

**FY2010 Schools  
Application for Year 2 Continued Funding**

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

**Due: July 9, 2012**

Please complete this application for each school.

**PART I: DIVISION INFORMATION**

School Division Name:		Smyth County			
Division Contact:		Mr. Dennis Carter, Director of Curriculum and Instruction			
Telephone of Division Contact (include extension if applicable):		276-783-8865 Ext. 2229	Fax:	276-783-3291	
Email of Division Contact:	denniscarter@scsb.org				
Name of School	Marion Intermediate	2012-2013 Grade Span	3-5	Projected School Membership	410
	Current Percent Identified as Disadvantaged	67.74%	Current Percent Students with Disabilities	21.7%	Current Percent Limited English Proficient
					.5%
Name of Principal		Mr. Gary Foulke			
Telephone of Principal		276-783-2609			
Email of Principal		garyfoulke@scsb.org			

Name of School	Marion Primary	2012-2013 Grade Span	K-2	Projected School Membership	426
	Current Percent Identified as Disadvantaged	66.04%	Current Percent Students with Disabilities	14.6%	Current Percent Limited English Proficient
					.23%
Name of Principal		Mrs. Kimberly Williams			
Telephone of Principal		276-783-3021			
Email of Principal		kimwilliams@scsb.org			

**PART II: GOAL SETTING**

- A. Based on the school's 2011-2012 improvement plan, list the outcomes resulting from the reform efforts implemented under 1003(g) SIG funding during the 2011-2012 term.

Please describe in detail the 2011-2012 outcomes below.

**Smyth County Public Schools used a partnership with the University of Virginia School Turnaround Specialist Program to meet requirements for Tier 3 Title I schools receiving School Improvement part (g) grants. Both Marion Intermediate and Marion Primary Schools developed a 90-Day Action Plan which outlined school performance challenges/top priorities, long-term performance goals, root causes of the performance challenges, and actions to address these root causes for each semester of the 2011-2012 school year. These documents served as the primary component of our school improvement plans.**

1	Marion Intermediate School saw an increase in the Reading SOL pass rate for Grades 3 and 5 of 10% and 3% respectively. Both Marion Intermediate and Marion Primary Schools supported reform efforts implemented under 1003(g) SIG funding to ensure a balanced and comprehensive approach to reading instruction. Each reading teacher determined a student's independent and instructional reading level and used that information to structure reading time. A variety of teaching strategies was used to accommodate children at each instructional level, with a focus on early intervention to ensure all students' success.
2	Marion Intermediate School saw an increase in the Grade 5 Writing SOL pass rate of 16%. Both Marion Intermediate and Marion Primary Schools supported reform efforts implemented under 1003(g) SIG funding to ensure a balanced and comprehensive approach to writing instruction. Teaching writing was an integral component of daily literacy instruction in Grades K-5. Rubrics found in the <b>6+1 Traits</b> writing program were used to evaluate writing and document student progress in the writing processes. Teachers received professional development from presenters affiliated with Education Northwest. Teacher trainers received additional professional development which they then brought back to instructional teams. Resources were purchased using SIG funds to support the use of anchor papers and appropriate literature to support writing instruction in the literacy block and across the content areas. As a part of writing instruction in Grade 5, T/TAC trainers from Radford University collaborated with the Instructional Consultation Team facilitator and classroom teachers to provide additional strategy support.
3	Marion Intermediate School supported reform efforts implemented under 1003(g) SIG funding to ensure a balanced and comprehensive approach to math instruction. The school saw significant growth by grade level as reported on Northwest Evaluation Association's Measures of Academic Progress (MAP). Ninety-seven percent of Grade 3 students showed a gain in their math score from Fall 2011 to Spring 2012, while eighty-four percent of Grade 4 students and eighty-six percent of Grade 5 students showed math growth during the same period. Teachers used pre-/post-assessment data to monitor student understanding. Instructional teams also used this data along with benchmark and MAP data to identify students who would benefit from more intense intervention from a Title I or special education teacher outside of the scheduled instruction time. Manipulatives were used more effectively to introduce and reinforce mathematical concepts. Professional development was provided by Gretchen Childs to support those teachers having difficulty with this strategy and to enhance instruction of those already incorporating manipulatives in math planning.
4	The second 90-Day Action Plan of both schools identified improvement of the overall effectiveness of instructional team meetings as being a top priority. The leadership teams believed that the root cause of ineffective team meetings was teachers' unproductive use of data to instruct, accelerate, and enrich individual students in math and reading. To address this root cause, teachers were provided data within 48 hours of the window closure of more comprehensive formative assessments. The division will contract with Interactive Achievement to purchase a Longitudinal Data System, starting in the 2012-2013 school year. This will provide administrators a valuable tool to ensure the timely delivery of future data. A grade level data day was held where the classroom teachers, Title I teachers, other interventionists, and administrators used assessment analysis sheets to identify students who would benefit from more intense intervention outside the scheduled instruction and the area(s) needing improvement. The team then used this information to develop a Student Acceleration Plan (SAP) to be used as a road map for intervention. Plans were then reviewed for student progress at subsequent instructional team meetings.
5	The second 90-Day Action Plan of both schools identified improving the performance of the Special Education subgroup in reading and math as being a top priority. The root cause of this challenge was determined to be a lack of explicit instruction and student engagement. To begin addressing this root cause, both schools organized site visits with Dr. Sarah Powell and Dr. Michael Kennedy of the University of Virginia's Curry School of Education. Drs. Powell and Kennedy observed

instruction in both inclusion classrooms and small groups. They provided feedback to the instructional staff and administrators regarding the use of explicit instruction and embedding positive language into teaching with all students. Gretchen Childs provided professional development to reading intervention teachers focusing on developing effective plans for small group instruction. A team from Radford University's T/TAC also provided embedded professional development throughout the 2011-2012 school year on effective strategies to engage the special education learner. The initial results of these efforts were evident in improvement in spring benchmark and MAP scores in reading and math; however, the leadership teams at both schools feel that this is a matter that continues to require attention as we move to the 2012-2013 school year as evidenced by Spring 2012 SOL data.

B. Use the current 2011-12 data from Quarterly Reports, Interventions, Dataation, etc. and other data sources collected to respond to the following questions for continued FY2009 1003(g) grant funding.

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

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

1	By June 2013 SOL mathematics scores will increase by 15% in Grade 3, by 12% in Grade 4, and by 17% in Grade 5 to meet the state benchmark of 70% by focusing on the effectiveness of intervention and acceleration services using the pre-/post-assessments as a screening tool for all students to identify areas of relative strength and weakness, design intervention and acceleration content, establish a timeline for intervention services, and document formative assessment results in the form of benchmark and MAP data.
2	By June 2013 SOL reading scores will increase by 10% in Grade 3, by 21% in Grade 4, and 11% in Grade 5 to meet the benchmark of 90% established by the school level leadership team by focusing on a balanced and comprehensive approach to reading instruction where all children's learning differences are accommodated through the use of appropriately leveled texts and a variety of teaching strategies in the literacy block and all other content areas. Individual teachers and grade level instructional teams will focus on the effectiveness of small group instruction using the pre-/post-assessments as a screening tool for all students to identify areas of relative strength and weakness, design intervention and acceleration content, establish a timeline for intervention services, and document formative assessment results in the form of PALS, benchmark, and MAP data.
3	By June 2013 SOL mathematics scores for the special education subgroup will meet the state benchmark of 70% by focusing on the quality of core instruction through the use of explicit instruction and embedded positive language. Teachers will use a direct approach to teaching that includes a series of scaffolds that guide students through the learning process with clear statements regarding the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional objective, and supported practice with feedback until independent mastery is achieved as determined by scores on formative assessments, including post-assessments and benchmarks.
4	By June 2013 SOL reading scores for the special education subgroup will meet the benchmark 90% as established by the school level leadership team by focusing on the quality of core instruction through the use of a balanced and comprehensive approach to reading instruction which uses explicit instruction and embedded positive language to maximize student academic growth. Again, teachers will use a direct approach to teaching that includes a series of scaffolds that guide students through the learning process with clear statements regarding the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional objective, and supported practice with feedback until independent

	mastery is achieved as determined by scores on formative assessments, including PALS, post-assessments, and benchmarks.
5	By January 2013 a process will be in place whereby students in need of more intense intervention services outside of classroom instruction are promptly identified. This process will include the development of a Student Acceleration Plan which outlines and documents appropriate intervention services and personnel, includes a projected timeline of services, and identifies the appropriate monitoring tool(s). The intervention team will use math and reading pre-/ post-assessments and benchmarks as the primary screening tools to identify skills areas of relative weakness.

**Part III: BUDGET (SCHOOL)**

**Budget Summary**

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

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

See following pages for budget form(s).

## Budget Expenditure Code Definitions

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

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

Part III (a): School Budget Summary

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

School Name Marion Intermediate School		Year 2: 2012-2013		
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds	
1000 – Personnel	Division Expenses	Division Expenses	Other:	\$236,284.00
	School Expenses	School Expenses		\$0
2000 – Personnel	Division Expenses	Division Expenses	Other:	\$76,122.14
	School Expenses	School Expenses		\$0
3000 – Purchased Services	Division Expenses	Division Expenses	Other:	\$3,955.00
	School Expenses	School Expenses		\$0
4000 - Internal Services	Division Expenses	Division Expenses	Other:	\$
	School Expenses	School Expenses		\$0

5000 - Other Charges	Division Expenses	\$	Division Expenses	\$0	Other:	\$
	School Expenses	\$2,000.00	School Expenses	\$0		
6000 - Materials and Supplies	Division Expenses	\$	Division Expenses	\$0	Other:	\$20,246.00
	School Expenses	\$51,152.96	School Expenses	\$0		
8000 - Equipment/ Capital Outlay	Division Expenses	\$	Division Expenses	\$0	Other:	\$
	School Expenses	\$14,828.00	School Expenses	\$0		
Total	Division Expenses	\$	Division Expenses	\$0	Other:	\$336,607.14
	School Expenses	\$250,000.00	School Expenses	\$0		
Total Division Expenses \$						
Total School Expenses \$250,000.00						
TOTAL (Do not include "Other") \$250,000.00						

Part III (b): School Budget Narrative

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

<p>SCHOOL NAME: SAMPLE</p>
<p>1000 – Personnel (Use as much space as necessary.)          Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 ( 1.5 hrs/3 days/wk @ \$75 over 30 weeks) (\$10,125, SIG)          Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI and \$15,000 local match)</p>
<p>SCHOOL NAME: Marion Intermediate School</p>
<p>1000 – Personnel (Use as much space as necessary.)          School Improvement Coach to be shared with Marion Primary School (\$28,380, SIG); Reading and Math Interventionist (\$58,886, SIG); Reading Interventionist for extended day morning program (1 hr./5 days/wk. @ \$100 over 30 weeks) (\$3,000, SIG); Math Interventionist for extended day morning program (1 hr./5 days/wk. @ \$100 over 30 weeks) (\$3,000, SIG); Supervisor for extended day morning program (1 hr./5 days/wk. @ \$100 over 30 weeks) (\$3,000, SIG); Reading Interventionist for extended day afternoon program (1 hr./2 days/wk. @ \$40 over 30 weeks) (\$1,200, SIG); Math Interventionist for extended day afternoon program (1 hr./2 days/wk. @ \$20 over 30 weeks) (\$1,200, SIG); Supervisor for extended day afternoon program (1 hr./2 days/wk. @ \$80 over 30 weeks) (\$1,200, SIG); Leadership Team Stipends (7 team members @ \$300/teacher) to return outside contract hours (\$2,100, SIG); Teacher Stipends (28 Grades 3-5 teachers @ \$200/teacher over 4 days) for summer reading and math curriculum and assessment development (\$11,200, SIG); Substitutes (20 substitutes @ \$60/day) for data days (\$15,600, SIG); Substitutes (20 substitutes @ \$60/day) for coverage during professional development (\$3,600, SIG); School Improvement Coach outside contracted days (\$20/hour up to but not to exceed \$3000 per school, SIG)</p> <p><b>SIG TOTAL: \$ 135,366</b></p>
<p>2 Title I math teachers, 3-5 (\$107,510, Title I); 2 Title I reading teachers, 3-5 (\$93,038, Title I); Reading Specialist, 3-5 (\$35,736, state and local funds)          2000 -Employee Benefits (Use as much space as necessary.)          Fringe Benefits for School Improvement Coach shared with Marion Primary School: \$6,368.47, SIG          Fringe Benefits for Reading and Math Interventionist: \$17,834.02          Employer FICA contribution for Reading Interventionist for extended morning program: \$229.50          Employer FICA contribution for Math Interventionist for extended morning program: \$229.50</p>

<p>Employer FICA contribution for Supervisor for extended morning program: \$229.50  Employer FICA contribution for Reading Interventionist for extended afternoon program: \$91.80  Employer FICA contribution for Math Interventionist for extended afternoon program: \$91.80  Employer FICA contribution for Supervisor for extended morning program: \$91.80  Employer FICA contribution for Leadership Team stipends: \$53.55  Employer FICA contribution for teacher stipends for Summer 2013: \$856.80  Employer FICA contribution for substitutes for data days: \$1,193.40  Employer FICA contribution for professional development: \$275.40  Employer FICA contribution for School Improvement Coach stipend for Summer 2013: \$229.50</p> <p><b>SIG TOTAL: \$27,775.04</b></p>	
<p>Total Fringe Benefits for Title I teachers and Reading Specialist from Other Funds: \$76,122.14</p> <p>3000 - Purchased Services (Use as much space as necessary.)</p> <p>partnership with the University of Virginia School Turnaround Specialist Program (\$7,823, SIG); Criterion to support writing instruction in Grade 5 (\$1,920, SIG); Reading a-z (\$2,040, SIG); Brain Pop (\$2,095); additional purchased services approved during 2012-2013 (\$5,000, SIG)</p> <p><b>SIG TOTAL: \$18,878</b></p>	
<p>Other Funds: Local Professional Development, \$3,000.00; Longitudinal Data System, \$955.00</p> <p>4000 - Internal Services (Use as much space as necessary.)</p> <p>5000 - Other Charges (Use as much space as necessary.)</p> <p>Travel expenses related to professional development (\$2,000, SIG)</p> <p><b>SIG TOTAL: \$2,000</b></p> <p>6000 - Materials and Supplies (Use as much space as necessary.)</p> <p>Materials and instructional supplies to support whole group and small group instruction in reading and math, integration of literacy and math skills in content area instruction, and intervention services (\$, SIG)</p> <p><b>SIG TOTAL: \$ 51,152.96</b></p> <p>Other Funds: Instructional Allocation, \$53.00/student for 382 students, \$20,246.00</p>	

8000 – Equipment/Capital Outlay (Use as much space as necessary.)  
 Apple iPad Learning Lab with 10 iPad 2 devices (\$6,299); 2 iPad 2 16 GB 10-packs (\$7,580); MacBook Air 64 GB (\$949)  
**SIG TOTAL: \$14,828**

School Name Marion Primary School		Year 2: 2012-2013		
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds	
1000 – Personnel	Division Expenses	Division Expenses	Other:	\$213,652.00
	School Expenses	School Expenses		
2000 – Personnel	Division Expenses	Division Expenses	Other:	\$71,043.51
	School Expenses	School Expenses		
3000 – Purchased Services	Division Expenses	Division Expenses	Other:	\$4,012.50
	School Expenses	School Expenses		
4000 - Internal Services	Division Expenses	Division Expenses	Other:	\$
	School Expenses	School Expenses		

5000 - Other Charges	Division Expenses	\$	Division Expenses	\$0	Other: \$
	School Expenses	\$2,000.00	School Expenses	\$0	
6000 - Materials and Supplies	Division Expenses	\$	Division Expenses	\$0	Other: \$21,465.00
	School Expenses	\$55,308.41	School Expenses	\$0	
8000 - Equipment/ Capital Outlay	Division Expenses	\$	Division Expenses	\$0	Other: \$
	School Expenses	\$14,828.00	School Expenses	\$0	
Total	Division Expenses	\$	Division Expenses	\$0	Other: \$310,173.01
	School Expenses	\$250,000.00	School Expenses	\$0	
			Total Division Expenses	\$0	
			Total School Expenses	\$250,000.00	
			TOTAL (Do not include "Other")		\$250,000.00

SCHOOL NAME: Marion Primary School

1000 – Personnel (Use as much space as necessary.)

School Improvement Coach to be shared with Marion Intermediate School (\$28,380 , SIG); Reading and Math Interventionist (\$49,175 , SIG); Reading and Math Interventionist (3 hr./5 days/week @ \$60/day over 150 days) to provide intense intervention during the daily intervention blocks (\$9,000); Reading Interventionist for extended day morning program (1 hr./5 days/wk. @ \$100 over 30 weeks) (\$3,000, SIG); Math Interventionist for extended day morning program (1 hr./5 days/wk. @ \$100 over 30 weeks) (\$3,000, SIG); Supervisor for extended day morning program (1 hr./5 days/wk. @ \$100 over 30 weeks) (\$3,000, SIG); Reading Interventionist for extended day afternoon program (1 hr./2 days/wk. @ \$40 over 30 weeks) (\$1,200, SIG); Math Interventionist for extended day afternoon program (1 hr./2 days/wk. @ \$20 over 30 weeks) (\$1,200, SIG); Supervisor for extended day afternoon program (1 hr./2 days/wk. @ \$80 over 30 weeks) (\$1,200, SIG); Leadership Team Stipends 7 team members @ \$300/teacher) to return outside contract hours (\$2,100, SIG); Teacher Stipends (30 Grades 3-5 teachers @ \$200/teacher over 4 days) for summer reading and math curriculum and assessment development (\$12,000, SIG); Substitutes (20 substitutes @ \$60/day) for data days (\$15,600, SIG); Substitutes (20 substitutes @ \$60/day) for coverage during professional development (\$3,600, SIG); School Improvement Coach outside contracted days (\$20/hour up to but not to exceed \$3000 per school, SIG)

**SIG TOTAL: \$ 135,455**

4 Title I teachers, K-2 (\$169,646, Title I); Reading Specialist, K-2 (\$44,006, state and local funds)

2000 -Employee Benefits (Use as much space as necessary.)

Fringe Benefits for School Improvement Coach shared with Marion Primary School: \$6,368.47, SIG  
Fringe Benefits for Reading and Math Interventionist: \$15,654.87

Employer FICA contribution for Reading and math Interventionist (3 hrs./day over 150 days): \$688.50  
Employer FICA contribution for Reading Interventionist for extended morning program: \$229.50  
Employer FICA contribution for Math Interventionist for extended morning program: \$229.50  
Employer FICA contribution for Supervisor for extended morning program: \$229.50  
Employer FICA contribution for Reading Interventionist for extended afternoon program: \$91.80  
Employer FICA contribution for Math Interventionist for extended afternoon program: \$91.80  
Employer FICA contribution for Supervisor for extended morning program: \$91.80  
Employer FICA contribution for Supervisor for extended morning program: \$53.55  
Employer FICA contribution for Leadership Team stipends for Summer 2013: \$918.00  
Employer FICA contribution for substitutes for data days: \$1,193.40  
Employer FICA contribution for professional development: \$275.40  
Employer FICA contribution for School Improvement Coach stipend for Summer 2013: \$229.50

**SIG TOTAL: \$ 26,345.59**

Total Fringe Benefits for Title I teachers and Reading Specialist from Other Funds: \$71,043.51

<p>3000 - Purchased Services (Use as much space as necessary.)</p> <p>partnership with the University of Virginia School Turnaround Specialist Program (\$7,823, SIG); Reading a-z (\$2,040, SIG); Brain Pop (\$1,200); additional purchased services approved during 2012-2013 (\$5,000, SIG)</p> <p><b>SIG TOTAL: \$16,063</b></p>
<p>Other Funds: Local Professional Development, \$3,000.00; Longitudinal Data System, \$1,012.50</p> <p>4000 - Internal Services (Use as much space as necessary.)</p>
<p>5000 - Other Charges (Use as much space as necessary.)</p> <p>Travel expenses related to professional development (\$2,000, SIG)</p> <p><b>SIG TOTAL: \$2,000</b></p>
<p>6000 - Materials and Supplies (Use as much space as necessary.)</p> <p>Materials and instructional supplies to support whole group and small group instruction in reading and math, integration of literacy and math skills in content area instruction, and intervention services (\$, SIG)</p> <p><b>SIG TOTAL: \$ 55,308.41</b></p>
<p>Other Funds: Instructional Allocation, \$53.00/student for 382 students, \$21,465</p> <p>8000 – Equipment/Capital Outlay (Use as much space as necessary.)</p> <p>Apple iPad Learning Lab with 10 iPad 2 devices (\$6,299); 2 iPad 2 16 GB 10-packs (\$7,580); MacBook Air 64 GB (\$949)</p> <p><b>SIG TOTAL: \$14,828</b></p>

**IV. Combined Division-Level Budget Summary for ALL (Tier III) Schools the LEA Commits to Serve**  
**(ONE PER DIVISION, NOT PER SCHOOL)**

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

**PART IV: Combined Division-Level Budget Summary for ALL (Tier III) Schools the LEA Commits to Serve (ONE PER DIVISION, NOT PER SCHOOL)**  
 In the chart below, include a budget summary of expenditures for activities designed to support implementation of the selected school intervention model(s) in the LEA's Tier III schools.

Year 2: 2012-2013			
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 - Personnel	\$270,821.00	\$0	\$449,936.00
2000 - Employee Benefits	\$54,120.63	\$0	\$147,165.65
3000 - Purchased Services	\$34,941.00	\$0	\$7,967.50
4000 - Internal Services	\$	\$0	\$
5000 - Other Charges	\$4,000.00	\$0	\$
6000 - Materials and Supplies	\$106,461.37	\$0	\$41,711.00
8000 - Equipment/ Capital Outlay	\$29,656.00	\$0	\$
Total	\$500,000.00	\$0	\$646,780.15
TOTAL SIG and ARRA Funds			\$500,000.00

**PART V: ASSURANCES**

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

The LEA must assure that it —

1. Uses its SIG funds to implement school improvement practices fully and effectively in each Tier III school that the LEA commits to serve, consistent with the final SIG requirements;
2. (USED requirement if the waiver is approved) Attends UVA technical assistance sessions provided for school principals and division staff;
3. Collaborates with any assigned VDOE contractor(s) and/or the OSI to ensure the division and school maintain the fidelity of implementation necessary for reform;
4. Ensures division improvement plan supports the school-level improvement plan and is monitored monthly; and
5. Reports to the SEA the school-level data required under the final requirements of this SIG grant.
6. This school will be a Title I school next year.
7. Uses a strategic school improvement planning tool for the following:
  - establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics;
  - collecting meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
  - completing analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school.

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:	Michael M. Robinson
Date:	7/10/12

Additional assurances may be needed for compliance pending final approval of *Virginia's Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965* (ESEA). OSI is certain, if approved, the following will apply.

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

**PART VI: OPT OUT CLAUSE**

**If a division is certain that improvement efforts and program implementation during the first two years of the SIG grant have resulted in successful and sustainable improvement, the division may forfeit all remaining unencumbered funds as of September 30, 2012. In doing so, the division and school will be relieved from adherence to school improvement requirements associated with SIG funding as well as the assurances denoted in this application. Submit this page only to Janice Garland by SSWS Drop Box if the division selects to opt out.**

Opt Out Certification: I hereby certify that (division) \_\_\_\_\_ will relinquish all unencumbered SIG funds for (school) \_\_\_\_\_ as of September 30, 2012.

Superintendent's Signature:
Superintendent's Name:
Date:

The entire application must be submitted to the Office of School Improvement via the Virginia Department of Education's Single Sign-On for Web Systems (SSWS) Drop Box to Janice Garland by Friday, July 9, 2012 from the division Superintendent's office. The notification through SSWS will serve as a certification that a signed copy of the application is located in the division's files.