

**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:		Roanoke City Public Schools			
Division Contact:		Dr. Vella Wright / Carl McDaniel			
Telephone of Division Contact (include extension if applicable):		540-853-6113 / 540-853-2958		Fax:	540-853-1491 / 540-853-2959
Email of Division Contact:		vwright@rcps.info / cmcdaniel@rcps.info			
Name of School	Westside Elementary	2012-2013 Grade Span	K-5	Projected School Membership	610
	Current Percent Identified as Disadvantaged	89.0%	Current Percent Students with Disabilities	16.6%	Current Percent Limited English Proficient
					17.1%
Name of Principal		Seydric Williams			
Telephone of Principal		540-853-2967			
Email of Principal		swilliams@rcps.info			

***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. Rita D. Bishop
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?

- *Established Teacher Leaders that served as key stakeholders in the change process,
- *Established grade level meetings facilitated by administrators that meet every Tuesday
- *Used Data to implement strategic implementation new programs and initiatives
- *Provide consistent feedback,
- *Recognize students and staff members for success and improvement
- *Maintain high expectations with SMART goals in placed

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

No.

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

With the Effective School-Wide Discipline program in place, school members are aware of procedures and there is consistency among teachers and support personnel. The school has embedded strategies in place to reduce behavior issues and these strategies are becoming institutionalized. With the institutionalized strategies and systems our goal is to be able to function without need for crisis intervention utilizing the behavior specialist.

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?

The school climate is focused on instruction. The students within classrooms are working and teachers maximize instructional time. There has been an increasing focus on individual student success with the next steps being to continue to focus on the whole child. The goal will be to continue to focus on the individual student. We will also

continue to focus our attention on K-2 students, because we are finding that the primary students tend to display more discipline behaviors as opposed to upper elementary students.

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

An anticipated barrier for further improving the school climate revolves around the school's ability to maintain a sense of urgency and a passion to continue to progress.

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?

The school will continue celebrating success and include parents, students, teachers and the community during these celebrations. During these celebrations we will stress the importance for continued growth and improvement. The 20-Day jump start plan will include the celebration days, teacher observations, proactive plans for discipline and safety, and 20-Day Pre-assessment to establish a baseline for instruction. In order to institutionalize certain concepts and Westside accomplishments, we will have signs or banners created and posted in front of the school to share successes as they continue.

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

End of Year Celebrations include: Promotion Ceremonies, Eagle Fest (including inflatables, parent and community participation, food, games, talent show), Volunteer Appreciation Program, Transition Ceremony of passing of the torch from debaters to new debaters and step team members to rising 5th grade step team members, Field Day, Cookout for 5th Grade, End of the School Year Social for staff to celebrate success.

B. Process Steps/Atmosphere of Change

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

With protocol tools from our External Lead Turnaround Partner, New Teacher Center, we have been able to promote equity of voice during Leadership Team Meetings and Transformation Team Meetings. These tools not only encourage members to contribute, but the tools also promote an inclusive environment. We usually start meetings with sharing sessions where team members are able to give input on what is going well.

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

All team members have a set of indicators they are responsible for monitoring. Members report out on their indicators during grade level meetings and during Leadership Team Meetings. The divisions are clear and responsible parties have access to resources needed to follow through.

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

Strategies are monitored through weekly grade level discussions, regular data collection and analysis, monthly transformation and leadership team meetings, and through meetings with the Internal Lead Partner. If the strategies are not working properly, they are either tweaked or discontinued.

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

Efforts were sustained through celebrations of successes and identifying the strategies that have led to success. We have also created an atmosphere where teachers feel safe to share strategies and ideas that have proven to be successful.

C. Instruction

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

Students are identified as needing additional support in core content areas through analysis of data results from Benchmarks tests, snapshots, aimsweb.

2. How do teachers differentiate learning for students?

Teachers differentiate learning by providing targeted small group instruction. Teachers also provide extra remediation to students who do not master the material during initial instruction. Students who demonstrate mastery of a certain skill are provided enrichment on the skill or an extension of that skill.

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 with district pacing guides.

4. How are formative assessments used in your school?

Formative assessments are a part of the culture at Westside. The students are progress monitored consistently and this data is utilized to form instruction as a part of short range and long range planning. Aimsweb is monitored weekly, PALs quickchecks are provided weekly, and snapshots are given often.

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

Yes, teachers have a strong understanding of classroom management techniques, but there is always room for improvement. Because of that need, the school has implemented and continued the process of Effective School-Wide Discipline. We have also included the behavior specialist position within the budget for the 2012-2013 school year.

D. External Support

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

Since the 2009-2010 school year Westside's PTA has grown in membership, leadership, and financially. Westside has also created an organization, Congregations In Action (CIA), that supports the school financially and through volunteer efforts. The CIA consists of nine churches and four local businesses. Attendance at events continues to grow and community pride is very apparent.

The major hurdles to community involvement include creating situations and events that make the community feel connected to the school. We have created events that appear good on paper, but only a few parents and community members attend. Examples of this include Curriculum Night and Parent-to-Parent Night.

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

Westside has also created an organization, Congregations In Action (CIA), that supports the school financially and through volunteer efforts. The CIA consists of nine churches and four local businesses. Attendance at events continues to grow and community pride is very apparent.

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

New Teacher Center-Strategies utilized in grade level and with teacher growing professionally

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

Westside has an active PTA Board that caters to the needs of Westside and Westside's students. We have a better attendance rate for parents at Parent-Teacher Conference Nights and at events where students perform.

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

Parents should do a better job of reporting updated contact information. Often parents get a new phone number and it is challenging to get in contact with parents in an emergency.

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?

The district has a system for recruiting and interviewing highly qualified teachers. The teachers go through an interview at the district level and then they are available for interviews at specific schools. Principals have the autonomy to place teachers in the grade level where their skills are best utilized. The administrative staff believes in assigning teachers to grade levels that the teachers feel most knowledgeable and comfortable. Since the SIG model was put in place, some teachers have been assigned to different schools if they were not considered a good match for Westside.

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

We have a formalized system for evaluating teachers that has deadlines. This evaluation system is monitored by the Executive Director of Elementary Education.

3. Describe how teachers are provided professional development.

Teachers are provided professional development on the 4th Wed. of each month. Teachers also receive job embedded professional development through grade level meetings. Professional Development needs are determined by observations, evaluations, and data analysis for Benchmark results.

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

The principal is evaluated by the Superintendent and office of Teaching and Learning. The principal receives feedback at multiple times throughout the year, but the principal receives an official evaluation from the Superintendent twice yearly.

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?

Applications are completed online. Qualified applicants are prescreened with an interview, qualified applicants from the prescreening are in an applicant pool that principals may utilize to choose applicants to interview at the school site.

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

Professional development goals are determined through observational data , evaluation data , student achievement data information

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

New teachers to the building will be invited to a new teacher introduction session for Westside. In addition, new teachers to the district New teacher mentor, introduction day for teachers. New teachers have assigned mentors for the first three years.

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

The relationship within the school's Leadership Team and Improvement Team has been strong. This is due to consistent meetings with leadership and improvement. The shared decision making within the teams has led to strong relationships that have led to positive changes within the school.

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

The Lead Turnaround and the principal have built a strong relationship that involves a strong level of trust. The Lead Turnaround Partner has delivered timely professional development opportunities that have led to embedded changes within the school. The strategies implemented with the principal involve embedded strategies that are sustainable.

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

The principal and Internal Lead Partner are able to communicate consistently. The Internal Lead Partner is responsive to the needs of the school in a timely manner.

11. 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 with the Lead Turnaround Partner and the Internal Lead Partner has been strong. There has been collaboration between the two groups. The Superintendent is also involved in decision making process between two groups.

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?

The decision-making process for anything related to the school improvement effort, overall strategic vision, or anything that impacts the improvement plan is approved through the Transformation Team and/or the School Leadership Team. There are some instances where the district leadership team makes a decision that are handed down to the school level.

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

The School Improvement Plan and/or Transformation Toolkit Items are approved by the Transformation Team and/or Leadership Team. The Superintendent has the final say concerning each item within the school improvement plan. She is usually very supportive, but will question items that may receive scrutiny from various stakeholders.

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

This year Westside was able to conduct PD sessions that was unique to Westside. Westside used the External Lead Turnaround Partner, New Teacher Center, to facilitate PD sessions with the principal and Lead Teachers. Westside also had the autonomy to be excluded from system-wide staff development so the school could conduct its own PD.

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).

Westside is in a state where all needs are met. When situations arise, the Transformation Team and/or the principal is able to ask for and receive assistance immediately.

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

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

Behavior support
Resource teachers in building
Continue step team, debate team, and debutantes on going

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

- 1) Practices such as our RTI process, formative assessments, and Effective School-Wide Discipline will be embedded within the school culture.
- 2) The school will seek out other funding sources such as 21st Century Grant.
- 3) The school will still have Title I funds to support some of the services that should be maintained.

4) The school has assembled an organization, Congregations In Action (CIA), to help meet the needs of Westside Students. This organization consists of 8 local churches and 5 businesses.

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

- 1) The district will be responsible for making sure the school has a plan to allocate resources based on the funding sources that remain.
- 2) The district will supply supports from the district level that will help monitor the areas the school may lose positions.
- 3) The district will provide the school with possible funding sources and grants the school can apply.

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

The Transformation Team: The team will make sure the school is maintaining the right services.

The Principal: The principal will serve as the voice in communicating the phase out process.

The Superintendent: The Superintendent will discuss details with the school board so they are aware of the process and can be prepared to answer questions from community members.

The Internal Lead Partner: Serve as the liaison between the school and the Superintendent's office to assure the school is still able to maintain academic growth and sustainability.

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

The biggest fear is not being able to sustain the growth made over the last three years. Another fear is that the phase out process is beginning too soon. Is three years long enough for programs, activities, and a change in behavior to become the norm and not the exception? Is it part of the culture at Westside?

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

The state should provide a letter to all SIG schools that can be passed along to organizations that may provide funding to keep the SIG schools properly funded.

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

Continue to provide professional development to principals, veteran and newcomers, who were once in the SIG cohorts. The principals may be able to use Title I funds to attend workshops and sessions.

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	Differentiation of instruction will be a focus for professional development for 100% of grade levels. New Teacher Center will provide initial training over the summer and on-going training as it relates to differentiation. (I4 The school will provide all staff high quality, ongoing job-embedded, and differentiated professional development)
2	Identified students in the summer school for the second to third grade group will make progress in math and reading by an increase of 10% throughout summer school. The transition from second grade to third grade will be a focus for summer school. Two reading specialist and a math teacher will focus on this group of students for summer school. The student growth will be measured with snapshots to document the progress of these students. (J8 The school will monitor progress of extended learning time programs and strategies being implemented, and use data to inform modifications)
3	Westside will initiate a hiring process with human resources to assure that the two open positions will be filled by highly qualified teachers.(H1 The LEA/School will establish a system of procedures and protocols for recruiting, evaluation, and rewarding, and replacing staff.)
4	This summer Westside will host three events that will build partnerships with the community and parents. One of which will be a resource fair. (J3 The principal will create enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communications.)
5	The Effective School-Wide Discipline committee will establish a timeline for acclimating new staff to procedures prior to school beginning and ensure that 100% of teachers are prepared for procedures and protocols for the first day of school. (K11 All teachers will employ effective classroom management)

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	Grade level math teachers will increase the fluency of basic math facts by 25% during the first six weeks of school as measured by a pre and post test. The grade level teachers will utilize the first 15 minutes of each day to build fluency of basic math facts for the first 6 weeks. The plans for implementation will be submitted to the principal each week. The students will be given a pretest and posttest to drive the instruction each week. The results will be discussed in each grade level meeting and action determined for instruction based on the data.(G3 The principal will collect and act on data from a variety of sources and in a timely manner.)
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2	Westside administrators will complete one walk-through observation on 100% of teachers within the first 6 weeks of school and shared the information with 100% of the teachers. (H7 The principal will provide timely, clear, and constructive feedback to teachers)
3	Westside will have a pre assessment in every subject at the end of 20 days of school to establish baseline data that will guide instruction. The preassessment will be utilized in the SMART goals for teachers to goal set for student achievement. (K5 All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments)

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 SOL math scores will increase in grade 3 by 15% to exceed the state benchmark by 5%. Each week spiral reviews will be utilized within the first fifteen minutes of class. The spiral reviews will be created based on the data from the weekly snapshot. The data will be monitored and discussed and instruction in the whole group, small group, and independent work constructed based on these results. Opportunities for formative assessments will be implemented to allow the teacher the opportunity to provide timely remediation. (K9 All teachers will provide sound instruction in a variety of modes: teacher-directed, whole class; teacher-directed small group; student directed small group; independent work; computer based; homework)
2	By June 2013 the pass rate for students with disabilities will increase by 10% from the 2012 SOL results in reading. The results from weekly snapshots will be monitored closely and discussed within grade level meetings with general education and special education teachers. This will result in targeted instruction for each child. The timeline for remediation for each child will be established and the progress made toward each strand documented. (K7 All teachers assess student learning frequently using standards-based classroom assessments.)
3	Westside will achieve accreditation with an increase of at least 5% pass rate in each subject area. Student progress will be monitored by quarterly benchmarks and weekly snapshots. The progress will be maintained in the data room and discussed at weekly grade level meetings. (K4 The principal ensures that teachers align instruction with standards and benchmarks)
4	Westside administrators will have at least 2 documented walk-throughs on 100% of teachers by June 2013 in addition to the observations included with evaluations. (H7 the principal will provide timely, clear, and constructive feedback to teachers.)
5	Westside will utilize one Wednesday of each month for vertical alignment meetings for teachers. The meetings will have a set agenda with outcomes. The use of peer observations between meetings will be utilized to encourage peer collaboration of strategies and fidelity of implementation. (I11 The school will promote a school culture in which professional collaboration is valued and emphasized.)

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	<p>3rd, 4th, and 5th grade reading teachers will work collaboratively to prepare instruction for students that have been identified from benchmarks as scoring between 70%-60% on the nine week assessment.</p> <ul style="list-style-type: none"> • Develop a Personalized Education Plan • Student will be assigned to a teacher who has a track record of reaching failing students • After school tutoring • SRA corrective reading • Small Group Instruction, including twenty minutes of extra time in istation • Time with Reading Specialist • RTI Team Time will be implemented where at-risk students will receive small group instruction from the Reading Specialist or Reading Teacher
Tier 3	<p>3rd, 4th, and 5th grade reading teachers will work collaboratively to prepare instruction based on the skill needs of students scoring below 59% on nine weeks benchmark assessments.</p> <ul style="list-style-type: none"> • Develop a Personalized Education Plan • Student will be assigned to a teacher who has a track record of reaching failing students • After school tutoring

	<ul style="list-style-type: none"> • SRA corrective reading • Small Group Instruction, including twenty minutes of extra time in istation • Time with Reading Specialist • RTI Team Time will be implemented where at-risk students will receive small group instruction from the Reading Specialist or Reading Teacher
Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL	
Tier 2	<p>The teachers will work collaboratively with the math coach to monitor instruction through weekly snapshots and benchmarks. Students that are identified as scoring between 60%-70% will be indentified and their specific skill needs identified. These will needs will be tracked and addressed through the following.</p> <ul style="list-style-type: none"> • After school tutoring and remediation • Small Group Instruction • Time with the Math Resource Teacher outside the 90 minute math block • The school will utilize MIND Research Math ST to engage the learner's spatial temporal reasoning abilities to explain, understand, and solve multi-step problems.
Tier 3	<p>The teachers will work collaboratively with the math coach to monitor instruction through weekly snapshots and quarterly benchmarks. Students that are indentified as scoring below 59% will be indentified and their specific skill needs identified. These needs will be assessed through the following:</p> <ul style="list-style-type: none"> • Student will be assigned to a teacher who has a track record of reaching failing students • Math Coach for the school district will work with students during small group instruction • After school tutoring and remediation • Small Group Instruction • Time with the Math Resource Teacher outside the 90 minute math block • The school will utilize MIND Research Math ST to engage the learner's spatial temporal reasoning abilities to explain, understand, and solve multi-step problems.
Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable	
Tier 2	<p>The teachers will work collaboratively with the reading specialist to identify students that were within 10% of PALs benchmark or have a C or below in reading. The skill needs of these students will be indentified through Pals and addressed through the following:</p> <ul style="list-style-type: none"> • Teachers will administer PALS quick checks weekly to monitor improvement • Students will be assigned a Reading Specialist or Reading Resource Teacher

	<ul style="list-style-type: none"> • Student will be given the option of attending the after school tutoring through 21st Century • Student will be given small group instruction, including twenty minutes of extra time in istation
Tier 3	<p>The teachers will work collaboratively with the reading specialist to identify students that did not meet PALs benchmark or have a C or below in reading. The skill needs will be identified and addressed through the following:</p> <ul style="list-style-type: none"> • Teachers will administer PALS quick checks weekly to monitor improvement • Students will be assigned a Reading Specialist or Reading Resource Teacher • Student will be given the option of attending the after school tutoring through 21st Century • Student will be given small group instruction, including twenty minutes of extra time in istation.
Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above	
Tier 2	<p>Teachers will work collaboratively with grade level teams and administration to identify students that did not pass the SOL reading assessment. These students will be on the recovery list. The students progress will be monitored closely and discussed in grade level meetings. The following strategies will be implemented:</p> <ul style="list-style-type: none"> • In the Fall semester the students will be given the option of attending the after school tutoring through 21st Century • In the Spring if Benchmark scores are still showing deficits, the students will receive extended day services from his/her classroom teacher. • Students who show considerably low reading scores may receive SRA Corrective Reading. • Students will be given small group instruction, including twenty minutes of extra time in istation. • To build the student's reading abilities, he or she will receive 30 minutes of reading instruction in the area where there are concerns (Team Time). • Develop a Personalized Education Plan • Student will be assigned to a teacher who has a track record of reaching failing students • Time with Reading Specialist • RTI Team Time will be implemented where at-risk students will receive small group instruction from the Reading Specialist or Reading Teacher
Tier 3	<p>The students that did not pass the reading SOL and are identified as making below 325 will be identified as tier 3. The teachers will work collaboratively with the administrators in grade level meetings to monitor progress and strategize instructional solutions for each child.</p> <ul style="list-style-type: none"> • Develop a Personalized Education Plan

	<ul style="list-style-type: none"> • In the Fall semester the students will be given the option of attending the after school tutoring through 21st Century • In the Spring if Benchmark scores are still showing deficits, the students will receive extended day services from his/her classroom teacher. • Students who show considerably low reading scores may receive SRA Corrective Reading. • Students will be given small group instruction, including twenty minutes of extra time in istation. • To build the student’s reading abilities, he or she will receive 30 minutes of reading instruction in the area where there are concerns (Team Time). • Develop a Personalized Education Plan • Student will be assigned to a teacher who has a track record of reaching failing students • Time with Reading Specialist • RTI Team Time will be implemented where at-risk students will receive small group instruction from the Reading Specialist or Reading Teacher
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Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above

Tier 2	<p>Teachers will work collaboratively with grade level teams and administration to identify students that did not pass the SOL reading assessment. These students will be on the recovery list. The students progress will be monitored closely and discussed in grade level meetings. The following strategies will be implemented:</p> <ul style="list-style-type: none"> • In the Fall semester the students will be given the option of attending the after school tutoring through 21st Century • In the Spring if Benchmark scores are still showing deficits, the students will receive extended day services from his/her classroom teacher. • Students will be given small group instruction, including twenty minutes of extra time in istation. • Time with the Math Resource Teacher outside the 90 minute math block • The school will utilize MIND Research Math ST to engage the learner's spatial temporal reasoning abilities to explain, understand, and solve multi-step problems.
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Tier 3	<p>The students that did not pass the reading SOL and are identified as making below 325 will be identified as tier 3. The teachers will work collaboratively with the administrators in grade level meetings to monitor progress and strategize instructional solutions for each child.</p> <ul style="list-style-type: none"> • In the Fall semester the students will be given the option of attending
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	<p>the after school tutoring through 21st Century</p> <ul style="list-style-type: none"> • In the Spring if Benchmark scores are still showing deficits, the students will receive extended day services from his/her classroom teacher. • Student will be assigned to a teacher who has a track record of reaching failing students • Math Coach for the school district will work with students during small group instruction • After school tutoring and remediation • Small Group Instruction • Time with the Math Resource Teacher outside the 90 minute math block • The school will utilize MIND Research Math ST to engage the learner's spatial temporal reasoning abilities to explain, understand, and solve multi-step problems.
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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: Westside Elementary				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: \$180,000	
	School Expenses \$	School Expenses \$		School Expenses \$435,000			
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$		Other: \$45,000	
	School Expenses \$	School Expenses \$		School Expenses \$117,580			
3000 – Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$		Other: \$	
	School Expenses \$	School Expenses \$		School Expenses \$67,970			
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: \$	

	School Expenses \$	School Expenses \$		School Expenses \$38,000	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$30,500
	School Expenses \$	School Expenses \$		School Expenses \$10,000	
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$26,000
	School Expenses \$	School Expenses \$		School Expenses \$20,000	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$	Other: \$281,500
	School Expenses \$	School Expenses \$		School Expenses \$	
				Total Division Expenses \$	
				Total School Expenses \$688,550	
				TOTAL \$688,550	

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: Westside Elementary	COHORT II <input type="checkbox"/>	COHORT I <input checked="" type="checkbox"/>
<p>1000 – Personnel (Use as much space as necessary.) During the 2012-2013 school year, Westside will use funding to utilize extra human resource staff members to focus in the areas that Westside did not meet AYP or made AYP through Safe Harbor. We will also focus on discipline and community involvement Instructional Coach/Mentor (\$45,000) Fourth Grade Teacher (\$45,000) to reduce class sizes for students, which will provide the best opportunity for improved student achievement. (This will allow our 4th grade classrooms to have a student teacher ratio of no more than 17:1. Reading Specialists (\$45,000), Full-time Math Resource Teacher (\$45,000), Two part-time Remediation Teachers (2 x \$20,000 = \$40,000), iStation Lab Teacher (\$45,000) Behavioral Specialist (\$45,000) Student Mentor (\$45,000) Teacher Assistant (\$20,000) Teacher Assistant to serve as Liaison for Middle School Students who have left Westside or will be transitioning from Westside (\$20,000) Teacher Stipends for pay for performance (\$40,000). Remaining funds from 2011-2012 will also be used to fund pay for performance.</p> <p>Total Personnel = \$435,000</p> <p>Other Funds: Title I, A (\$135,000) – 3 Title I Reading Specialists; Title I, A (\$14,400) – Teacher Stipends for After-school instruction program; Title IV, B 21st CLC Grant – Teacher Stipends (\$30,600)</p>		

<p>2000 -Employee Benefits (Use as much space as necessary.) Based on the positions stated above in the personnel section, we will utilize the following amount to cover fringe benefits: \$117,580 Other Funds: Benefits for 3 Title I Reading Specialists salaries – (\$45,000 – Title I, A)</p>		
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<p>3000 - Purchased Services (Use as much space as necessary.) Westside began using I Station with students during 2009-2010, and will continue to use I Station as a requirement of the 1003(g) funds - \$6,500. The Gates-MacGinitie assessment will also be administered to all students in grades 3-5 (\$3,200). Professional Development / Teacher Training will be provided for staff based on needs identified by SOL results, benchmark tests, and principal observations (\$9,800). Westside will contract with a School Improvement Coach/Internal Lead Partner - \$15,000. As part of the Transformation Model, the school will contract with New Teacher Center to provide training - \$33,470 TOTAL PURCHASED SERVICES: \$67,970</p>		
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4000 - Internal Services (Use as much space as necessary.)

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

Westside will have a summer training opportunity for all staff members. The training will be facilitated by the school's external lead partner, New Teacher Center. This training will include 80 teachers (80 x \$100 = **\$8000**) and will cost an estimated **\$10,000** to pay New Teacher Center for the training. The training will focus on differentiation.

Training sessions throughout the year with the Office of School Improvement, training sessions with the Teacher Evaluation initiative, and professional development will cost an estimated **\$20,000**.

Total Other Charges: \$38,000

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

Westside purchased Smart boards for almost every classroom over the last two years. We will order supplies to maintain the Smart boards.

Total Materials/Supplies: \$10,000

Other Funds: Title III, A (\$5,000) – Specific materials/supplies to be used with ELL student population; Title I, A (\$4,000) – materials for after-school instruction program; Title IV, B – 21st CLC Grant – materials, activities, parent/family events (\$21,500)

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

Westside will use funds to buy additional Smart Board equipment so every classroom will have a Smart Board.

Total Charges: \$20,000

Other Funds: VPSA Educational Technology Supplemental (\$26,000) – Laptop Cart

**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:		Roanoke City Public Schools				
Division Contact:		Dr. Vella Wright / Carl McDaniel				
Telephone of Division Contact (include extension if applicable):		540-853-6113 / 540-853-2958		Fax:	540-853-1491 / 540-853-2959	
Email of Division Contact:		vwright@rcps.info / cmcdaniel@rcps.info				
Name of School	Lincoln Terrace Elementary	2012-2013 Grade Span	K-5	Projected School Membership	240	
	Current Percent Identified as Disadvantaged	91.6%	Current Percent Students with Disabilities	17.6%	Current Percent Limited English Proficient	3.4%
Name of Principal		LaVerne P. Walker				
Telephone of Principal		540-853-2994				
Email of Principal		lwalker@rcps.info				

*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. Rita D. Bishop
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?

- Accentuate positive communication in regards to teacher, staff, and student accomplishments.
- The principal celebrates individual, team, and school successes, especially related to student learning outcomes.
- The principal clearly communicates the message of change and keeps the line of communication open between principal staff members, parents, and students.
- Shared leadership

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

None noted.

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

- The school is participating in Positive Behavior Intervention Support (PBIS) to establish a climate in which appropriate behavior is the norm. PBIS entails introducing, modeling, and reinforcing positive social behavior as an important part of the student's educational experience. This teaching occurs within the classroom and is reinforced throughout the school campus. Teaching expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.
- PBIS has created an environment in which: a) learning and teaching are valued, and aggressive, unsafe behavior are discouraged; b) respect, responsibility, cooperation, and other highly valued character traits are taught and encouraged; c) individual differences are valued rather than criticized; d) educating students with disabilities can be supported more effectively and efficiently, and e) teaching fundamental skills like reading and math can be maximized.
- Student behavior has improved as students know that positive behavior is expected not only in the classroom but throughout the entire campus setting.
- The majority of discipline referrals during the second semester are for newly enrolled students.

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?

- We have a new secretary who welcomes everyone with a smile and a good disposition.

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

- Need to examine the re-assignment of personnel to create more effective instructional teams.

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?

- Over the summer the PBIS team will meet to plan signage and teacher lesson plans to enforce positive behavior.
- At the beginning of the school year we will have a PEP rally to celebrate the Spring 2012 test scores and to review schoolwide PBIS procedures.

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

- Award assembly for grades K-4 and 5th grade recognition day program.
- Student incentives for students who pass SOL tests.
- Cook out on field day
- End of year breakfast for teachers and staff.

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?

- Each team member is accountable for the completion of tasks for specific Indicators.
- Each member has an opportunity during meetings to provide updates on their assigned tasks.
- Team members report out to their specific grade level for feedback and suggestions that is then brought back to the team for consideration. This process allows all staff members to have input in the school plan.

Internal Lead Partner is in attendance at every Transformation Team meeting to provide state school improvement updates as well as advice for school improvement.

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

- Responsibilities are assigned based on team member job responsibilities.
- There is open communication and analysis of the Indistar plan during each monthly meeting. Central office staff are included on the Transformation team to ensure the lines of communication, in regards to instructional needs, remain open and the rapid improvement needs are transparent for the district and the school.
- Team members are aware of who to contact if additional resources are needed to complete a task or request additional information.

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

- Santa Cruz New Teacher Center serves as our External Partner and visits monthly to complete instructional audits that include classroom observations, strategic planning with Transformation Team members, and one-on-one planning with the principal.
- The principal, along with three teachers attended New Teacher Center Mentor Training offered at VCU in Richmond, VA. Topics included data analysis, team teaching, lesson design and positive behavior management. These 3 teachers serve as coaches to new and tenured teachers within the school.
- Key goals and objectives to improve the achievement gap and meet all state and federal goals are communicated to all instructional staff members. Performance objectives are built into the division/school/teacher observation process that includes data on observations, evaluations, and SMART Goals.
- Teachers requiring additional help will be provided resources from the school and/or central official Instructional Coaches.
- Human resources to improve student achievement are placed in areas of need.
- School Administration will provide staff with high quality, job embedded professional development through differentiated individual areas of need, small and large group sessions that include the principal and Instructional Coaches.
- All grade level and data meetings will require agendas, minutes, and action plans for instructional intervention strategies for identified students at risk for failure or behavior.

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

- The Leadership team, during monthly staff meetings, provided updates and status of the transformation progress, strategies being implemented, and ways in which staff members could contribute to the success of the school.
- The principal serves on the PTA Executive board and shares areas where community, volunteer, and parent involvement is needed.
- Meetings with External Lead Partners always resulted in new information or strategies for school improvement or change.
- Walkthrough data was shared with grade levels and the entire staff to share areas of strength and areas of improvement.
- With the help of RCPS Mentor, a K-5 data room was organized to show student achievement and areas of focus for each child.

C. Instruction

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

- During weekly data meetings teachers share which students need remediation on specific objectives. As a team, strategies and interventions are put in place for the student and then monitored for results.
- After the team has exhausted all of its resources and the student still needs additional help the student is then taken to the RtI team for further strategies.
- Student test data is disaggregated to determine specific objectives that a student is weak in.

2. How do teachers differentiate learning for students?

- Teachers consider student learning preferences, abilities, styles, and interests and create classroom climates that build student comfort levels, encourage both academic and personal growth, and promote acceptance of student differences. Teachers take into account the content, process, and product when planning instruction. They use a range of instructional and management strategies:
 - Affirm the learning strengths of all students.
 - Acknowledge the differing learning rates and styles of students.
 - Recognize that in order for work to be fair for all students, it will sometimes be different for some students.
 - Accept that success means different things to different people.
 - Allow students to work with various people, depending on learning tasks and student needs.
 - Recognize that student interest is the key to motivation and that students have different interests.

- Promote personal responsibility for classroom learning.
- Build feelings of self-confidence and confidence in learning and value effort.
- Nurture students toward independent learning.
- Support and celebrate student success.
- Encourage the development of student strengths, interests, and learning preferences.
- Nurture students' creative spirits.
- Honor the work of all students.

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)

- All teachers follow the RCPS Curriculum Pacing Guide to assure that students are ready for the next grade level at the end of the school year. The principal monitors teachers to be sure that the pacing guide is adhered to by completing lesson plan checks, data meeting discussions and classroom walkthrough.

4. How are formative assessments used in your school?

- Teachers use formative assessments as on-going assessments, reviews and observations.
- Formative assessment helps teachers determine next steps to teach. When incorporated into classroom practice, teachers use formative assessment to provide the information needed to adjust teaching and learning while they are happening.
- Formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards-based learning goals within a set time frame. At the end of each day all teachers have Team Time, which is used in the Eight-Step Process to re-teach or enrich objectives.
- Formative assessments allow students to be involved in their learning, as assessors of their own learning and also serving as a resource for others. Fifth grade students serve as tutors for third grade students.

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

- We had a first year teacher who struggled with classroom management. A team, consisting of Mentor, SPED Coordinator, and Behavior Specialist helped the teacher create behavior plans, differentiate instruction, and re-arrange her classroom to maximize instruction as well as control behavior. Instructional Assistants were given specific duties as well. By Spring, classroom management and student behavior were well managed.

D. External Support

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

- A new position, Family Community Engagement Coordinator (FCEC), was created to help build positive relationships between parents and community members.
- The FCEC has secured business leaders, community leaders, and churches to serve as volunteers. These organizations have also donated clothing and school supplies to students in need.

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

- The school Leadership and Transformation team will continue to revisit the number of community members and parents engaged in the school program and refine strategies to increase engagement.
- A number of families rely heavily on the school to provide meals to children during the week. Raleigh Court Church adopted our school as part of their weekend Back Pack Program that provides food to students over the weekend. We went from an initial 23 families to 48 families being served.
- Three area churches are now members of our CIA (Congregations in Action). Church members volunteer, assist with PTA and provide support to teachers as needed. They provided a breakfast for teachers and staff during Teacher Appreciation Week.
- Barrister Book Buddies are attorneys who adopt classrooms to read to one day per month, as a way of encouraging students to read.
- Junior Achievement provides 6 lessons to all grade levels. Lessons are all related to how students can build a better community, as well as teaches students that it is important that they give back to the community in which they live.
- Kiwanis club sponsors Terrific Kids and BUGS (Bringing Up Grades) as an incentive for students to model character education and work hard academically.

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

- Santa Cruz New Teacher Center will continue to serve as our External Partners. The focus for 2012-2013 is Differentiating Instruction and will focus on:
 - essential components of differentiation,
 - strategies for pre-assessment, flexible grouping, and tiered instruction,
 - how to identify and create entry points that help new teachers assess learning needs that require differentiated curriculum and instruction, and
 - mentoring language, tools, case studies, and formative assessment processes that help new teachers improve differentiation
- Classroom Monitoring tools will be renewed to provide the principal with classroom walkthrough tools for monitoring teacher instruction and student engagement.
- Two primary reading teachers (retired) will continue to provide small group and targeted instruction for grades 2-5.

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

- Our PTA membership has doubled this year.
- We have offered parents 46 opportunities to be involved in the school and their children's education. Combined, the total number of parent visits is 1,435.
- Two teachers received a grant to create a campus community garden. Parent volunteers have assisted in this endeavor.

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

- More parent participation and involvement is needed for programs that provide educational opportunities and instructional strategies. This is an area of weakness in our school.

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?

This school year the principal determined that teachers remained in their assigned teaching area. In 2012-2013, several shifts in assignment are planned. A 5th grade teacher with strong teaching abilities in reading will move to 3rd grade, a grade level that struggles with reading comprehension. A teacher in 2nd grade will move into the 5th grade slot. A teacher assistant was hired in January, 2012 to provide computer skills for SOL testing. She has a graduate degree in Teaching, previously taught 5th grade in another state and has been instrumental in serving as a remediation teaching when she's not teaching in the computer lab and provided targeted instruction during the 20 Day SOL countdown. Her strengths would be better suited for the 5th grade position, however the principal has not been allowed to move her into the position.

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

- Informal and formal observations
- Student engagement
- Teaching strategies and differentiation of instruction
- Student data results
- Strategies the teacher uses to re-teach and enrich students
- The number of discipline referrals

3. Describe how teachers are provided professional development.

- Whole school professional development is based on curriculum changes or areas of need school wide, such as instructional strategies for teaching content vocabulary.
- Individual teacher professional development is differentiated based on an area that a teacher needs improvement in, such as classroom management.
- Group professional development is assigned to specific teachers who will serve in a specialized role or provide professional development to other teachers, such as teachers attending Santa Cruz New Teacher Center training.

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

- The principal is evaluated by the Superintendent two times a year. The Executive Director for K-5 Instruction visits the school at least monthly and provides formal and informal feedback.

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?

- The principal views online applicants. Once a decision is made to interview the applicant the principal contacts the Human Resource department who then schedules an interview appointment for the principal.
- The principal has not been able to routinely select teachers before other schools in the division. For the 2011-2012 school year, one teacher was placed at the school by the district; one teacher-on-assignment was moved from another school to Lincoln Terrace at the request of the principal.

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

- Professional development on Marzano Vocabulary Instruction was to take place during the 2011-2012 school year. Due to

time constraints the professional development did not take place. Books were ordered and there is still a great need to improve content vocabulary.

- Teachers will use a book given to them at the beginning of the 2011-2012 school year, *Qualities of Effective Teachers, 2nd* by James H. Stronge, whose research identifies specific teacher behaviors that contribute to student achievement: their own preparation, personality, and practices. Teachers will use this book to create a personal goal to improve student learning. The book includes tools for engaging at-risk students and high-ability students. It also includes skills checklists and an expanded, annotated bibliography to provide a springboard for further insight and exploration.
- Topics for learning how to be a effective teachers include:
Prepare to be effective educators.
Establish, manage, and maintain learning-focused classroom environments.
Organize time, communicate expectations, and plan instruction.
Present curriculum to support active and engaged learning.
Monitor student progress, identify student potential, and meet the needs of special populations in the classroom.

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

- All new teachers to the building meet with the principal who goes over rules, procedures, and the Transformation Plan. The teacher is assigned a mentor to help with the transition. Three teachers who participated in the Santa Cruz New Teacher Mentor Training will serve as mentors for new teachers.
- All teachers new to RCPS is assigned a mentor through the Human Resource Department.

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

- The relationship is one in which team members can speak freely and offer suggestions and strategies.
- Area of improvement: Staff members who serve on the team should meet prior to the monthly Transformation Meeting.

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

- There is mutual respect between the Lead Turnaround Partner and the principal.

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

- There is mutual respect between the Internal Lead Partner and the principal.

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

- Both partners have one common goal, to improve student learning and to provide the principal with the tools, resources, and means to make that possible.

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?

• The school improvement plan is a team effort. The principal and data entry person collaborate when entering information into Indistar. The plan is sent to team members to view, as well as shared during the Transformation Team meetings. Nothing is final, as the plan is ongoing which allows changes and additions to be made at any time.

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?

• As a change leader it is the responsibility of the principal to make sure that all Strands in Indistar are completed. Collaboration takes place between team members but if a final decision is to be made the principal is the one to do so.

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 noted.

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).

• Schools in Improvement should be given top priority when hiring teachers.

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

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

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

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

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

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

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

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

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:

<p>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.)</p>	
1	<p>2011-2012 SOL mathematics data will be disaggregated by 100% of intermediate grade level teachers to determine areas of weakness and develop small group and targeted instruction based on data analysis. <i>Strand K: K5 All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.</i></p>
2	<p>School procedure visual aids and lesson plans to teach/model school procedures will be created based on an analysis of 2010 – 2011 and 2011-2012 discipline data of where discipline occurs most often and activities that students are in when the behavior occurs. <i>Strand D: D5 The School has established a positive organizational culture.</i></p>
3	<p>A Lagging Indicator goal is for 30% of students to be at the advanced level and 70% of students to be at the proficiency level on Reading and Mathematics state assessments as evidenced by 2011-2012 Spring SOL data. 100% of intermediate grade level teachers will analyze SOL data to place students in appropriate Tier Level. Personalized Education Plans will be created with the goal to raise each student one SOL level by the end of the 2012 – 2013 school year. <i>Strand K: K5 All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.</i></p>
4	<p>2011-2012 end of year PALS data will be analyzed by 100% of teachers of grades K-3 to develop Personalized Education Plans goals for all students to make or exceed grade level expectations. <i>Strand K: K5 All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.</i></p>
5	<p>For the 2011-2012 school year, the goal was to lower the rate of student office discipline referrals by 15%. The PBIS team will analyze discipline data to determine specific students with reoccurring discipline referrals and create Personalized Education Plans to include behavior goals, interventions and strategies. The PBIS team will analyze discipline data and rank discipline referrals by classroom teacher to determine specific teachers requiring professional development in classroom management. <i>Strand D: D5 The School has established a positive organizational culture.</i> <i>Strand I: I3 The LEA/School aligns professional development with identified needs based on staff evaluation and student performance.</i> <i>Strand I: The LEA ensures that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve.</i></p>

B. 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>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. <i>Strand K: K9 All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.</i></p>
2	<p>Grade level reading 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. <i>Strand K: K9 All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.</i></p>
3	<p>Grade level reading teachers will increase teaching of content vocabulary 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. <i>Strand K: K9 All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.</i></p>

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	<p>During the 2012-2013 school year, 100% of students will improve their math problem-solving skills as measured by pre and post test growth from the beginning of the school year to the end of the school year. <i>Strand K: K9 All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.</i></p>
2	<p>During the 2012-2013 school year, the number of first through fifth grade regular education students improving their writing skills in targeted traits will increase 5% at each grade level as measured by the Six-Traits scoring rubric monthly grade level assessments. New principal will need to evaluate the appropriateness of a 5% increase. <i>Strand K: K9 All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.</i></p>
3	<p>During the 2012-2013 school year, parent/community involvement activities will increase by 10% as evidenced by school volunteer reporting and Title I parent/community involvement monthly data reporting. <i>Strand D: D3 The LEA/School has engaged parents and community the transformation process.</i></p>
4	<p>During the 2012-2013 school year we will decrease student office referrals by 15% as measured by end of year E-School discipline data and quarterly student assembly recognition. <i>Strand D: D5 The LEA/School has established a positive organizational culture.</i></p>

5	<p>During the 2012-2013 school year 80% of special education students will be proficient in reading and math on appropriate grade level assessments by the end of the 2012-2013 school year.</p> <p><i>Strand K: K9 All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.</i></p>
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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	3 – 5 grade reading teachers will work collaboratively to develop a list of lesson plans and instructional strategies utilizing scientifically based reading research (SBRR) and targeted supplemental programs to teach critical elements outlined in the Reading SOL's for teacher, primary reading teacher, instructional assistant, Reading Resource teacher and after school tutor to use with the students identified by grades C-D, low weekly formative assessment performance and scoring 70-80% on 9-weeks assessment during 30 minutes of small group instruction and during team time 4 days per week for 20 minutes. Teachers will review monthly results from istation usage and reporting data and weekly interactive achievement testing data.
Tier 3	3 – 5 grade reading teachers will work collaboratively to develop a list of lesson plans and instructional strategies utilizing scientifically based reading research (SBRR) targeted diagnosed reading deficits in one or more of the five critical areas of reading to teach critical elements outlined in the Reading SOL's for teacher, primary reading teacher, instructional assistant, Reading Resource teacher and after school tutor to use with the students identified by grades D-F, low weekly formative assessment performance and scoring below 70% on 9-weeks assessment during 30 minutes of small group instruction and during team time 4 days per week for 20 minutes. Teachers will review monthly results from istation usage and reporting data and weekly interactive achievement testing data.
Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL	
Tier 2	3 – 5 grade mathematics teachers will work collaboratively to develop a list of lesson plans and instructional strategies utilizing scientifically based math research (SBMR) and targeted supplemental programs to teach critical elements outlined in the Mathematics SOL's for teacher, instructional assistant, Mathematics Resource teacher and after school tutor to use with the students identified by grades C-D, low weekly formative assessment performance and scoring 70-80% on 9-weeks assessment during 30 minutes of small group instruction and during team time 4 days per week for 20 minutes. Teachers will review daily and weekly informal assessments and weekly interactive achievement testing data.
Tier 3	3 – 5 grade mathematics teachers will work collaboratively to develop a list of lesson plans and instructional strategies utilizing scientifically based math research (SBMR) and targeted supplemental programs to teach critical elements outlined in the Mathematics SOL's for teacher, instructional assistant, Mathematics Resource teacher and after school tutor to use with the students identified by grades D-F, low weekly formative assessment performance and scoring below 70% on 9-weeks assessment during 30 minutes of small group instruction and during team time 4 days per week for 20 minutes. Teachers will review daily and weekly informal assessments and weekly interactive achievement testing data.
Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable	
Tier 2	K-2 and Reading Resource teachers will work collaboratively to develop a list of intervention activities to use with students identified as Tier 2 based on PALS testing data for teachers, instructional assistants and after school teachers to provide at least 2 ½ hours of additional instruction over and beyond what is given during regular classroom instruction that includes intense small group instruction based on instructional level and targeted to individual needs. Teachers will review results of PALS testing as they are completed in quarterly and will review and monitor istation monthly usage reporting data.
Tier 3	K-2 and Reading Resource teachers will work collaboratively to develop a list of intervention activities to use with students identified as Tier 3 based on PALS testing data for teachers, instructional assistants and after school teachers to provide at least 3 hours of individualized instruction over and beyond what is given during regular classroom instruction that includes intense instruction based on instructional level and targeted to individual needs. Teachers will review results of PALS testing as they are completed in quarterly and will review and monitor istation monthly usage reporting data.

Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above	
Tier 2	3 – 5 grade reading teachers will work collaboratively to develop a list of lesson plans and instructional strategies utilizing scientifically based reading research (SBRR) and targeted supplemental programs to teach critical elements outlined in the Reading SOL's for teacher, primary reading teacher, instructional assistant, Reading Resource teacher and after school tutor to use with the students identified as not proficient on the previous SOL test, low weekly formative assessment performance and scoring 70-80% on 9-weeks assessment during 30 minutes of small group instruction and during team time 4 days per week for 20 minutes and required after school tutoring 3 times per week for 60 minutes. Teachers will review monthly results from istation usage and reporting data and weekly interactive achievement testing data.
Tier 3	3 – 5 grade reading teachers will work collaboratively to develop a list of lesson plans and instructional strategies utilizing scientifically based reading research (SBRR) targeted diagnosed reading deficits in one or more of the five critical areas of reading to teach critical elements outlined in the Reading SOL's for teacher, primary reading teacher, instructional assistant, Reading Resource teacher and after school tutor to use with the students identified as not being proficient on the previous SOL test, low weekly formative assessment performance and scoring 70-80% on 9-weeks assessment during 30 minutes of small group instruction and during team time 4 days per week for 20 minutes, and required after school tutoring 3 times per week for 60 minutes. Teachers will review monthly results from istation usage and reporting data and weekly interactive achievement testing data.
Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above	
Tier 2	3 – 5 grade mathematics teachers will work collaboratively to develop a list of lesson plans and instructional strategies utilizing scientifically based math research (SBMR) and targeted supplemental programs to teach critical elements outlined in the Mathematics SOL's for teacher, instructional assistant, Mathematics Resource teacher and after school tutor to use with the students identified by grades C-D, low weekly formative assessment performance and scoring 70-80% on 9-weeks assessment during 30 minutes of small group instruction and during team time 4 days per week for 20 minutes, and required after school tutoring 3 times per week for 60 minutes. Teachers will review daily and weekly informal assessments and weekly interactive achievement testing data.
Tier 3	3 – 5 grade mathematics teachers will work collaboratively to develop a list of lesson plans and instructional strategies utilizing scientifically based math research (SBMR) and targeted supplemental programs to teach critical elements outlined in the Mathematics SOL's for teacher, instructional assistant, Mathematics Resource teacher and after school tutor to use with the students identified by grades D-F, low weekly formative assessment performance and scoring below 70% on 9-weeks assessment during 30 minutes of small group instruction and during team time 4 days per week for 20 minutes, and required after school tutoring 3 times per week for 60 minutes. Teachers will review daily and weekly informal assessments and weekly interactive achievement testing data.

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: Lincoln Terrace Elementary				COHORT II <input checked="" type="checkbox"/> COHORT I <input 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: \$131,400
	School Expenses \$	School Expenses \$		School Expenses \$349,065	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$30,850
	School Expenses \$	School Expenses \$		School Expenses \$76,220	
3000 – Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$25,880	
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: \$

	School Expenses \$	School Expenses \$		School Expenses \$4,000	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$24,500
	School Expenses \$	School Expenses \$		School Expenses \$10,500	
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$26,000
	School Expenses \$	School Expenses \$		School Expenses \$	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$	Other: \$212,750
	School Expenses \$	School Expenses \$		School Expenses \$465,665	
				Total Division Expenses \$	
				Total School Expenses \$465,665	
				TOTAL \$465,665	

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: Lincoln Terrace Elementary	COHORT II <input checked="" type="checkbox"/>	COHORT I <input type="checkbox"/>
<p>1000 – Personnel (Use as much space as necessary.) Instructional Coach/Behavior Specialist to provide additional curriculum and instructional, as well as teach positive behavior skills to students to help raise academic achievement level and promote social skills. (\$37,286) Resource Teacher to provide inquiry based lessons that focus on state standards, and imbed the use of educational technology within a task to enhance and facilitate the learning process. (\$45,000) Home-School Coordinator to partner with parents, community based organizations, health clinics, other state or local agencies to create a safe school environment that meet student needs and provide parent resources and support. (\$39,000)</p> <p>Teaching Assistant (\$16,065) and one instructional assistant (\$11.313) for grades 4 and 5 to provide additional classroom support through a push-in model.</p> <p>SIG Funds will be allocated to compensate staff by offering teacher incentives (pay for performance) based on teacher performance model. (27 teachers @ \$5,000= \$135,000)</p> <p>Teacher stipends will be provided for the following activities: Teacher Professional Learning Communities – 90 minutes per week of PLC time; Professional Learning Community Data Training; additional duties beyond contracted hours such as School Improvement Planning; Curriculum Committee Meetings; and Leadership Team Meetings (\$26,000).</p> <p>Primary Reading Teachers – 2 retired teachers (part-time) to provide additional classroom support through a push-in model (\$36,000); Substitute Teachers to enable grade level teachers to meet one full day each quarter for team planning, lesson design, data analysis, preparation of assessments, and reviews of instructional strategies (\$3,400)</p> <p>TOTAL PERSONNEL COST: \$349,065</p> <p>Other Funds: Title I, A (\$90,000) – 2 Reading Specialists; Teacher Stipends for After-school Instruction Program (\$10,800). Title IV, B 21st CLC Grant – Teacher Stipends (\$30,600)</p>		
<p>2000 -Employee Benefits (Use as much space as necessary.) Employee Benefits for the personnel positions and stipends listed in category 1000 --- \$76,220</p>		

Other Funds: Title I, A – Benefits for Reading Specialists positions and Teacher Stipends (\$30,850)

3000 - Purchased Services (Use as much space as necessary.)

As part of the Transformation Model, the school will contract will New Teacher Center to provide training for principal, instructional coach, and teachers to increase the capacity of teachers to teach effectively by incorporating instructional best practices, self evaluation, and peer evaluation. School Improvement Consultant to assist with school improvement and reform efforts. I Station -- a data-driven reading intervention program to promote reading acceleration and progress through a high-interest online interactive curriculum. Professional development to improve vocabulary instruction and reading. Additional staff development based on needs identified by SOL results, benchmark tests, and principal and instructional coaches observations.

Istation - \$6,500; School Improvement Consultant - \$15,000; New Teacher Center (workshops/institutes) - \$4,380.

TOTAL PURCHASED SERVICES: \$25,880

4000 - Internal Services (Use as much space as necessary.)

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

Travel for school staff to attend SIG trainings and professional development activities related to areas identified in the school improvement plan.

TOTAL OTHER CHARGES: \$4,000

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

Instructional materials will be purchased at all grade levels as part of the schools improvement efforts. SOL Coach materials which are specific to Virginia's Standards of Learning will be purchased. Additional instructional materials for the after-school instructional program will also be purchased.

TOTAL MATERIALS/SUPPLIES: \$10,500

Other Funds: Title I, A – materials for after-school instruction program (\$3,000); Title IV, B – 21st CLC Grant – materials, activities, parent/family events (\$21,500)

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

Other Funds: VPSA Educational Technology Supplemental (\$26,000) – Laptop Cart

**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:		Roanoke City Public Schools				
Division Contact:		Dr. Vella Wright / Carl McDaniel				
Telephone of Division Contact (include extension if applicable):		540-853-6113 / 540-853-2958		Fax:	540-853-1491 / 540-853-2959	
Email of Division Contact:		vwright@rcps.info / cmcdaniel@rcps.info				
Name of School	William Fleming High School		2012-2013 Grade Span	9-12	Projected School Membership	1,520
	Current Percent Identified as Disadvantaged	62.0%	Current Percent Students with Disabilities	10.6%	Current Percent Limited English Proficient	8.5%
Name of Principal		Archie Freeman				
Telephone of Principal		540-853-2781				
Email of Principal		afreeman@rcps.info				

*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. Rita D. Bishop
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?

- Job-Embedded Professional Development that is continuous, consistent, and ongoing
- Capturing Kids Hearts implementation for developing positive relationships
- Collaborative planning time during the school day
- Data/Action teams collaboratively meeting during the school day
- Small Learning Communities for freshman to assist with transition to high school
- Activities such as Big Chill Parent to school day to get community involved in the school during the day
- LipDub video
- Transparent/shared decision making processes between administration and the faculty

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

- PTSA partnership developing, but in need of significant growth in involvement with activities and incentives for students and teachers throughout the year to promote an even more positive school climate/culture
- The assignment of an employee to be a greeter in the main lobby was unsuccessful because he did not do the job as expected.

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

Student behavior expectations are not consistently reinforced throughout the school. Behavior has changed since the beginning of the year in the following ways:

- Students not using cell phones in classrooms has improved due to new policies put in place
- Discipline incidents for 11th and 12th grade students have declined over the course of the year

Reinforcement of expectations is more consistently applied where teachers have attended Capturing Kids Hearts training, and classroom management issues/discipline incidents have been lower for those teachers

than last year.

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?

The school climate has continued to improve from last year to this year. Comments from visitors indicate that there is an orderly and pleasant environment to the building. We will continue to work on climate issues and increasing administrative visibility.

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

- Past perceptions of what the climate/culture of the building was. We are still overcoming these, and the current climate is working in a positive direction with momentum.
- Social media (facebook, youtube, texting) are being used by students in a negative way.

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?

- Keeping the marquee updated with positive events, accomplishments, and awards
- New display area in the main lobby to post current awards, positive press articles about the school and student achievements

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

- 9th Grade SLC celebration honoring students with all A and A/B honor roll, including shirts just for 9th grade honor roll awardees
- Academic honors assemblies at the end of the year
- Annual senior events (Baccalaureate, senior picnic, etc.)
- Sports and ROTC banquets

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?

All members of the School Improvement Plan team have in intrinsic motivation already where they desire to see our school and community be the best achieving, most respected high school in the state. This has been enhanced by monthly meetings where they are working directly with assessing indicators and adding/monitoring tasks. All members participate in open discussions, and have significant input on what gets incorporated, and are champions within the building for explaining how decisions are made, the rationale, and the big picture involved with transformation efforts.

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

Each member of the team is either a department chair, or an administrator. All members are responsible for bringing information to the team from their department, and communicating information back from the team. All parties are responsible for providing feedback on tasks to one person who inputs data into the plan. We have the resources we need at the moment, but would like to see Indistar be a tool that could be used for collaboration and planning, instead of being a tool best used for documentation. For example, having it be able to do project tracking by strand, indicator, and person responsible; being able to printout a list of tasks by due date instead of having to do backside work in Excel that is cumbersome to accomplish the same work; being able to have multiple people work with it simultaneously; streamlining the processes so that adding, monitoring, and marking tasks complete are all able to be done together.

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

New strategies are monitored throughout the year through observations, benchmarks, professional development, process check meetings, action team planners, intermediate and long term SMART goals, and quarterly accountability reports. If strategies don't seem to be working they are analyzed for why they are not working, and adjustments are made mid-course to ensure that they do work, or something else is put in place to achieve the desired result. There are division level and school level oversight committees that meet monthly to ensure that the direction of the efforts being implemented are focused, and achieving the desired results, as well as to ensure that communication between all levels is effective.

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

All areas are monitored at least monthly for how improvement efforts are being implemented with equity and for effectiveness through subject area action teams. Progress is documented through action team meeting minutes as well as action planners that report the areas that were strong, areas that were weak, quick wins, strategies that will be implemented with all three tiers of student achievement, and intermediate SMART goals. These are sent out to all team members as well as the administrator for that subject area, the district's content coordinators, and the Internal Lead Partner. Ongoing, job-embedded professional development has been implemented to ensure that teams have the necessary time to collaborate effectively, and can discuss the best practices and strategies that are to be implemented to achieve desired results.

C. Instruction

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

Students are identified through performance on standardized testing, district benchmarks, Common Formative Assessments at the school and division level, class grades, diagnostic assessments (such as iStation), and self selection for additional supports.

2. How do teachers differentiate learning for students?

Utilizing summative and formative assessments of various types, students are classified into three tiers, and then teachers differentiate by product, process, and content.

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)

Curriculum is aligned within each content area at the division level with published pacing guides and at the school level through bi-weekly data/action/collaborative planning teams during common planning times. It is constantly compared to the VDOE published curriculum framework, blueprint, and enhanced scope and sequence where available. It is monitored by administrators and division level content coordinators.

4. How are formative assessments used in your school?

Informal formative assessments are used daily in classes to ensure that the objective for the lesson is actually learned by the student during that class period and to adjust the pacing during the class. These assessments allow teachers to quickly use data to drive instruction daily based on student demonstration of their level of comprehension. Common Formative Assessments are used every 2-4 weeks to compare student performance across classes and teachers within a content area to identify: students who need intensive help with specific strands; topics that teachers have taught well (share strategies with peers;) topics where classes as a whole need additional supports; and where teachers are with pacing to adjust as needed. District Benchmarks are used on a quarterly basis to assess student, class, teacher, and school level progress. They also provide data on areas where students, classes, teachers, subgroups, and schools need focused remediation.

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

Many do, but not all. Half of the staff has been trained in Capturing Kids Hearts strategies to improve relationships, classroom management, and instructional effectiveness. The other half of the staff will be trained during the summer of 2012. Implementation of learned techniques are monitored through walkthroughs, observations, and instructional rounds completed by administrators, teachers, and district level personnel. Identified weaknesses are addressed through conferences, peer observations, and professional development.

D. External Support

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

By working with at-risk students to focus their goals and efforts on staying in school and graduating, as well as making more positive life choices. Developing a positive image within the community and an awareness of the school improvement process and the communities role in that process continues to be a hurdle.

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

Northwest Recreation Club-financial support; Wells Fargo/Links – Bank on It program for mentoring young men and scholarships; Teen Outreach Program-mentoring for job skills and life applications of learning; Total Action against Poverty/United Way-classes and mentoring for African American males at-risk; Dr. Beth A. Brown foundation – scholarships and promoting STEM education; Delta Sigma Theta Sorority – mentoring to African American Female at-risk students; Athletic Boosters-support for student athletes through fundraising; Intercept and Dominion Day Services-day treatment counseling services; Carillion Therapeutic Clinic-partnership for targeted SPED students; Mrs. Judi Bowman-incentives and recognition for teachers and staff. These organizations are aligned to the broader goal of encouraging students to persist to graduate.

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

New Teacher Center – External Lead Partner; Leadership and Learning Center-teacher capacity development; Teachscape-observation and evaluation improvement; Read180-reading development; iStation-reading development

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

Parents are currently involved in the more traditional types of activities: Parent teacher conferences, student support meetings, athletics, support for Power Saturdays, Big Chill-parents to school day

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

- PTSA membership
- Tutoring assistance
- Transportation for after school hours activities
- School event attendance
- Promotions/incentives
- Homecoming/PROM and after parties
- Parent advisory committee to the principal

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?

Teachers are matched with teaching assignments based on the needs of the students first. Student performance is used as primary indicator of which teachers should be matched with which classes/assignments. This is the primary driver for matching teaching assignments – which teachers do we think can be the most successful with the students for that particular course or assignment load.

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

Teacher quality is evaluated by walkthrough observations, formal observations, instructional rounds, mid-year and final evaluations. These are conducted by administrators, central office coordinators and administrators, instructional coaches, external partners, and peers or department chairs.

3. Describe how teachers are provided professional development.

Professional Development for teachers has been ongoing and job-embedded. Five times during the course of the year each core department has attended a half-day off-site Professional Development session. These sessions are conducted through the Leadership and Learning Center consultant, are connected from one session to the next, and are targeting needs that have been identified through observations, evaluations, and teacher input. The New Teacher Center has also been providing training to ensure that an equitable education is provided to all students. The College of William and Mary has provided training on goal-setting for student achievement, and the school district also provides professional development through departments that are targeted to identified needs. Online professional development is available through PD360 so teachers can access tools to improve teaching quality as they identify their own areas for improvement through self-reflection.

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

The Principal receives a mid-year and a final evaluation each year conducted by the Superintendent. Additionally the Principal receives feedback from other Executive Staff members and the Superintendent periodically as needed. The Executive for Secondary Instruction visits the school regularly to provide feedback.

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?

Teacher vacancies are ultimately filled by the school. For hard to staff areas, and areas where needs are known early, the division will offer early contracts to highly qualified prospects, then look at best fits based on school needs balanced with teacher endorsements and backgrounds. The emphasis is always on putting the highest quality teachers with the neediest students.

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

Professional development offerings and goals for 2012-13 are being developed based on feedback from teachers, department chairs, evaluations, observations, External Partner/Consultant advice aligned towards achieving school and district objectives.

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

New teachers and staff are welcomed into the Fleming family in several ways. We do this through assigning mentors to teachers who need them, and a "buddy" within their department to show them the technical and detail things (email, inbox, data analysis, copier, resources, building tours, etc.) We also work to bring them up to speed through faculty and department meetings as well as professional development options.

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

The Leadership/Improvement committee enjoys a warm, collegial relationship that focuses on successes as well as areas for improvements. This positive, professional climate will be improved upon by assigning members to teams in order to focus on specific areas for improvement, instead of everyone working on everything.

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

The Principal and the Lead Turnaround Partner have a positive, growing relationship. This relationship is already being improved by looking at the range of services they provide, and targeting those offerings to specific areas that have been targeted for improvement based on observations throughout the year. Additionally, this will be improved upon by refining the monitoring process to ensure that the significant efforts being put into improving instructional quality achieve the desired outcomes.

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

The Internal Lead Partner and the Principal have a constructive relationship that allows ideas and suggestions to flow back and forth. This relationship could be improved by more frequent discussions about expectations, processes, and outcomes.

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

The Lead Turnaround Partner and the Internal Lead Partner have a very positive, open relationship where the dialog can be very genuine and focused on the details of what is needed for schools to improve. This relationship could benefit from more frequent interactions, but is already at a high level.

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?

The decision-making process for efforts related to school improvement rests with the School's Improvement and Oversight teams. The strategic vision is developed through these teams, lead by the Principal and the Internal Lead Partner.

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

The final decisions about the school's improvement plan are made by the Principal. There is oversight through the Internal Lead Partner and the Superintendent, with input from the State Liaison. This system seems to work well and should be continued.

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

- Fleming teachers were exempted from district professional development so they could attend PD that was specifically targeted for them through the plan.
- Mentor teachers were developed at Fleming in accordance with the plan and support from the school district
- iPads were allowed to be purchased
- Fleming was given priority in hiring decisions

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).

- Procedures for removal of ineffective tenured teachers (state policy)
- Speed up purchasing procedures (division)
- Revised purchasing procedures for large purchases over \$100,000 (state policy)
- Revising SOL test expectations, since they are no longer just tests of minimal standards, to support school improvement efforts for schools that do not have a three year average to buffer new tests.

Fleming would like to move to an eight block schedule to support more flexibility for improvement efforts, but the 140 clock hour Carnegie unit requirement prevents this from being possible.

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

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

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

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

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

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

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

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

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	K5 - 2012 SOL Student Performance By Question data will be analyzed in all content areas to identify the weakest performing strands to develop an instructional pacing calendar that provides additional time to support these areas and is specific to the needs of the school by 8/20/2012
2	J2 - 2012 SOL data for Math 8 and Reading 8 will be evaluated by administrative and guidance staff to identify rising 9 th graders who failed to target for additional support with a reading or math skills class. Students who failed both with a score of 325 or below will be targeted for intensive support in these areas. The list will be generated by 6/25/2012.
3	K4 - Algebra I and Geometry curriculum will be developed using a problem-based approach with an assessment format similar to the Technology Enhanced Item questions of the 2012 SOL test to increase the level of rigor students are taught with by 8/20/2102
4	G6 - Administrative staff will develop a comprehensive attendance and tardy intervention plan in cooperation with district personnel to implement for the 2112-13 school year by 8/20/2102
5	G3 - School personnel will work the 2012 Cohort list by visiting, finding, calling, or whatever means necessary, to achieve an 85% graduation rate by 8/17/2012

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	G6 – Attendance for September 2012 will show a 15% increase in attendance from September 2011 based on aggressively implementing revised attendance and tardy policy during first 4 weeks of school.
2	J2 – By September 2012, develop intervention plans for 100% of 9 th grade students identified as Tier 2 or below as measured by Read 180 screening.
3	I8 – By the end of September 2012, conduct 200 classroom observations (10 per administrator per week), utilizing the Teachscape observation tool, and share data with teachers through departmental meetings as evidenced by observation logs and meeting agendas.

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

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

1	K2 – Spring 2013 SOL scores in all mathematics classes will have a first time pass rate of 70% by incorporating the new curriculum developed summer 2012 to raise the level of rigor and success on Technology Enhanced Items, constantly monitoring student performance data on formative and district assessment, adjusting interventions appropriate to identified tier levels, and early intervention for failing students.
2	K2 – Spring 2013 SOL scores in all social studies classes will have a first time pass rate of 70% by constantly monitoring student performance data on formative and district assessment, adjusting interventions appropriate to identified tier levels, and early intervention for failing students.
3	K2 – Spring 2013 SOL scores in all science classes will have a first time pass rate of 70% by constantly monitoring student performance data on formative and district assessment, adjusting interventions appropriate to identified tier levels, and early intervention for failing students, and adjusting curriculum to address the standards for the new test.
4	K2 – Spring 2013 SOL scores in all reading classes will increase 5% by incorporating the iStation and Read180 interventions, constantly monitoring student performance data on formative and district assessment, adjusting interventions appropriate to identified tier levels, and early intervention for failing students.
5	G3 – 2013 Cohort list will be monitored monthly with a report to the building Principal and Internal Lead Partner with a status update and plan by student name for achieving an 85% graduation rate.

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).
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Part IV (a): Interventions for students who are at-risk of failing a reading SOL

Tier 2	Description: Differentiated instruction will be provided during the student's English 11 class, or a student will be assigned to a Reading 10 class during their 10 th grade year. After school tutoring will be provided by the student's classroom teacher targeted to the student's individual needs; Provider: English 11 teacher, Reading 10 teacher
Tier 3	Description: In addition to Tier 2 interventions, students will also work with iStation or Read180 based on their progress with those interventions, students will also be placed in an English 11 or English 10 class that will also focus on their needs within the regular content class; Provider: English 10 or 11 teacher, Reading 10 teacher

Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL

Tier 2	Description: Differentiated instruction during the content class will be provided with spiraling reviews, using Tier 1 students as peer tutors. Before/After school tutoring will be provided as well; Provider: math teacher, peer tutor
Tier 3	Description: pullout tutoring during the school day will be provided by the math coach during elective class time, as well as before/after school tutoring programs. Students who fail the class first semester will be placed into an online credit recovery class either during the school day or after school to remediate and recover the failing credit; Provider: math coach, credit recovery program

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	Description: Students who failed the Reading 8 SOL will be placed into a Reading 9 elective class and work with an individualized plan based on their assessment through iStation with interventions from iStation progressing into Read180 as they master the iStation content and interventions. Students will also be placed in an English 9 class that will also target instruction through reading materials that are high interest, same genre, and level focused to develop reading skills appropriate to their needs with appropriate resources to have them be successful early in English ;Provider: Reading teacher, English teacher, and plans developed in cooperation with SPED staff and district English Coordinator. Students who fail EOC reading or writing will have an individualized plan for intervention that may include additional reading instruction and exposure to work keys writing test preparation as an alternate assessment. Provider: Reading teacher, English teacher, ELL teacher, SPED staff and district English Coordinator.
Tier 3	Description: In addition to Tier 2 supports, Tier 3 students will work intensively with iStation until their reading level improves to the point where shifting to Read180 is appropriate during their reading class.

Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above

Tier 2	Description: Students who failed the Math 8 SOL will be placed into a math skills class to specifically target foundational skills that need to be developed to be successful in Algebra I; Provider: math teacher and tutor. Students who failed EOC mathematics assessments will have an individualized plan for intervention that may include additional instructional time, tutoring, Power Saturdays, and project graduation.
Tier 3	Description: In addition to the math skills class Tier 3 students may also receive pullout tutoring from the math coach during elective class time; Provider: math coach

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: William Fleming High School				COHORT II <input checked="" type="checkbox"/>	COHORT I <input 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: \$7,000
	School Expenses \$	School Expenses \$		School Expenses \$472,981	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$62,731	
3000 – Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$27,300
	School Expenses \$	School Expenses \$		School Expenses \$25,000	
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: \$
	School Expenses \$	School Expenses \$		School Expenses \$4,000	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$3,000	
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$26,000
	School Expenses \$	School Expenses \$		School Expenses \$	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$	Other: \$60,300
	School Expenses \$	School Expenses \$		School Expenses \$567,712	
				Total Division Expenses \$	
				Total School Expenses \$567,712	
				TOTAL \$567,712	

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: William Fleming High School	COHORT II <input checked="" type="checkbox"/> COHORT I <input type="checkbox"/>
<p>1000 – Personnel (Use as much space as necessary.)</p> <p>Community Liaison and Culture Coach – \$65,000 Science Coach - \$42,866 9th Grade Transition Specialist - \$50,000 Math Teacher - \$43,000 Math Tutor – \$21,600 Science Tutor - \$21,600 English / Read 180 Teacher - \$39,405 Teacher on Assignment - \$34,524 History Coach (Part-Time) - \$10,000 After school remediation will be provided during the week and on Saturday (Power Saturdays). Both of these programs will include teacher led remediation as well as online credit recovery components. – Teacher Stipends for Power Saturdays and After school tutors; professional development for Social Studies teachers -- \$44,986 A pay for performance incentive program will be implemented to reward teachers with a bonus. This incentive will be tied to the teacher’s performance evaluation which includes goals for student performance. \$3,000 per qualified teacher – (\$100,000 total).</p> <p>TOTAL PERSONNEL COST: \$472,981 Other Funds: Project Graduation Academic Year Grant - \$7,000 (Teacher Stipends)</p>	
<p>2000 -Employee Benefits (Use as much space as necessary.) Employee Benefits for personnel stated above - \$62,731</p>	

<p>3000 - Purchased Services (Use as much space as necessary.) As part of the Transformation Model, the school will contract will New Teacher Center to provide training for principal, instructional coach, and teachers to increase the capacity of teachers to teach effectively by incorporating instructional best practices, self evaluation, and peer evaluation. School Improvement Consultant (formerly DOE Liaison to Roanoke City) will continue to work with the school (teachers and principal) and division-level administration to assist with transformation and school improvement efforts.</p> <p>New Teacher Center - \$10,000; School Improvement Consultant – \$15,000; TOTAL PURCHASED SERVICES: \$25,000</p> <p>Other Funds: Title II, A \$27,300 – New Teacher Center professional development (Mentor-Coaching Professional Development)</p>
<p>4000 - Internal Services (Use as much space as necessary.)</p>
<p>5000 - Other Charges (Use as much space as necessary.) Travel for school staff to attend trainings and professional development activities related to areas identified in the school improvement plan. (\$4,000)</p> <p>TOTAL OTHER CHARGES- \$4,000</p>
<p>6000 - Materials and Supplies (Use as much space as necessary.) Data folders (student) - \$3,000</p> <p>TOTAL MATERIALS: \$3,000</p>
<p>8000 – Equipment/Capital Outlay (Use as much space as necessary.)</p> <p>Other Funds: VPSA Educational Technology Supplemental (\$26,000) – Laptop Cart</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	\$	\$	\$	\$697,177	\$138,400	\$415,000	\$180,000
2000 - Employee Benefits	\$	\$	\$	\$137,520	\$30,850	\$117,580	\$45,000
3000 - Purchased Services	\$	\$	\$	\$177,180	\$27,300	\$67,970	\$
4000 - Internal Services	\$	\$	\$	\$	\$	\$	\$
5000 - Other Charges	\$	\$	\$	\$8,000	\$	\$38,000	\$
6000 - Materials and Supplies	\$	\$	\$	\$13,500	\$24,500	\$10,000	\$30,500
8000 - Equipment/ Capital Outlay	\$	\$	\$	\$	\$52,000	\$40,000	\$26,000
Total	\$	\$	\$	TOTAL Cohort II SIG Funds Only \$1,033,377	Total Other Funds \$273,050	TOTAL Cohort I SIG Funds Only \$688,550	Total Other Funds \$281,500

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

Due: June 1, 2012

Please complete this application for each school.

PART I: DIVISION INFORMATION

School Division Name:		Roanoke City Public Schools					
Division Contact:		Dr. Vella Wright / Carl McDaniel					
Telephone of Division Contact (include extension if applicable):			540-853-6113 / 540-853-2958		Fax:	540-853-1491 / 540-853-2959	
Email of Division Contact:		vwright@rcps.info / cmcdaniel@rcps.info					
Name of School	Lincoln Terrace Elementary		2012-2013 Grade Span	K-5	Projected School Membership	240	
	Current Percent Identified as Disadvantaged	91.6%	Current Percent Students with Disabilities	17.6%	Current Percent Limited English Proficient	3.4%	
Name of Principal		LaVerne P. Walker					
Telephone of Principal		540-853-2994					
Email of Principal		lwalker@rcps.info					

***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 —

- 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. Rita D. Bishop
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.

H. School Climate

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

- Accentuate positive communication in regards to teacher, staff, and student accomplishments.
- The principal celebrates individual, team, and school successes, especially related to student learning outcomes.
- The principal clearly communicates the message of change and keeps the line of communication open between principal staff members, parents, and students.
- Shared leadership

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

None noted.

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

- The school is participating in Positive Behavior Intervention Support (PBIS) to establish a climate in which appropriate behavior is the norm. PBIS entails introducing, modeling, and reinforcing positive social behavior as an important part of the student's educational experience. This teaching occurs within the classroom and is reinforced throughout the school campus. Teaching expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.
- PBIS has created an environment in which: a) learning and teaching are valued, and aggressive, unsafe behavior are discouraged; b) respect, responsibility, cooperation, and other highly valued character traits are taught and encouraged; c) individual differences are valued rather than criticized; d) educating students with disabilities can be supported more effectively and efficiently, and e) teaching fundamental skills like reading and math can be maximized.
- Student behavior has improved as students know that positive behavior is expected not only in the classroom but throughout the entire campus setting.
- The majority of discipline referrals during the second semester are for newly enrolled students.

11. 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?

- We have a new secretary who welcomes everyone with a smile and a good disposition.

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

- Need to examine the re-assignment of personnel to create more effective instructional teams.

13. 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?

- Over the summer the PBIS team will meet to plan signage and teacher lesson plans to enforce positive behavior.
- At the beginning of the school year we will have a PEP rally to celebrate the Spring 2012 test scores and to review schoolwide PBIS procedures.

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

- Award assembly for grades K-4 and 5th grade recognition day program.
- Student incentives for students who pass SOL tests.
- Cook out on field day
- End of year breakfast for teachers and staff.

I. 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?

- Each team member is accountable for the completion of tasks for specific Indicators.
- Each member has an opportunity during meetings to provide updates on their assigned tasks.
- Team members report out to their specific grade level for feedback and suggestions that is then brought back to the team

for consideration. This process allows all staff members to have input in the school plan.

Internal Lead Partner is in attendance at every Transformation Team meeting to provide state school improvement updates as well as advice for school improvement.

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

- Responsibilities are assigned based on team member job responsibilities.
- There is open communication and analysis of the Indistar plan during each monthly meeting. Central office staff are included on the Transformation team to ensure the lines of communication, in regards to instructional needs, remain open and the rapid improvement needs are transparent for the district and the school.
- Team members are aware of who to contact if additional resources are needed to complete a task or request additional information.

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

- Santa Cruz New Teacher Center serves as our External Partner and visits monthly to complete instructional audits that include classroom observations, strategic planning with Transformation Team members, and one-on-one planning with the principal.
- The principal, along with three teachers attended New Teacher Center Mentor Training offered at VCU in Richmond, VA. Topics included data analysis, team teaching, lesson design and positive behavior management. These 3 teachers serve as coaches to new and tenured teachers within the school.
- Key goals and objectives to improve the achievement gap and meet all state and federal goals are communicated to all instructional staff members. Performance objectives are built into the division/school/teacher observation process that includes data on observations, evaluations, and SMART Goals.
- Teachers requiring additional help will be provided resources from the school and/or central official Instructional Coaches.
- Human resources to improve student achievement are placed in areas of need.
- School Administration will provide staff with high quality, job embedded professional development through differentiated individual areas of need, small and large group sessions that include the principal and Instructional Coaches.
- All grade level and data meetings will require agendas, minutes, and action plans for instructional intervention strategies for identified students at risk for failure or behavior.

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

- The Leadership team, during monthly staff meetings, provided updates and status of the transformation progress, strategies being implemented, and ways in which staff members could contribute to the success of the school.
- The principal serves on the PTA Executive board and shares areas where community, volunteer, and parent involvement is needed.
- Meetings with External Lead Partners always resulted in new information or strategies for school improvement or change.
- Walkthrough data was shared with grade levels and the entire staff to share areas of strength and areas of improvement.
- With the help of RCPS Mentor, a K-5 data room was organized to show student achievement and areas of focus for each child.

J. Instruction

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

- During weekly data meetings teachers share which students need remediation on specific objectives. As a team, strategies and interventions are put in place for the student and then monitored for results.
- After the team has exhausted all of its resources and the student still needs additional help the student is then taken to the RtI team for further strategies.

- Student test data is disaggregated to determine specific objectives that a student is weak in.

7. How do teachers differentiate learning for students?

- Teachers consider student learning preferences, abilities, styles, and interests and create classroom climates that build student comfort levels, encourage both academic and personal growth, and promote acceptance of student differences. Teachers take into account the content, process, and product when planning instruction. They use a range of instructional and management strategies:
 - Affirm the learning strengths of all students.
 - Acknowledge the differing learning rates and styles of students.
 - Recognize that in order for work to be fair for all students, it will sometimes be different for some students.
 - Accept that success means different things to different people.
 - Allow students to work with various people, depending on learning tasks and student needs.
 - Recognize that student interest is the key to motivation and that students have different interests.
 - Promote personal responsibility for classroom learning.
 - Build feelings of self-confidence and confidence in learning and value effort.
 - Nurture students toward independent learning.
 - Support and celebrate student success.
 - Encourage the development of student strengths, interests, and learning preferences.
 - Nurture students' creative spirits.
 - Honor the work of all 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)

- All teachers follow the RCPS Curriculum Pacing Guide to assure that students are ready for the next grade level at the end of the school year. The principal monitors teachers to be sure that the pacing guide is adhered to by completing lesson plan checks, data meeting discussions and classroom walkthrough.

9. How are formative assessments used in your school?

- Teachers use formative assessments as on-going assessments, reviews and observations.
- Formative assessment helps teachers determine next steps to teach. When incorporated into classroom practice, teachers use formative assessment to provide the information needed to adjust teaching and learning while they are happening.
- Formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards-based learning goals within a set time frame. At the end of each day all teachers have Team Time, which is used in the Eight-Step Process to re-teach or enrich objectives.
- Formative assessments allow students to be involved in their learning, as assessors of their own learning and also serving as a resource for others. Fifth grade students serve as tutors for third grade students.

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

- We had a first year teacher who struggled with classroom management. A team, consisting of Mentor, SPED

Coordinator, and Behavior Specialist helped the teacher create behavior plans, differentiate instruction, and re-arrange her classroom to maximize instruction as well as control behavior. Instructional Assistants were given specific duties as well. By Spring, classroom management and student behavior were well managed.

K. External Support

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

- A new position, Family Community Engagement Coordinator (FCEC), was created to help build positive relationships between parents and community members.
- The FCEC has secured business leaders, community leaders, and churches to serve as volunteers. These organizations have also donated clothing and school supplies to students in need.

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

- The school Leadership and Transformation team will continue to revisit the number of community members and parents engaged in the school program and refine strategies to increase engagement.
- A number of families rely heavily on the school to provide meals to children during the week. Raleigh Court Church adopted our school as part of their weekend Back Pack Program that provides food to students over the weekend. We went from an initial 23 families to 48 families being served.
- Three area churches are now members of our CIA (Congregations in Action). Church members volunteer, assist with PTA and provide support to teachers as needed. They provided a breakfast for teachers and staff during Teacher Appreciation Week.
- Barrister Book Buddies are attorneys who adopt classrooms to read to one day per month, as a way of encouraging students to read.
- Junior Achievement provides 6 lessons to all grade levels. Lessons are all related to how students can build a better community, as well as teaches students that it is important that they give back to the community in which they live.
- Kiwanis club sponsors Terrific Kids and BUGS (Bringing Up Grades) as an incentive for students to model character education and work hard academically.

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

- Santa Cruz New Teacher Center will continue to serve as our External Partners. The focus for 2012-2013 is Differentiating Instruction and will focus on:
 - essential components of differentiation,
 - strategies for pre-assessment, flexible grouping, and tiered instruction,
 - how to identify and create entry points that help new teachers assess learning needs that require differentiated curriculum and instruction, and
 - mentoring language, tools, case studies, and formative assessment processes that help new teachers improve differentiation
- Classroom Monitoring tools will be renewed to provide the principal with classroom walkthrough tools for monitoring teacher instruction and student engagement.
- Two primary reading teachers (retired) will continue to provide small group and targeted instruction for grades 2-5.

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

- Our PTA membership has doubled this year.
- We have offered parents 46 opportunities to be involved in the school and their children's education. Combined, the total number of parent visits is 1,435.
- Two teachers received a grant to create a campus community garden. Parent volunteers have assisted in this endeavor.

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

- More parent participation and involvement is needed for programs that provide educational opportunities and instructional strategies. This is an area of weakness in our school.

L. Staffing and Relationships

12. 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?

This school year the principal determined that teachers remained in their assigned teaching area. In 2012-2013, several shifts in assignment are planned. A 5th grade teacher with strong teaching abilities in reading will move to 3rd grade, a grade level that struggles with reading comprehension. A teacher in 2nd grade will move into the 5th grade slot. A teacher assistant was hired in January, 2012 to provide computer skills for SOL testing. She has a graduate degree in Teaching, previously taught 5th grade in another state and has been instrumental in serving as a remediation teaching when she's not teaching in the computer lab and provided targeted instruction during the 20 Day SOL countdown. Her strengths would be better suited for the 5th grade position, however the principal has not been allowed to move her into the position.

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

- Informal and formal observations
- Student engagement
- Teaching strategies and differentiation of instruction
- Student data results
- Strategies the teacher uses to re-teach and enrich students
- The number of discipline referrals

14. Describe how teachers are provided professional development.

- Whole school professional development is based on curriculum changes or areas of need school wide, such as instructional strategies for teaching content vocabulary.
- Individual teacher professional development is differentiated based on an area that a teacher needs improvement in, such as classroom management.
- Group professional development is assigned to specific teachers who will serve in a specialized role or provide professional development to other teachers, such as teachers attending Santa Cruz New Teacher Center training.

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

often?

- The principal is evaluated by the Superintendent two times a year. The Executive Director for K-5 Instruction visits the school at least monthly and provides formal and informal feedback.

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

- The principal views online applicants. Once a decision is made to interview the applicant the principal contacts the Human Resource department who then schedules an interview appointment for the principal.
- The principal has not been able to routinely select teachers before other schools in the division. For the 2011-2012 school year, one teacher was placed at the school by the district; one teacher-on-assignment was moved from another school to Lincoln Terrace at the request of the principal.

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

- Professional development on Marzano Vocabulary Instruction was to take place during the 2011-2012 school year. Due to time constraints the professional development did not take place. Books were ordered and there is still a great need to improve content vocabulary.
- Teachers will use a book given to them at the beginning of the 2011-2012 school year, *Qualities of Effective Teachers, 2nd* by James H. Stronge, whose research identifies specific teacher behaviors that contribute to student achievement: their own preparation, personality, and practices. Teachers will use this book to create a personal goal to improve student learning. The book includes tools for engaging at-risk students and high-ability students. It also includes skills checklists and an expanded, annotated bibliography to provide a springboard for further insight and exploration.
- Topics for learning how to be a effective teachers include:
Prepare to be effective educators.
Establish, manage, and maintain learning-focused classroom environments.
Organize time, communicate expectations, and plan instruction.
Present curriculum to support active and engaged learning.
Monitor student progress, identify student potential, and meet the needs of special populations in the classroom.

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

- All new teachers to the building meet with the principal who goes over rules, procedures, and the Transformation Plan. The teacher is assigned a mentor to help with the transition. Three teachers who participated in the Santa Cruz New Teacher Mentor Training will serve as mentors for new teachers.
- All teachers new to RCPS is assigned a mentor through the Human Resource Department.

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

- The relationship is one in which team members can speak freely and offer suggestions and strategies.
- Area of improvement: Staff members who serve on the team should meet prior to the monthly Transformation Meeting.

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

- There is mutual respect between the Lead Turnaround Partner and the principal.

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

- There is mutual respect between the Internal Lead Partner and the principal.

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

- Both partners have one common goal, to improve student learning and to provide the principal with the tools, resources, and means to make that possible.

M. 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 school improvement plan is a team effort. The principal and data entry person collaborate when entering information into Indistar. The plan is sent to team members to view, as well as shared during the Transformation Team meetings. Nothing is final, as the plan is ongoing which allows changes and additions to be made at any time.

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?

- As a change leader it is the responsibility of the principal to make sure that all Strands in Indistar are completed. Collaboration takes place between team members but if a final decision is to be made the principal is the one to do so.

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

- None noted.

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).

- Schools in Improvement should be given top priority when hiring teachers.

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

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

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

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

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

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

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

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

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	2011-2012 SOL mathematics data will be disaggregated by 100% of intermediate grade level teachers to determine areas of weakness and develop small group and targeted instruction based on data analysis. <i>Strand K: K5 All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.</i>
2	School procedure visual aids and lesson plans to teach/model school procedures will be created based on an analysis of 2010 – 2011 and 2011-2012 discipline data of where discipline occurs most often and activities that students are in when the behavior occurs. <i>Strand D: D5 The School has established a positive organizational culture.</i>
3	A Lagging Indicator goal is for 30% of students to be at the advanced level and 70% of students to be at the proficiency level on Reading and Mathematics state assessments as evidenced by 2011-2012 Spring SOL data. 100% of intermediate grade level teachers will analyze SOL data to place students in appropriate Tier Level. Personalized Education Plans will be created with the goal to raise each student one SOL level by the end of the 2012 – 2013 school year.

	<i>Strand K: K5 All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.</i>
4	2011-2012 end of year PALS data will be analyzed by 100% of teachers of grades K-3 to develop Personalized Education Plans goals for all students to make or exceed grade level expectations. <i>Strand K: K5 All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.</i>
5	For the 2011-2012 school year, the goal was to lower the rate of student office discipline referrals by 15%. The PBIS team will analyze discipline data to determine specific students with reoccurring discipline referrals and create Personalized Education Plans to include behavior goals, interventions and strategies. The PBIS team will analyze discipline data and rank discipline referrals by classroom teacher to determine specific teachers requiring professional development in classroom management. <i>Strand D: D5 The School has established a positive organizational culture.</i> <i>Strand I: I3 The LEA/School aligns professional development with identified needs based on staff evaluation and student performance.</i> <i>Strand I: The LEA ensures that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve.</i>

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>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. <i>Strand K: K9 All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.</i></p>
2	<p>Grade level reading 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. <i>Strand K: K9 All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.</i></p>
3	<p>Grade level reading teachers will increase teaching of content vocabulary 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. <i>Strand K: K9 All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.</i></p>

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>	
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implemented under each indicator to accomplish each goal.)	
1	During the 2012-2013 school year, 100% of students will improve their math problem-solving skills as measured by pre and post test growth from the beginning of the school year to the end of the school year. <i>Strand K: K9 All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.</i>
2	During the 2012-2013 school year, the number of first through fifth grade regular education students improving their writing skills in targeted traits will increase 5% at each grade level as measured by the Six-Traits scoring rubric monthly grade level assessments. New principal will need to evaluate the appropriateness of a 5% increase. <i>Strand K: K9 All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.</i>
3	During the 2012-2013 school year, parent/community involvement activities will increase by 10% as evidenced by school volunteer reporting and Title I parent/community involvement monthly data reporting. <i>Strand D: D3 The LEA/School has engaged parents and community the transformation process.</i>
4	During the 2012-2013 school year we will decrease student office referrals by 15% as measured by end of year E-School discipline data and quarterly student assembly recognition. <i>Strand D: D5 The LEA/School has established a positive organizational culture.</i>
5	During the 2012-2013 school year 80% of special education students will be proficient in reading and math on appropriate grade level assessments by the end of the 2012-2013 school year. <i>Strand K: K9 All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.</i>

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).
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Part IV (a): Interventions for students who are at-risk of failing a reading SOL	
Tier 2	3 – 5 grade reading teachers will work collaboratively to develop a list of lesson plans and instructional strategies utilizing scientifically based reading research (SBRR) and targeted supplemental programs to teach critical elements outlined in the Reading SOL's for teacher, primary reading teacher, instructional assistant, Reading Resource teacher and after school tutor to use with the students identified by grades C-D, low weekly formative assessment performance and scoring 70-80% on 9-weeks assessment during 30 minutes of small group instruction and during team time 4 days per week for 20 minutes. Teachers will review monthly results from istation usage and reporting data and weekly interactive achievement testing data.
Tier 3	3 – 5 grade reading teachers will work collaboratively to develop a list of lesson plans and instructional strategies utilizing scientifically based reading research (SBRR) targeted diagnosed reading deficits in one or more of the five critical areas of reading to teach critical elements outlined in the Reading SOL's for teacher, primary reading teacher, instructional assistant, Reading Resource teacher and after school tutor to use with the students identified by grades D-F, low weekly formative assessment performance and scoring below 70% on 9-weeks assessment during 30 minutes of small group instruction and during team time 4 days per week for 20 minutes. Teachers will review monthly results from istation usage and reporting data and weekly interactive achievement testing data.
Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL	
Tier 2	3 – 5 grade mathematics teachers will work collaboratively to develop a list of lesson plans and instructional strategies utilizing scientifically based math research (SBMR) and targeted supplemental programs to teach critical elements outlined in the Mathematics SOL's for teacher, instructional assistant, Mathematics Resource teacher and after school tutor to use with the students identified by grades C-D, low weekly formative assessment performance and scoring 70-80% on 9-weeks assessment during 30 minutes of small group instruction and during team time 4 days per week for 20 minutes. Teachers will review daily and weekly informal assessments and weekly interactive achievement testing data.
Tier 3	3 – 5 grade mathematics teachers will work collaboratively to develop a list of lesson plans and instructional strategies utilizing scientifically based math research (SBMR) and targeted supplemental programs to teach critical elements outlined in the Mathematics SOL's for teacher, instructional assistant, Mathematics Resource teacher and after school tutor to use with the students identified by grades D-F, low weekly formative assessment performance and scoring below 70% on 9-weeks assessment during 30 minutes of small group instruction and during team time 4 days per week for 20 minutes. Teachers will review daily and

	weekly informal assessments and weekly interactive achievement testing data.
Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable	
Tier 2	K-2 and Reading Resource teachers will work collaboratively to develop a list of intervention activities to use with students identified as Tier 2 based on PALS testing data for teachers, instructional assistants and after school teachers to provide at least 2 ½ hours of additional instruction over and beyond what is given during regular classroom instruction that includes intense small group instruction based on instructional level and targeted to individual needs. Teachers will review results of PALS testing as they are completed in quarterly and will review and monitor istation monthly usage reporting data.
Tier 3	K-2 and Reading Resource teachers will work collaboratively to develop a list of intervention activities to use with students identified as Tier 3 based on PALS testing data for teachers, instructional assistants and after school teachers to provide at least 3 hours of individualized instruction over and beyond what is given during regular classroom instruction that includes intense instruction based on instructional level and targeted to individual needs. Teachers will review results of PALS testing as they are completed in quarterly and will review and monitor istation monthly usage reporting data.
Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above	
Tier 2	3 – 5 grade reading teachers will work collaboratively to develop a list of lesson plans and instructional strategies utilizing scientifically based reading research (SBRR) and targeted supplemental programs to teach critical elements outlined in the Reading SOL's for teacher, primary reading teacher, instructional assistant, Reading Resource teacher and after school tutor to use with the students identified as not proficient on the previous SOL test, low weekly formative assessment performance and scoring 70-80% on 9-weeks assessment during 30 minutes of small group instruction and during team time 4 days per week for 20 minutes and required after school tutoring 3 times per week for 60 minutes. Teachers will review monthly results from istation usage and reporting data and weekly interactive achievement testing data.
Tier 3	3 – 5 grade reading teachers will work collaboratively to develop a list of lesson plans and instructional strategies utilizing scientifically based reading research (SBRR) targeted diagnosed reading deficits in one or more of the five critical areas of reading to teach critical elements outlined in the Reading SOL's for teacher, primary reading teacher, instructional assistant, Reading Resource teacher and after school tutor to use with the students identified as not being proficient on the previous SOL test, low weekly formative assessment performance and scoring 70-80% on 9-weeks assessment during 30 minutes of small group instruction and during team time 4 days per week for 20 minutes, and required after school tutoring 3 times per week for 60 minutes. Teachers will review monthly results from istation usage and reporting data and weekly interactive achievement testing data.
Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above	
Tier 2	3 – 5 grade mathematics teachers will work collaboratively to develop a list of lesson plans and instructional strategies utilizing scientifically based math research (SBMR) and targeted supplemental programs to teach critical elements outlined in the Mathematics SOL's for teacher, instructional assistant, Mathematics Resource teacher and after school tutor to use with the students identified by grades C-D, low weekly formative assessment performance and scoring 70-80% on 9-weeks assessment during 30 minutes of small group instruction and during team time 4 days per week for 20 minutes, and required after school tutoring 3 times per week for 60 minutes. Teachers will review daily and weekly informal assessments and weekly interactive achievement testing data.
Tier 3	3 – 5 grade mathematics teachers will work collaboratively to develop a list of lesson plans and instructional strategies utilizing scientifically based math research (SBMR) and targeted supplemental programs to teach critical elements outlined in the Mathematics SOL's for teacher, instructional assistant, Mathematics Resource teacher and after school tutor to use with the students identified by grades D-F, low weekly formative assessment performance and scoring below 70% on 9-weeks assessment during 30 minutes of

	small group instruction and during team time 4 days per week for 20 minutes, and required after school tutoring 3 times per week for 60 minutes. Teachers will review daily and weekly informal assessments and weekly interactive achievement testing data.
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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: Lincoln Terrace Elementary				COHORT II <input checked="" type="checkbox"/>	COHORT I <input 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: \$131,400
	School Expenses \$	School Expenses \$		School Expenses \$349,065	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$30,850
	School Expenses \$	School Expenses \$		School Expenses \$76,220	
3000 – Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$25,880	
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: \$
	School Expenses \$	School Expenses \$		School Expenses \$4,000	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$24,500
	School Expenses \$	School Expenses \$		School Expenses \$10,500	
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$26,000
	School Expenses \$	School Expenses \$		School Expenses \$	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$	Other: \$212,750
	School Expenses \$	School Expenses \$		School Expenses \$465,665	
				Total Division Expenses \$	
				Total School Expenses \$465,665	
				TOTAL \$465,665	

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: Lincoln Terrace Elementary	COHORT II <input checked="" type="checkbox"/>	COHORT I <input type="checkbox"/>
<p>1000 – Personnel (Use as much space as necessary.) Instructional Coach/Behavior Specialist to provide additional curriculum and instructional, as well as teach positive behavior skills to students to help raise academic achievement level and promote social skills. (\$37,286) Resource Teacher to provide inquiry based lessons that focus on state standards, and imbed the use of educational technology within a task to enhance and facilitate the learning process. (\$45,000) Home-School Coordinator to partner with parents, community based organizations, health clinics, other state or local agencies to create a safe school environment that meet student needs and provide parent resources and support. (\$39,000)</p> <p>Teaching Assistant (\$16,065) and one instructional assistant (\$11.313) for grades 4 and 5 to provide additional classroom support through a push-in model.</p> <p>SIG Funds will be allocated to compensate staff by offering teacher incentives (pay for performance) based on teacher performance model. (27 teachers @ \$5,000= \$135,000)</p> <p>Teacher stipends will be provided for the following activities: Teacher Professional Learning Communities – 90 minutes per week of PLC time; Professional Learning Community Data Training; additional duties beyond contracted hours such as School Improvement Planning; Curriculum Committee Meetings; and Leadership Team Meetings (\$26,000).</p> <p>Primary Reading Teachers – 2 retired teachers (part-time) to provide additional classroom support through a push-in model (\$36,000); Substitute Teachers to enable grade level teachers to meet one full day each quarter for team planning, lesson design, data analysis, preparation of assessments, and reviews of instructional strategies (\$3,400)</p> <p>TOTAL PERSONNEL COST: \$349,065</p> <p>Other Funds: Title I, A (\$90,000) – 2 Reading Specialists; Teacher Stipends for After-school Instruction Program (\$10,800). Title IV, B 21st CLC Grant – Teacher Stipends (\$30,600)</p>		

<p>2000 -Employee Benefits (Use as much space as necessary.) Employee Benefits for the personnel positions and stipends listed in category 1000 --- \$76,220</p> <p>Other Funds: Title I, A – Benefits for Reading Specialists positions and Teacher Stipends (\$30,850)</p>
<p>3000 - Purchased Services (Use as much space as necessary.) As part of the Transformation Model, the school will contract will New Teacher Center to provide training for principal, instructional coach, and teachers to increase the capacity of teachers to teach effectively by incorporating instructional best practices, self evaluation, and peer evaluation. School Improvement Consultant to assist with school improvement and reform efforts. I Station -- a data-driven reading intervention program to promote reading acceleration and progress through a high-interest online interactive curriculum. Professional development to improve vocabulary instruction and reading. Additional staff development based on needs identified by SOL results, benchmark tests, and principal and instructional coaches observations. Istation - \$6,500; School Improvement Consultant - \$15,000; New Teacher Center (workshops/institutes) - \$4,380.</p> <p>TOTAL PURCHASED SERVICES: \$25,880</p>
<p>4000 - Internal Services (Use as much space as necessary.)</p>
<p>5000 - Other Charges (Use as much space as necessary.) Travel for school staff to attend SIG trainings and professional development activities related to areas identified in the school improvement plan.</p> <p>TOTAL OTHER CHARGES: \$4,000</p>
<p>6000 - Materials and Supplies (Use as much space as necessary.) Instructional materials will be purchased at all grade levels as part of the schools improvement efforts. SOL Coach materials which are specific to Virginia’s Standards of Learning will be purchased. Additional instructional materials for the after-school instructional program will also be purchased.</p> <p>TOTAL MATERIALS/SUPPLIES: \$10,500</p> <p>Other Funds: Title I, A – materials for after-school instruction program (\$3,000); Title IV, B – 21st CLC Grant – materials, activities, parent/family events (\$21,500)</p>
<p>8000 – Equipment/Capital Outlay (Use as much space as necessary.)</p> <p>Other Funds: VPSA Educational Technology Supplemental (\$26,000) – Laptop Cart</p>

