indicated by monthly Istation benchmarks.</p> <p>Students who failed the SOL reading assessment in the previous year were instructed in specific strategies pertaining to SOL content through small group and whole group English-teacher directed lessons within the English classrooms as indicated by bi-weekly City-wide assessments. English teachers created small group work stations for students to practice SOL skills and administered teacher-created post tests to assess student mastery. Additionally, SOL tutors worked with struggling students identified by the English teacher assessments to provide individual and small group remediation lessons according to lessons created by the English teacher using the VDOE website and assistance by the Edison Reading Specialist and RPS Instructional Specialists.</p>
Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above	
Tier 2	Tier 2 students who failed the math SOL test the previous year will/may be assigned to Algebra Readiness and/or tutoring.
Tier 3	Tier 3 students who failed the math SOL test the previous year will/may be assigned to I Can Learn and/or tutoring.

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:

- c. 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.
- d. For the school served with SIG funds, a detailed narrative describing the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives.

See following pages for budget form(s).

Budget Expenditure Code Definitions

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

- | | |
|------|--|
| 1000 | Personal Services - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period. |
| 2000 | Employee Benefits - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances. |
| 3000 | Purchased Services - Services acquired from outside sources (i.e., private vendors, other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description. |
| 4000 | Internal Services - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intra-governmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. |
| 5000 | Other Charges - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, leases/rental, Indirect Cost, and other. |
| 6000 | Materials and Supplies - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies." |
| 8000 | Equipment/Capital Outlay - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold. |

Part V (a): School Budget Summary

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

SCHOOL NAME: Thompson				COHORT II <input type="checkbox"/> COHORT I <input checked="" type="checkbox"/>	
Year 1: 2011-2012 (includes pre-implementation period)				2012-2013	
Expenditure Codes	Pre-implementation SIG Funds	SIG Funds	Other Funds	SIG Funds	Other Funds
1000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses	Other: \$20,000
	School Expenses \$	School Expenses \$		School Expenses \$143,049	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$18,185	
3000 – Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$32,000
	School Expenses \$	School Expenses \$		School Expenses \$411,826	
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$	

5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$5,000
	School Expenses \$	School Expenses \$		School Expenses \$	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$135,112	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$	
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$	
				Total Division Expenses \$	
				Total School Expenses \$711,180	
				TOTAL \$711,180	

Part V (b): School Budget Narrative

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

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

SCHOOL NAME: Thompson	COHORT II <input type="checkbox"/>	COHORT I <input checked="" type="checkbox"/>
<p>1000 – Personnel (Use as much space as necessary.) Internal Lead Partner (\$44,520 , SIG) Summer School Teachers (\$18,000, SIG) Intervention Specialist – part-time (\$20,000, SIG) Tutors to Support Instruction During the Day, After School and Summer (\$15,000, SIG) Payment for Teachers Who Achieve their Goals on the New Teacher Evaluation System (\$20,000, SIG) Stipends for School Staff Who Serve on Alliance Team (\$20,000, SIG) Payment for Development of History Lessons, and Creation of Interdisciplinary Units of Study (\$5,529, SIG) Math Coach (\$10,000, Title 1) Reading Tutors(\$10,000, Title I)</p>		
<p>2000 -Employee Benefits (Use as much space as necessary.) Benefits and FICA for the Internal Lead Partners, Coaches Tutors and Teachers (\$18,185, SIG)</p>		
<p>3000 - Purchased Services (Use as much space as necessary.) Purchase the services of our External Lead Partner Edison (\$411,826 , SIG) Purchase Math Staff Development Services (\$17,000, Title I) Content Area Literacy Training (\$8,000, Title I) Inclusive Practices Training (\$7,000 , Title II)</p>		
<p>4000 - Internal Services (Use as much space as necessary.)</p>		

<p>5000 - Other Charges (Use as much space as necessary.) Funds for travel to attend VDOE other Leadership Training and Content Area Literacy Training (\$3,008, SIG) Staff Development Travel to Math Conference and Secondary Principals' Conference (\$5,000 , Title I)</p>
<p>6000 - Materials and Supplies (Use as much space as necessary.) Achieve 3000 (\$20,000, SIG) Istation (\$,6,500, SIG) Datacation (\$500, SIG) Math and Test Prep Materials (\$20,000, SIG) Leveled Libraries(30,000, SIG) History Materials (13,000, SIG) Instructional Materials for Intellectually Disabled Students (\$10,000, SIG) Parent and Family Involvement Activities (\$20,000, SIG) Student Incentives for Academic Achievement (15,112, SIG)</p>
<p>8000 – Equipment/Capital Outlay (Use as much space as necessary.)</p>

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

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

PART VI

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

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

Expenditure Codes	Year 1: 2011-2012 (includes pre-implementation period)			Cohort II ONLY <u>Year 2: 2012-2013</u>		Cohort I ONLY <u>Year 3: 2012-2013</u>	
	Pre-implementation	SIG Funds	Other Funds	SIG Funds for Cohort II ONLY	Other Funds	SIG Funds for Cohort I ONLY	Other Funds
1000 - Personnel	\$	\$	\$	\$	\$	\$918,355	\$140,000
2000 - Employee Benefits	\$	\$	\$	\$	\$	\$91,127	\$
3000 - Purchased Services	\$	\$	\$	\$	\$	\$1,013,381	\$98,000
4000 - Internal Services	\$	\$	\$	\$	\$	\$	\$
5000 - Other Charges	\$	\$	\$	\$	\$	\$5,937	\$15,000
6000 - Materials and Supplies	\$	\$	\$	\$	\$	\$291,785	\$
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 \$253,000

				\$			\$2,326,584	
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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

**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 each school.

PART I: DIVISION INFORMATION

School Division Name:		Richmond City					
Division Contact:		Mrs. Victoria Oakley					
Telephone of Division Contact (include extension if applicable):			804-780-7727		Fax:	804-780-5414	
Email of Division Contact:	voakley@richmond.k12.va.us						
Name of School	Armstrong High School		2012-2013 Grade Span	9-12		Projected School Membership	900
	Current Percent Identified as Disadvantaged	75%	Current Percent Students with Disabilities	30%		Current Percent Limited English Proficient	0%
Name of Principal		April Hawkins					
Telephone of Principal		804-780-4449					
Email of Principal		ahawkins@richmond.k12.va.us					

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

The LEA must assure that it —

29. 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.
30. 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;
31. 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;
32. Continues to implement all requirements of the USED turnaround initiative principles by:
- providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround initiative effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
 - ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround initiative effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
 - redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
 - strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
 - using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
 - establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
 - providing ongoing mechanisms for family and community engagement.
33. 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;
34. 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.
35. Uses an electronic query system (i.e., Datacation) to provide principals with quarterly data needed to make data driven decisions at the school-level;

36. 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.
37. 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).
38. Attends OSI technical assistance sessions provided for school principals, division staff, and LTPs;
39. Collaborates with assigned VDOE contractor(s) to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform;
40. 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;
41. Ensures division improvement plan supports the school-level improvement plan and is monitored monthly; and
42. Reports to the SEA the school-level data required under the final requirements of this SIG grant.

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

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

Superintendent's Signature:	
Superintendent's Name:	Dr. Yvonne Brandon
Date:	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 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.

N. School Climate

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

Understanding how important a positive climate is in fostering superior achievement, many strategies were implemented this year. Some of the strategies included:

1. Increased visibility of the administrative team members in the hallways and in the classrooms;
2. Increased administrative team involvement and support in the facilitation of departmental meetings and the professional development sessions;
3. Acknowledging effective practices immediately when observed throughout the day;
4. Development of a walkthrough calendar observation schedule that offers immediate post conference

- feedback to assist with changes needed;
5. Separating by gender, the 9th grade lunch locations;
 6. Fostering personal rapport and collegiality between staff members;
 7. Developing collaborative work relationships
 8. Working to resolve conflict more positively and appropriately; and
 9. Recognizing student and staff achievement regularly.

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

Recognizing how a negative climate discourages learners, educators, and parents alike, an emphasis was placed on improving the climate this year. While most strategies were very successful, two strategies were unsuccessful:

1. Development of a school culture committee: This initiative was unsuccessful because the Leadership team did not sufficiently support the members in helping them develop a realistic, attainable, and desirable vision of what's possible.
2. Rewarding students for positive behaviors with a symbolic paw that they would trade in for a tangible item: This initiative was unsuccessful because there was inconsistent buy-in and support from the teachers and the tangible reward was not great enough to motivate the students to behave more appropriately.

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

The student behavior expectations are not consistently reinforced throughout the school. Although student behavior is not where it needs to be, small improvements have been made with many of our challenging students. With the support of our service providers and other resources, behaviors are improving and fewer conflicts are observed. Student behavior has improved since the beginning of the year as evidenced by disciplinary records.

13. 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?

It is evident by the initial feel of the building when you walk into Armstrong High School is that of a positive haven for students to learn. Many positive extensions to the school, for example: VSU Dual Enrollment program, Restorative Justice Program, Communities In School, and Performance Learning Center Armstrong Leadership Students etc. Once students are out of the hallways and in the classroom, the building offers many opportunities for positive interactions through the many programs and supports offered.

The general school climate has changed since the beginning of SIG and is evident through teacher moral, student and school spirit, the pride and ownership taken to promote changing the school climate. Although changes in school climate are evident, the Leadership Team and Staff will continue to plan and develop systemic procedures to promote school-wide success.

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

Anticipated barriers to further improve school climate include:

1. Lack of parental involvement and/or support

2. Lack of a whole school vision of what a positive school climate looks like and how to achieve it.
3. Community related issues that filter into the school on a regular basis

15. 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?

1. Setting academic goals for individual students and the school, monitoring progress toward those goals, and providing timely feedback on the progress
2. Developing teachers' subject-matter knowledge, pedagogical knowledge, and their belief that they can make a difference
3. Reinforcing effort and providing recognition
4. Increased teacher visibility during class transition
5. A school wide implementation of a Behavior Management Incentive Program –“Armstrong High Paws” modeled by the Alliance Team
6. The development of an Administrative Observation Calendar that details time for parent conference and operational responsibilities
7. Setting the climate, culture, and day-to day expectations
8. Engaging parents in day to day activities, including decision making and regular communication

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

The end of the school year is a time for reflection and celebration of the goals reached. Some of our end of the year activities will include:

1. Sports banquet
2. Senior Night
3. Underclassmen Award's assembly

O. Process Steps/Atmosphere of Change

9. 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?

Several norms were established during the first team meeting, but two were specifically stressed: 1) All members must contribute to the discussions and decisions; and 2) All members were held accountable. A contributing member cares about what's being said and is not afraid to express their opinions. A contributing member cares and feels like they are a part of the solution. Accountability builds on the understanding that to dramatically and quickly improve student learning requires a community-wide effort in which all stakeholders – the principal, teachers, other school and district staff, parents, and Edison as the partner – take individual and joint responsibility for executing the improvement plan. Agendas are developed and distributed prior to the meetings and members are encouraged to add to the agenda, introduce new concepts or ideas, or promote certain instructional or cultural changes.

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

Our leadership team members represent teachers and specialists from each content area as well as support personnel and school leaders. There is shared responsibility amongst members because the overarching goal is school improvement. Each team member is responsible for sharing his or her expertise in their respective areas and to determine the best course of action to take to improve. Responsibilities are clear. Members freely express their ideas and suggestions and each member is responsible for owning, analyzing, and reporting the data for their department. Resources have been available as needed for remediation or incentives.

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

The external and internal lead partners met weekly with principals to assess the effectiveness of daily instructional practices. The leadership team and department chairs also meet weekly to review the success of practices. Modifications, based on a review of the data, are made as needed to ensure continuous school improvement.

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

The improvement efforts are sustained by having weekly and monthly meetings where precise expectations and positive outcomes are communicated and monitored. Reviewing lesson plans, bi-weekly data, benchmark data, and performing classroom observations and walkthroughs, as well as encouraging positive reinforcements have assisted the team at Armstrong to steadily seek ways to improve the achievement gap.

P. Instruction

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

The core academic teachers administer bi-weekly and quarterly benchmark assessments. The results of these tests are analyzed and used to identify students in need of additional support. Students are assigned to one of four tiers and further support is provided based on individual needs. In addition to the bi-weekly and quarterly benchmark assessments, teachers use other data to identify students in need of support. The Algebra Readiness Diagnostic Test (ARDT), as an example, is used to identify students who are about two years below grade level in math. Two other assessments, Gates-McGinitie and IStation, are used to assess the students' current reading level. Also, records from the previous school year, including the middle school records of incoming ninth graders, are analyzed to identify the students' current strengths and weaknesses. Finally, teachers identify students for additional support based on their individual performance in the classroom.

12. How do teachers differentiate learning for students?

Differentiation in the classroom is based on an analysis of bi-weekly and quarterly benchmark assessments. In some classrooms, students are grouped and additional instruction and practice opportunities are focused on specific areas of weakness. For example, one group of students might be working on SOL A.1 while another group of students might be working on SOL A.2. Also, teachers utilize a variety of instructional strategies such as cooperative learning groups to differentiate instruction in the classroom. Project-based learning is evident in non-SOL courses. As well, teachers implement IEP modifications to address specific needs of individual students. Utilizing assessment data, teachers develop review packets for students in preparation for the SOL tests. This strategy enables the teacher and students to focus on the specific SOLs where additional instruction and/or review were needed.

13. 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)

The curriculum is aligned within the school and across grade levels. Weekly department meetings are held to ensure that all teachers are following the curriculum and pacing guides. Each week, the administration reviews lesson plans to monitor pacing and curriculum alignment. Each core subject administers common assessments and analyzes the data to determine areas of strength and weakness. While planning lessons, teachers utilize Richmond Public School's Curriculum Compass to ensure that each teacher is teaching the same SOLs and that all SOLs are taught prior to the spring SOL test administration. Additionally, we:

- Frequently assess pacing of the curriculum and adjust as needed to ensure that essential knowledge, skills and content are addressed
- Determine alignment of supplemental resources with SOL essential knowledge and skills
- Have a pacing guide that mirrors Blueprints.
- Obtain supplemental resources aligned with SOL essential knowledge and skills
- Provide teachers with time and skills needed to align curriculum, paying close attention to strands and to essential knowledge and skills
- Analyze the use of classroom instructional time to determine prevailing instructional practices
- Disaggregate data by reporting category and identify patterns needing attention
- Provide training for teachers on the analysis and use of data to select instructional strategies
- Collaborate with division-level personnel to identify professional development opportunities focused on specific disciplines/subject areas
- Develop a system for monitoring instruction that includes: documenting instructional practices used;

collecting and reporting baseline data; providing feedback and support to teachers.

14. How are formative assessments used in your school?

Our formative assessments, given frequently and analyzed by our leadership team, help us establish next steps during the learning process. It is part of the instructional process and gives us the information needed to adjust teaching and learning while they are happening. These assessments inform both teachers and students about student comprehension at a point when timely adjustments can be made. These adjustments help to ensure students achieve within a set time frame.

As previously stated, the core academic teachers administer bi-weekly and quarterly benchmark assessments. The teachers and administration analyze the data to identify areas of weakness and to modify instruction. A review of the data and classroom observations may indicate that teachers needed additional professional development in this area. During the year, teachers received training in effective strategies for checking for understanding. Strategies included effective questioning strategies, exit cards, think/pair/share, and 3-2-1 (three things I learned, two things I am not sure about, and one question I have). Teachers have incorporated these strategies into their daily lessons. This enables them to check the level of understanding on a daily basis and make any adjustments in their delivery of instruction. It also enables them to differentiate instruction in the classroom.

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

In general, some teachers have a good understanding of effective classroom management strategies. For those teachers who have room for growth in this area, support has been provided by the administration and the external partner. Support has included strategies for creating a more student-centered, activity-based classroom designed to increase student engagement. In addition, these teachers received professional development from the external partner as well as participated in PD 360 training sessions. The sessions provided the teachers with effective classroom management strategies to implement in the classroom. Several teachers were assigned a mentor and received additional support from their department.

Q. External Support

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

Community involvement has increased over the last two years. We have male-mentoring projects that assist young males in their academic and social improvement. We also have an Armstrong Leadership Team which is supported by a Faith-Based organization that engages students in leadership activities, leadership skills, and self-improvement and development. An initiative fostered by Richmond City Councilwoman Cynthia I. Newbille was established as well as a STEM Dual-Enrollment and Mathematics Courses sponsored by Virginia State University. The Mayor's Office of the City of Richmond created a Workforce Grant where the specific purpose is to employ students during the summer while teaching them various work force skills and the Violence Free Zone became a part of the school family in April of this year. Some of the major hurdles that exist include: minimal parental interest and knowledge of what's going on within the school, little interest and involvement in student academic success, and low student participation in extracurricular activities.

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

We have various in-home agencies that are stationed within the school to provide us with Day Treatment and In-Home counseling services to students. The primary focus of these agencies is to provide students with additional academic and social support as they progress through their academic year. They also assist our security staff in maintaining order within our school hallways and making sure that students transition appropriately from class to class and are at the right place at the right time. These service providers are under the umbrella of Communities in Schools, an organization whose purpose is to build a community of support for students by embedding resources they need within their school. The efforts of these agencies are aligned with the broader improvement plan in that they are helping student learn how to be accountable for their actions and making them an integral part in their academic success.

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

All of our external partners, including Edison Learning, are expected to return for the 2012-2013 school year. It should be noted that we have several programs such as Restorative Justice and the Workforce Investment Act (WIA) that are grant funded and will return unless funds are unavailable. Restorative Justice is a much needed and valuable conflict resolution program. WIA is a program designed to offer our students access to enriching opportunities to learn, work, and volunteer in the community; exercise leadership skills; and interact with adults who can serve as instructors, guides and mentors.

We are also fortunate to have several service providers whose contracts will be renewed for the upcoming year. These programs are valuable in that they provide a comprehensive service to students who need structure and support. Counselors, or case managers, are available to work with students who are experiencing and/or recovering from a various mental or behavioral health conditions. They provide small Group Treatment sessions, family sessions, individual sessions, in-home services, and medication assessments. An emphasis is on behavioral self-control, attendance, and appropriate social skills acquisition.

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

Parental participation and support is an on-going dilemma for us. While we do have a strong PTA president, membership and participation in the association is low. The PTA does meet throughout the school year to provide assistance to our students and teachers. Most notably was their assistance with our College Elective Night, where underclassmen were invited to come during evening hours and meet with all of the elective teachers throughout the school. The purpose of this event was to educate students and parents of the elective class options that are available to students during the 2012-2013 school year. This organization also assisted with our College Night program, where senior students were educated regarding the college application process, financial aid process, and other information they will need to make a successful transition from High School to a college, university, or technical school. Parental involvement is also displayed in our school as they support our extracurricular activities: sports, band, marching band, cheerleaders, step team, choir, etc.

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

The benefits of parent involvement are clear. Successful involvement improves not only student behavior and attendance, but also positively affects student achievement. Parents could be more involved in the following ways:

- Volunteering in the school;
- Tutoring students;
- Serving as chaperones on field trips
- Helping with fundraising;
- Monitoring out-of-school activities;
- Modeling the value of learning, self-discipline, and hard work;
- Encouraging reading, writing, and discussions among family members; and
- Attending sessions / programs designed by the community to assist parents (tax preparation, home budgeting, financial literacy, computer classes, health fairs, etc.

R. Staffing and Relationships

21. 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?

Selecting qualified candidates is a part of the hiring decisions. The principal, primarily, in consultation with the Human Resources specialist, the Leadership Team, and Guidance Staff makes the decision as to who is hired and which courses they teach. In many cases selected candidates are given a choice of schools, and can choose where they are assigned. Teachers are assigned to a particular class based on student need, content and grade level. The teachers on the staff with the most experience and skills are usually assigned to teach the students who need the most reinforcement and support. When it becomes apparent that the most skilled teacher has not been assigned to a specific group of students, mentoring strategies are incorporated and the teacher is provided specific professional development as needed. A mentor or buddy is provided who can help the teacher develop interventions for struggling learners using standards based lessons, benchmark assessments, and classroom management techniques. No, this process does not necessarily get the most skilled teachers in front of the right group of students. As a SIG school, we believe that Armstrong High School should have priority over other schools as it pertains to selecting the best and the brightest teachers who apply.

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

Teacher evaluation consists of two major components, observation and evaluation. Formative and summative observations are ongoing, and are designed to give teachers appropriate and specific feedback to help affirm effective teaching practices, and offer suggestions for professional growth. Walk through observations are conducted daily by the administrative staff. Frequent conferences are held to discuss the observations. The Specialists from the Department of Instruction also observe and report back to supervising administrators and the building principal. Supervising administrators meet frequently with teachers to discuss observations and strategies to improve instruction. Three formal observations are required when using the summative format. This year the final observation will be conducted using a more sophisticated evaluation tool from the State Department of Education. The observations as well as data as it pertains to predetermined goals and objectives, along with other pertinent information will be used to determine the outcome of the final evaluation which occurs at the end of the school year.

23. Describe how teachers are provided professional development.

Analyzing the information gathered from assessments, observations and evaluations, teachers and administrators, RPS and Edison specialist jointly explore and design professional development opportunities that will help teachers enhance their classroom instruction. Sessions are designed with active learning opportunities. The content focus is clearly articulated and the ideas being promoted are properly aligned with state and local goals and standards. We believe that providing quality professional development translates into improved student achievement. Our teachers regularly receive various forms of professional development and appreciate the opportunity to grow and learn professionally and to apply their new knowledge in their classrooms.

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

The principal is evaluated annually by the Executive Director of Secondary Instruction through a formative process. The evaluation is linked to organizational and personal goals and principals are intimately involved in a goal setting process. At the time of the evaluation conference a completed evaluation report is presented that represents a fair appraisal of the administrator's performance. In completing the form various standards are rated by the evaluator and a very detailed comment section is added to convey additional information about the strengths and weaknesses of the principal. If serious deficiencies are identified at anytime during the year growth plans are constructed for remedying them and professional development sessions are scheduled.

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

Applicants start with Human Resources who have sought and identified highly qualified applicants for all vacant positions. When an applicant has met all requirements, principals are informed of the applicant's availability and interviews are scheduled with the principal. Teaching positions are filled at schools based upon need in subject area, grade level, etc. Teachers are staffed based upon student – teacher ratio to ensure equity among all schools. Generally our school is not allowed to select teachers before other schools because the process set forth by Human Resources allows successful candidates to select the school of their choice when there is more than one position available.

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

Armstrong provides on-going, high quality professional development before and throughout the school year on effective teaching, curriculum, strategies, differentiated instruction, classroom management and student engagement. Teachers and leaders work collaboratively to make decisions about the objectives, content and processes that meet the needs for professional development. Professional development activities are developed with the teacher's needs in mind and focus on helping them better understand subject matter, learners and learning, and pedagogy. All data sources, including but not limited to, observation data, end of course data, benchmark assessments and bi-weekly assessments, are used to plan, design and implement the sessions. Student learning from all sub-groups is also examined to determine the effectiveness of the professional development. Professional development is also conducted and planned at the district level where teachers receive sessions throughout the year that primarily focus on content area and subject matter.

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

New teachers are assigned a mentor or a buddy for one year. This person will help the teacher with:

- Becoming familiar with school, district, and state policies, practices, and procedures
- Securing materials such as supplies, curricular guides, and other resourceful materials
- Ensuring that they have the appropriate technology, books, and professional materials
- Discussing specific guidelines, responsibilities, and events that are unique to your building, including the fact that this is a school in improvement and what that means
- Assuring that they understand the emergency policies and procedures
- Other needs as identified by the administrator

Additionally, Edison Learning will also provide professional development for all new teachers prior to the opening of school. Teachers new to the school will be given a copy of the School Handbook and will attend sessions to acclimate them to the philosophies, practices, and attributes of the school environment.

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

It is very obvious that the focus of our leadership team is on student outcomes. Our relationship is one in which we are striving to work together for student success. Our task is difficult one because we need to have a systemic change to reverse deeply embedded patterns of dysfunction among some of our staff. This includes putting a clear focus on the success of all students and subgroups of students, especially students with disabilities. Members of the team have the expertise and the experience to undertake such efforts. The team works with the principal to identify, guide, organize, and ensure the successful implementation of the change strategy. Improvement can be made by being more solution driven when the first few strategies fail.

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

The relationship between Edison Learning and the principal is evolving and has focused around five important strands: Leadership, Learning Environment, Pedagogy and Curriculum, Assessment for Learning, and Student and Family Support. Edison's contributions have been invaluable, specifically in the areas of instructional strategies, content knowledge, a general understanding of low-performing schools, and accessing new resources. Related to this, and equally important, was the added "manpower" to the school, especially in the area of math. Edison provides a hands-on approach and is instrumental to our improvement efforts.

To improve the relationship, the LTP and principal will continue to increase the leadership capacity of all stakeholders by planning ongoing focused professional development, sustaining teacher observations and the delivery of timely teacher and staff feedback.

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

The division liaison and the principal have forged a strong bond this year. The elements of trust, respect, integrity, persistence, honesty, open communication, and the "do whatever it takes" attitude have been instrumental in moving the school to the next level. The principal respects the division liaison for her hands-on-approach, her accessibility, her knowledge, her leadership skills, her ability to make decisions

based on prior knowledge or district policy, and her ability to stay under the radar so the integrity of the principal's leadership is maintained in the school. The division liaison, respectively, respects the principal for her leadership role in the school, her work ethics, her genuine concern for the students, her current knowledge of the high school curriculum, and her willingness to further develop her leadership skills as a young, new principal. The combination of the two leadership skill sets has been helpful in weaving through what is working at the school, and what needs to be changed. The relationship has developed into one of sharing and caring, with student achievement being the ultimate goal.

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

From the onset, the relationship between the internal and external partner has been one of openness, sharing, trust, commitment, and respect. Their collaborative efforts relies on a commitment to making important, all-inclusive, and frequently complicated changes to bring into being real and lasting improvements in student achievement. Edison works closely with the internal partner, the principal, the leadership team, and district staff to ensure that they create sustainable system of support so that the school can maintain progress after the partnership ends.

S. Decision-making Process and Autonomy

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

Monthly meetings occur amongst several stakeholders to include: Administrative Team, Leadership team, Alliance Team, Charting the Course Team, Faculty Meeting, just to name a few. The decision-making process is a collaborative effort that is directed to the school from the Central Office staff based on data, and best practice methods. The Superintendent's vision is communicated and many decisions are made to carry out the vision of the division. The Chief Academic Officer and her team along with Armstrong's internal and external partners collaborative work with the Principal to carry out individual tasks that will ultimately lead to student success.

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

The final decision is a collaborative effort of information/data gathered throughout the year. The Alliance team members play a big part with the discussions of what direction the school should move towards to assist with the various challenges and barriers. The Alliance team members make best practice based decisions to assist with improving the overall success of students. In addition monthly Charting the Course meetings assist the staff with reviewing data that will have a direct impact on accomplishing Accreditation, Graduation, and Cohort benchmarks. The decision making should be a collaborative effort with the final decision being made by the Superintendent through information that she receives from the Chief Academic Officer, and Executive Director of Secondary Education.

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

Division policies were not changed this year as it relates to filling teacher vacancies, or exemptions from division PD sessions. It is noted that we were slated to lose five teachers this year because of the need to level staff members. The current ratio is 22 to 1. Strategically 2 teachers were moved to Title I support positions. Because we are in school improvement, the decision was made not to remove the other 3, knowing that it would affect classroom instruction. Armstrong has increased participation in Professional

Development opportunities for teachers. We have recognized that many of our teachers lack content strength to increase student achievement. An adjustment was made to the school year/day to change the end date of school from June 21 to June 15, 2012.

12. 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).

Two policy barriers are considered:

1. Division Policy

- Easier process to terminate ineffective teachers/staff members

2. State Code

- Holding parents accountable for student attendance

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

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

The services that should be maintained after SIG funding ends include, but are not limited to:

- High quality, focused professional development
- Human and instructional resources
- Maintenance of and an increase in technology
- Continued alignment of curriculum, instruction and assessment
- High levels of community and parent involvement

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

The school will prepare for the phase out by continuing to build leadership capacity, developing a plan for resource management and inventorying instructional materials that can be shared with the staff. In addition, equipping teachers with effective instructional strategies through continued professional development from the district level will be provided. Reviewing and reallocating existing funds as well as attracting and hiring highly qualified teachers will also help us prepare for the phase out.

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

In an effort to prepare for the phase out of funds, supports, and services, the district will actively seek discretionary grant dollars through federal, state, and foundation sources.

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

The phase out process is a collaborative effort and will include the members of the leadership team, including central office staff. Each member will play a crucial role in assisting in this process which will include providing information on each of the data points to identify specific needs.

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

Sustainability of the practices and procedures we have put in place that appear to be making the biggest difference.

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

The following supports would be helpful during year 3:

- Develop assessment instruments and tools for teachers that are aligned with the curriculum and that can help them to differentiate their instruction in a timely and meaningful manner;
- Bring multiple stakeholders together to share and discuss problems related to capacity and resources, and create partnerships to collaboratively and strategically develop plans, anticipate problems, and identify potential solutions.
- Engage in collaborative discussion with districts to establish common expectations in areas of need that will assist in strategic planning, design of strategies, and the allocation of resources;
- Create a model that brings individuals together to collectively solve problems
- Receive additional support with Datacation

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

After SIG funding ends, the school would benefit from:

- Help schools and districts figure out how they can work with other agencies and community-based organizations to address issues that are related to the drop out rate, poverty, and crime.
- Added exposure to state partnerships that extend to the community and school. With parent involvement being an important piece of school improvement, partnerships that require the school to develop opportunities for parent development and parenting skills during and after school hours will usher the viability of parents in the schools.
- On-going training of teachers from across the state. This will allow teachers the opportunity to meet with other colleagues to further their development and share best practices with the purpose of implementation upon their return to school.
- Professional development and leadership academies for principals.
- Exposure to researched based practices and meeting with turnaround specialists from successful school districts that have exited school improvement and are still making progress.

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.

G. 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 July 2012, 75% of students attending summer school will pass end-of-course SOL tests after receiving intensive remediation based on an analysis of the data, including Student Performance By Question, from previous SOL tests.
2	By July 2012, the graduation rate for the 2008-2009 cohort will increase by an additional 10% from the June graduation rate through intensive summer school and PLC programs designed to provide students the opportunity to complete courses needed for graduation as well as focused remediation based on an analysis of the data from previously taken SOL tests that will prepare them to successfully pass the tests needed for graduation.
3	By August 2012, the school will revise and articulate at 100% a school improvement plan, with measurable objectives, actions, and accountabilities that are documented, continuously reviewed and revised, and linked directly to the common school vision.
4	By August 2012, the school will develop and implement a ninth grade transition program attended by at least 50% of the incoming ninth grade students designed to help students and parents understand the rising expectations of high school while clearly communicating what students will need to know and be able to do to be successful in all high school courses.
5	By August 2012, the number of eligible students who need counseling and community-based outreach services will be identified and increased by at least 25% compared to the number of students identified and who receive services during the 2011-2012 school year.

H. 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	Each core academic teacher will incorporate research-based instructional strategies into at least 50% of their lessons as documented in written lesson plans submitted weekly to the administration and classroom observations conducted by the administration.
2	Each administrator will conduct a minimum of five classroom observations per week to monitor the alignment of curriculum, instruction, and assessment, the use of data to drive classroom instruction, and will analyze the data to identify areas for professional development.
3	The guidance department will revise and update grade-level spreadsheets with 100% accuracy to ensure uniformity and to enhance the tracking of courses needed, courses completed, and SOL data in order to ensure that students are enrolled in the courses needed for graduation and receive the remediation services necessary to successfully complete the requirements for graduation. The administration will monitor the process through bi-weekly meetings that will include a review of transcripts, student achievement data, and the grade-level spreadsheets.

I. 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, the average daily student attendance will increase by 5% by establishing regular parental contact, creating student incentives, and an intentional focus on tracking student absenteeism. This will be evidenced by the district's attendance report.
2	By June 2013, the graduation rate will increase by 10% through improved tracking of student withdrawals, a focused attention to SOL and course needs of students in the 2009-2010 cohort, and providing intensive remediation services using SOL and benchmark assessment data to identify areas of student need as evidenced by state reports.
3	By June 2013, the pass rate on all end-of-course tests will increase by 10% by providing intensive remediation services using SOL and benchmark data to identify areas of student need and an intentional focus on the monitoring of all remediation services as evidenced by SOL state reports.
4	During the 2012-2013 school year, the core academic departments and administration will meet monthly to analyze achievement data to review the impact of the organization and delivery of the curriculum and intervention strategies, and will use student data to drive the distribution of resources and whole-school professional development planning. This will be evident by team agendas and minutes.
5	During the 2012-2013 school year, the school will implement a student and family support system that actively encourages families to participate through regular and ongoing outreach, events, communication, and the school's Parent-Teacher-Student Association in order to empower parents to

	become full partners in the educational decisions that affect their child’s learning. This will be evident through the PTA membership roster, attendance log at school sponsored events, and the minutes from Alliance meetings.
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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:

- i. targeted group; intervention description;
- j. intervention provider;
- k. frequency and amount of time for each tier; and,
- l. 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	5 th grade math teachers will work collaboratively to develop a list of activities on the math remediation software (intervention description) for the highly qualified paraprofessional (intervention provider) to use with the students identified by grades C-D, low weekly formative assessment performance and scoring 70-80% on 9-weeks assessment (targeted group) during the first 9 weeks in lieu of specials 3 days per week for 40 minutes (frequency and time). Teachers will review results from remediation software reports bi-weekly (monitoring).
Tier 3	5 th 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	English Reading students will work with teachers, tutors, and Edison English Specialist to complete passages and targeted sections of the released test.
Tier 3	Students will be placed in smaller groups to work intimately on focused areas of the curriculum. Students will utilize the English class period and elective classes to work with tutors and specialist.
Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL	
Tier 2	Math students will work with teachers, tutors, and Edison math specialist to practice using the online math practice problems.
Tier 3	Students will also be grouped based on areas of weakness and placed with tutor and specialist for continued review of the curriculum.

Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable	
Tier 2	N/A
Tier 3	N/A
Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above	
Tier 2	
Tier 3	
Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above	
Tier 2	Students were identified by previous year SOL scores for reading, final grades, and ARDT results. They receive additional support through double blocking math classes utilizing the TAM program.
Tier 3	Tutors were also individually assigned to classrooms for the duration of the school year to provide immediate support of the curriculum.

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:

- e. 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.
- f. For the school served with SIG funds, a detailed narrative describing the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives.

See following pages for budget form(s).

Budget Expenditure Code Definitions

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

- | | |
|------|--|
| 1000 | Personal Services - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period. |
| 2000 | Employee Benefits - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances. |
| 3000 | Purchased Services - Services acquired from outside sources (i.e., private vendors, other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description. |
| 4000 | Internal Services - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intra-governmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. |
| 5000 | Other Charges - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, leases/rental, Indirect Cost, and other. |
| 6000 | Materials and Supplies - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies." |
| 8000 | Equipment/Capital Outlay - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold. |

Part V (a): School Budget Summary

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

SCHOOL NAME: Armstrong				COHORT II <input type="checkbox"/> COHORT I <input checked="" type="checkbox"/>	
Year 1: 2011-2012 (includes pre-implementation period)			2012-2013		
Expenditure Codes	Pre-implementation SIG Funds	SIG Funds	Other Funds	SIG Funds	Other Funds
1000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$100,000
	School Expenses \$	School Expenses \$		School Expenses \$624,814	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$54,314	
3000 – <i>Purchased Services</i>	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$34,000
	School Expenses \$	School Expenses \$		School Expenses \$271,535	
4000 - <i>Internal Services</i>	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$	

5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$5,000
	School Expenses \$	School Expenses \$		School Expenses \$	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$104,494	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$	
8000 - Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$	
				Total Division Expenses	\$
				Total School Expenses	\$1,056,146
				TOTAL	\$1,056,146

Part V (b): School Budget Narrative

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

SCHOOL NAME: SAMPLE	COHORT II <input checked="" type="checkbox"/> COHORT I <input type="checkbox"/>
<p>1000 – Personnel (Use as much space as necessary.) Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG) Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)</p>	
SCHOOL NAME: Armstrong	COHORT II <input type="checkbox"/> COHORT I <input checked="" type="checkbox"/>
<p>1000 – Personnel (Use as much space as necessary.) Internal Lead Partner (\$44,520 , SIG) Summer School Teachers (\$56,000, SIG) Intervention Specialist – part-time (\$40,598, SIG) Tutors to Support Instruction During the Day, After School and Summer (\$75,000, SIG) Payment for Teachers Who Achieve their Goals on the New Teacher Evaluation System (\$60,000) Remediation and Credit Recovery Programs (\$155,000) Stipends for School Staff Who Serve on Alliance Team (\$75,000) Graduation Coach – part-time (\$45,235) Exceptional Education Coach to Assist with Compliance and Instructional Strategies – part-time (\$45,235) Payment for Development of Science Lab Lessons, and Creation of Interdisciplinary Units of Study (\$28,226) Math Coach (\$20,000, Title 1) Performance Learning Center Coordinator (\$80,000, Title I)</p>	
<p>2000 -Employee Benefits (Use as much space as necessary.) Benefits and FICA for the Internal Lead Partners, Coaches Tutors and Teachers (\$54,315 , SIG)</p>	
<p>3000 - Purchased Services (Use as much space as necessary.) Purchase the services of our External Lead Partner Edison (\$271,535 , SIG) Purchase Math Staff Development Services (\$18,000, Title I) Content Area Literacy Training (\$9,000, Title I) Inclusive Practices Training (\$7,000 , Title II)</p>	
<p>4000 - Internal Services (Use as much space as necessary.)</p>	

<p>5000 - Other Charges (Use as much space as necessary.) Funds for travel to attend VDOE and other Leadership Training (\$993, SIG) Staff Development Travel to Math Conference and Secondary Principals' Conference (\$5,000 , Title I)</p>
<p>6000 - Materials and Supplies (Use as much space as necessary.) Achieve 3000 (\$20,000, SIG) Istation (\$,6,500, SIG) Datacation (\$500, SIG) Math and Test Prep Materials (\$20,000, SIG) Advanced Placement Materials (\$22,000, SIG) Parent and Family Involvement Activities (\$20,000, SIG) Student Incentives for Academic Achievement (15,494, SIG)</p>
<p>8000 – Equipment/Capital Outlay (Use as much space as necessary.)</p>

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

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

PART VI

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

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

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