

**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

Approved 9/12/12

Please complete this application for each school.

PART I: DIVISION INFORMATION

School Division Name:		Sussex					
Division Contact:		Barbara J. Blount					
Telephone of Division Contact (include extension if applicable):			434-246-1051		Fax:	434-246-8214	
Email of Division Contact:	bblount@sussex.k12.va.us						
Name of School	Chambliss Elementary		2012-2013 Grade Span	k-2	Projected School Membership	210	
	Current Percent Identified as Disadvantaged	86%	Current Percent Students with Disabilities	13.86%	Current Percent Limited English Proficient	0.50%	
Name of Principal		Diane Brown					
Telephone of Principal		757-899-5392					
Email of Principal		dbrown@sussex.k12.va.us					

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

The LEA must assure that it —

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

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

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

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

Superintendent's Signature:	
Superintendent's Name:	Dr. Charles H. Harris, III
Date:	June 1, 2012

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

PART II: REFLECTION AND PLANNING

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

A. School Climate

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

- The most successful strategies were giving teachers more responsibility and holding them more accountable for student performance.
- Ensuring that teachers take ownership of the progress of their students through a stronger emphasis of raising expectations.
- Sharing successful teaching strategies and building leadership capacity.
- Strong focus on monitoring lessons and giving feedback to teachers on their performance.
- Establishing relationships with teachers that encourage them to seek feedback on their performance.
- Broadening teacher horizons to think more creatively and engage in more interactive tasks.
- Building team effectiveness across the staff.

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

School climate has not been a significant issue at Chambliss.

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

Yes, student behavior expectations are consistently reinforced throughout the school. The school has implemented an Effective Schoolwide discipline program and behavior has not been a significant negative issue.

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?

More student work on display that create a warm and welcoming environment. Chambliss has always had a welcoming front office and an open door policy to principal and teachers so that parents and visitors to the school are put at ease when they arrive.

Teachers usually model appropriate behaviors for students to emulate. It is a work in progress and we are constantly monitoring improvements and looking for consistency across each school.

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

One possible concern might be losing strong staff who consistently model behaviors we want to see and not being able to replace them with staff of the same caliber.

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?

Continue with the parent engagement in SOL events.
Continue monthly newsletter to parents informing them of instructional strategies, learning activities so they know how to support their children at home.
Continue remedial afterschool programs

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

Yes, we follow the model of effective school wide discipline. Behavior has not been an issue.

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?

Teachers have clear leadership roles and responsibilities and communication channels to ensure that all staff are fully involved in school planning and decision making. Divisions are clear and staff with leadership roles has support from administration and lead turnaround partner to ensure they fulfill their roles effectively.

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

Teachers have clear leadership roles and responsibilities and communication channels to ensure that all staff are fully involved in school planning and decision making. Divisions are clear and staff with leadership roles has support from administration and lead turnaround partner to ensure they fulfill their roles effectively.

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

Principals, Central Office Administration, division and LTP regularly evaluate new strategies or practices to ensure effective implementation of Reading and Math programs. LTP reports monthly to central office staff on progress being made. Where strategies appear not to be working stake holders are engaged in discussion to identify the reasons and the remedies. Principals and Specialist in both schools are fully involved in evaluating the impact of new strategies on student performance through rigorous analysis of data. Principals monitor instruction daily, check data on a regular basis, disaggregate data by subgroup and student to check the impact of new initiatives on student performance.

If strategies do not appear to be working we discuss as a staff the possible reasons and seek ways to modify them for stronger impact.

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

Effective collaboration and monitoring of impact.

C. Instruction

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

Baseline testing and ongoing assessment of mastery and growth.

2. How do teachers differentiate learning for students?

This is an area we are still working on because teachers feel constrained to teach whole class at grade level in order to pass SOLs. As a consequence, regardless of students' prior performance they are expected to master grade level work even where this is too easy or too difficult. We will continue to focus on effective differentiation throughout year three of the project

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, curriculum is SOL aligned within the school and across grade levels

4. How are formative assessments used in your school?

All teachers are required to keep anecdotal notes everyday recording individual student's successes and struggles and modifying teaching to accommodate them. However, this is a recent innovation and is not consistently implemented. Teachers use exit slips, quizzes and questioning to evaluate individual student performance but not consistently. This is an area for continuous development.

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

Most teachers have a strong understanding of effective classroom management. When teachers experience difficulty administrators help teachers to develop a plan of improvement to identify strategies to address the issue or problem using resources like PD 360.

D. External Support

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

Both schools are struggling with this given the isolated rural nature of the locality where there are few major businesses and industry. Both schools have plans to identify and approach potential community partners with a view to developing closer collaboration between the schools and the community. Chambliss has a regular Career Day involving as many local employers as the school can engage. The Middle school will initiate a similar project for the upcoming school year.

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

See number 1. Both schools receive student backpacks full of school supplies from the local prison officers for students who need them. The Tidewater Food Bank provides non perishable food items for families in need twice month. Cover 3 (NFL organization) provides afterschool snacks to students in the afterschool program. These essential supplies enable students to be more ready to learn.

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

Cambridge Education
Longwood University Consultant – Ronnis Systems
University Instructors

These providers have proven to be effective in supporting school transformation

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

Parents attend SOL evenings monthly at the elementary school and learn how to help their children build upon what they have covered in school. Feedback shows that parents appreciate the support they receive encourages them to identify what further needs they have so that the school can modify future programs and events.

Both schools send home regular newsletters and communications about what students are learning in school and encourage parents to follow this up at home. Chambliss PTPE regularly sponsors events to bring parents together to raise funds to provide students with enrichment activities that would not otherwise take place. (i.e. Third grade trip to Washington, D. C., gift bags to students holiday/field day, teacher incentives, reading lounge furniture and student books etc.)

Middle School PTA – is under developed at this time. Monthly meetings are attended inconsistently.

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

Raised expectations of the value of education and learning

Volunteer to support in schools

Adopt a classroom

Shadow their child throughout the day

Better standards of literacy and numeracy to enable them to better support their children at home.

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?

We evaluate teacher strengths and areas for development and assign them to classes and grades to create a balance across the school. This ensures that the strongest teachers teach the neediest groups. The careful assignment of teachers to grades and teams ensures that teachers are able to support each other by bringing their individual strengths to balance individual weaknesses.

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

Rigorous and regular monitoring of performance to include classroom observations, data analysis and scrutiny of student work.

3. Describe how teachers are provided professional development.

Schools and the division identify individual and whole school PD needs and provide a range of professional development to address those needs. This includes online PD 360, workshops, institutes, conferences, personal reading book studies, train the teacher model and encouragement for teachers to acquire higher qualifications

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

The principal is evaluated in accordance with school board policy and procedures. The division is currently reviewing those policies and procedures and revising them to ensure they align with state and federal requirements. The Superintendent provides feedback to each principal formally twice each year and gives informal feedback throughout the year during his regular visits to each school.

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?

Jobs are posted/advertised on the Sussex County School Division website Dept. of Human Resources Applications are reviewed, interviews are scheduled, principals and central office administrators work as a team in the interview and selection process. Currently there is no county policy to ensure that specific schools get the first choice of available candidates. The county identifies vacancies and working with principals to chooses the best candidate for each school.

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

Through rigorous monitoring and evaluation of teacher performance, professional development priorities will be identified for each school, grade, subject and teacher. The schools in consultation with the division and LTP will then seek the most appropriate providers and arrange a program of professional development that meets the identified needs.

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 are assigned a mentor from the existing staff. They also receive a comprehensive handbook detailing philosophies, practices, and differences. They receive regular monitoring visits by the principal with timely feedback. The principal has an open door policy so that new staffs have easy access with any queries, questions or concerns.

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

The school has a collaborative and supportive leadership team. The relationships are positive ensuring that meetings are focused and open and productive. Mutual respect is the hallmark of both teams enabling them to engage in rigorous debate over important issues while retaining a happy and productive atmosphere. This capacity to debate ensures consensus, decision making and consistent support for implementing those decisions.

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

An excellent rapport has been established between the principals and LTP on the elementary level. This enables the LTP to pose challenging questions to principals and staff to encourage them to think deeply and meaningfully about school improvement issues as well as teaching and learning. This results in

cooperative and collaborative team work that drive school improvement.

Improvement can be accomplished at the middle school by continuing to build relationships.

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

New appointment at central office will lead to a change of internal lead partner. The expectation is that there will continue to be a collaborative and effective relationship.

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

Effective team work between the two ensures that the students' best interests are the basis for all decisions made by internal and external lead partners. We will anticipate this relationship being established with the new internal lead partner when appointed.

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?

Principal, Lead Turnaround Partner and school leadership team work collaboratively making decisions that impact school improvement. Goals are set, action steps are clearly established and assignments to address improved teaching and learning, grade level updates on curriculum planning, parental involvement, community involvement, data and assessment are discussed and addressed regularly at each school leadership team meeting. This is an ongoing process implemented throughout the school year.

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?

Final decisions about the school improvement plans are agreed upon with consensus among school leadership team members, principal, lead turnaround partners and LEA.

We have agreed as a team that this decision making process is most appropriate. Our aim is to build leadership capacity as well as value the professional input and ideas of all stakeholders. As the LTP is phased out school leaders will have acquired the necessary skills needed to continue this decision making process.

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

Teacher Evaluation model has been revised and updated and aligned with new requirements from the state. This was done by a working group of teachers and administrators facilitated by the LTP and signed off by the superintendent.

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).

We have no significant policy barriers.

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

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

- Part time reading teachers at the elementary and middle school levels.
- Part time math tutor to support class teachers implementing lessons.
- External support for teacher and administrator Professional Development.
- Technology support technician.

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

- Continue to build capacity by continuing implementation of train the teacher model
- Continue the development of shared leadership, embed practices and instructional strategies.
- Continue the current methods of monitoring teacher performance via data meetings, quarterly administration of SOL released tests in all content areas, item analysis to identify student strengths and weaknesses. The school is currently working with Cambridge in developing a detailed sustainability plan.

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

- Continue to build capacity by continuing implementation of train the teacher model
 - Continue the development of shared leadership, embed practices and instructional strategies.
- Continue the current methods of monitoring teacher and administrator performance via data meetings, monthly FACT meetings and weekly meetings at the school site with principal and administrative staff, quarterly administration of SOL released tests in all content areas, item analysis to identify student strengths and weaknesses. Currently working on detailed sustainability plan with LTP.

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

All stakeholders.

Teachers will take more responsibility for their own performance, peer coaching and leading professional development for colleagues. Administrator will ensure teachers have the skills required to take responsibility for their own performance, peer coaching and leading professional development for colleagues.

Central Office staff will provide support to maintain the capacity of school staff to ensure continuous improvement.

Students will have increasing responsibility for managing their own behavior and learning.

Parents will be expected to support the school and their own children in their learning. The school will provide the support needed to make this possible. The community will support the school through manpower and resources.

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

The biggest fear is whether we can retain staff who have gained the capacity to continue school improvement without the external help.

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

More productive technical assistance workshops.

Visits to high performing schools.
 In addition to the current technical assistance meetings, provide visits to high quality national conferences

7. What supports from the state would be the most helpful after SIG funding ends?
 Reduced monitoring role by an external provider to ensure continuous progress.

PART III: GOAL SETTING

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

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

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

1	Teachers will thoroughly analyze 3 rd grade reading and math SOL test data to determine overall proficiency and growth compared with the previous year to guide individual and class target setting for the upcoming 2012- 2013 school year. (Indicators 2, 6, 15, 18, 21)
2	Teachers will analyze SPBQ in reading and math to determine any weaknesses in instruction and align early PD with the identified needs for the 2012-13 school year.(Indicators 2, 6, 15, 18, 21)
3	In preparation for the 2012-13 school year, all instructional staff will participate in professional development focused on making teaching and learning more interactive and child friendly including cross curricula links. Indicators 2, 6, 15, 18, 21)
4	The school will offer summer school to all students who fall in the Tier 3 group and are in need of remediation based on 2011-2012 benchmark and SOL data. (Indicators 2, 6, 15, 18, 21)
5	Teachers will participate in PD for our new mathematics program “Math Connects” and will monitor the effectiveness of its implementation on student learning. (Indicators 2, 6, 15, 18, 21)

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

Example: Grade level math teachers will increase their use of formative assessments by 25% to drive instruction as evidenced by weekly formative assessment plans submitted to principal by first week of school for the first 6-weeks, inclusion of formative

assessment strategies in lesson plans, associated data-driven decisions in teacher grade-level meeting minutes, and observed implementation. (Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under each indicator to accomplish each goal.)	
1	By October 1, 2012, 100% of classroom teachers' lesson plans will provide a meaningful writing activity every day. Implementation will be evident through administrative observations and collected samples used during PLC meetings to refine student writing expectations. Indicators 2, 6, 15, 18, 21)
2	By October 1, 2012, 100% of teachers will implement the new mathematics program with fidelity based on lesson plans, administrative observations and review of assessments. Indicators 2, 6, 15, 18, 21)
3	By October 1 st all teachers will set all students targets to achieve based on 2011 SOL test data and benchmark tests. Indicators 2, 6, 15, 18, 21)

B. 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 Chambliss elementary school will close the gap between its SOL pass rate in reading and the state average at third grade by at least 5% by <ul style="list-style-type: none"> • indentifying the students with the potential to pass with a extra support • indentifying the specific difficulties those students are having providing targeted interventions and support to ensure those students overcome their difficulties (indicators 2, 6, 15, 18, 21)
2	By June 2013 Chambliss elementary school will meet or exceed accreditation requirements in all tested subjects by <ul style="list-style-type: none"> • setting individual and class targets based on baseline testing (SOL release tests), • indentifying individual and groups of students who need interventions • providing research based interventions monitoring the impact .of those interventions and adjusting as required (indicators 2, 6, 15, 18, 21)
3	By June 2013 Chambliss elementary school will close the gap between the school's SOL pass rate and the state average in mathematics at 3 rd grade by at least 5% by <ul style="list-style-type: none"> • implementing the new math program with fidelity • implementing the strategies and suggestions of the Cambridge math coach • regular formative assessments to identify the students capable of passing with a little extra help • providing targeted interventions for struggling students ensuring that curriculum and instruction are appropriately differentiated so that all students are suitable challenged by the tasks they are given (indicators 2, 6, 15, 18, 21)
4	By June 2013 Chambliss will increase the proportion of students gaining advanced proficient scores in SOL tests by <ul style="list-style-type: none"> • setting individual targets for all students based on their 2012 test scores and benchmark data • ensuring that curriculum and instruction are suitably differentiated to challenge the highest achieving students as well as supporting those who find the work difficult regular formative assessments to check students are on track to achieve their targets.(indicators 2, 6, 15, 18, 21)
5	By June 2013 Chambliss will have devised and implemented rigorous systems for evaluating student progress in non tested subjects in order to be able to comply with the requirements of standard seven in the new teacher evaluation system by

	<ul style="list-style-type: none"> • ensuring teachers and principals know the standards in those subjects • teachers of those subjects keeping regular records to show student achievement • ensuring that the curriculum is fully aligned to the standards <p>that teachers of non tested subjects provide differentiated instruction so that all students achieve their best (indicator 10)</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	Students scoring 60 – 79% on 9 week bench marks get the MARS afterschool program provided by regular education teacher two days a week 3:30 – 4:30 November – January and 3:30 – 5:00 February – April 30. These students also get in school remediation 5 days a week for 60 minutes. Teachers use Istation teacher directed lessons, SOL Reading Coach, Accelerated Reader, and an additional 15 minutes of Drop Everything and Read (DEAR).
Tier 3	Students scoring 60 – 79% on 9 week bench marks get the MARS afterschool program provided by regular education teacher two days a week 3:30 – 4:30 November – January (30 minutes of reading) and 3:30 – 5:00 February – April 30 – (60 minutes of reading) These students also get in school remediation 5 days a week for 60 minutes. Teachers use Istation teacher directed lessons, SOL Reading Coach, Accelerated Reader, and an additional 15 minutes of Drop Everything and Read (DEAR).

	Reading specialist works for forty five minutes providing additional support to tier 3 students via small group setting (pull out/push in) five days a week to provide additional instruction in reading, developing vocabulary and reading comprehension
Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL	
Tier 2	Students scoring 60 – 79% on 9 week bench marks get the MARS afterschool program provided by regular education teacher two days a week 3:30 – 4:30 November – January (30 minutes of math) and 3:30 – 5:00 February – April 30. (30 minutes of math)
Tier 3	Students scoring 60 – 79% on 9 week bench marks get the MARS afterschool program provided by regular education teacher two days a week 3:30 – 4:30 November – January (30 minutes of math) and 3:30 – 5:00 February – April 30. (30 minutes of math) Students get two days a week of additional instruction from the classroom teacher in math two days a week during inschool remediation block of 60 minutes.
Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable	
Tier 2	For Tier 2 students - teacher gives 15 minutes of small group instruction, one on one support from instructional assistant, and teacher implements the lessons designed by PALS.
Tier 3	For Tier 3 students - teacher gives 20 minutes of small group instruction, one on one support from instructional assistant, and teacher implements the lessons designed by PALS.
Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above	
Tier 2	Students receive summer school packets to take home at the end of the school term (June) to be returned to the regular education teacher in September. Vertical team planning takes place between 3 rd and 4 th grade teachers to discuss strategies, interventions and techniques used to enhance growth in student learning.
Tier 3	Mandatory Extended year summer school beginning end of regular school year in June – the end of July which approximately 6 additional weeks of instruction by a general education teacher. At the end of summer school a packet is sent home for reading and math. Vertical team planning takes place between 3 rd and 4 th grade teachers to discuss strategies, interventions and techniques used to enhance growth in student learning.
Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above	
Tier 2	Students receive summer school packets to take home at the end of the school term (June) to be returned to the regular education teacher in September. Vertical team planning takes place between 3 rd and 4 th grade teachers to discuss strategies, interventions and techniques used to enhance growth in student learning.
Tier 3	Mandatory Extended year summer school beginning end of regular school year in June – the end of July which approximately 6 additional weeks of instruction by a general education teacher. At the end of summer school a packet is sent home for reading and math. Vertical team planning takes place between 3 rd and 4 th grade teachers to discuss strategies, interventions and techniques used to enhance growth in student learning

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: Chambliss 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: \$		Other: \$ 143,407.50
	School Expenses \$	School Expenses \$		\$119,500.00	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$		Other: \$28,681.50
	School Expenses \$	School Expenses \$		\$23,900.00	
3000 – Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$		Other: \$42,000
	School Expenses \$	School Expenses \$		\$ 214,600.00	
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$		Other: \$
	School Expenses \$	School Expenses \$			
5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$2,500.00

	School Expenses \$	School Expenses \$		School Expenses \$ \$10,000.00	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$58,446.32
	School Expenses \$	School Expenses \$		School Expenses \$25,750.00	
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$	Total \$275,035.32
	School Expenses \$	School Expenses \$		School Expenses \$	
				Total Division Expenses \$	
				Total School Expenses \$393,750.00	
				TOTAL \$ \$393,750.00	

Part V (b): School Budget Narrative

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

SCHOOL NAME: SAMPLE	COHORT II <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: Chambliss Elementary	COHORT II <input checked="" type="checkbox"/>	COHORT I <input type="checkbox"/>
<p>1000 Personnel (Use as much space as necessary.) Teacher Stipends \$3000.00 (17) for teachers in core area =51,500.00; additional incentives for entire school staff to include All teachers, principal, secretary, teacher assistants, custodial and cafeteria staff(Criteria will be developed for stipends and additional incentives) \$1,000.00 x 43= 43,000.00; subtotal 94,500.00 + \$125/5hr. day x 20days = \$2500.00 x 10 teachers=\$25,000.00 for summer school remediation (Total 119,500.00)</p> <p>6 Title I Instructional Assistants (\$143,407.50 Title I, Part A)</p>		
<p>2000 -Employee Benefits (Use as much space as necessary.) \$119,500.00 x 20% = (Total \$23,900.00)</p> <p>Benefits for Teacher Assistants \$28,681.50</p>		
<p>3000 - Purchased Services (Use as much space as necessary.) Istation Unlimited Campus License (12 month subscription) \$6500.00; Cambridge Education annual fee 212 students @ \$352 ea. = \$74,624.00; student, parent and teacher surveys \$7,000.00; Conference/training registration for principal, and other team members as required \$15,000.00 Service agreement with DomionionTek technology support \$13,417.42; math consultant \$25,000.00; 2 reading consultants \$25,000.00; Ronnis Systems training and teacher coaching 14 sessions x \$1000.00 = \$14,000.00 Other consultants, trainers and specialists as may be required/needed \$34,058.58 (Total \$214,600.00)</p> <p>Title II, Part A Ronnis Systems training and teacher coaching 28 sessions x \$1000.00 = \$28,000.00 ;Title I, Part A (newsletter printing –twice annually- \$2000); Longwood onsite consultant & data review Title I, Part A (\$7,000.00); Title II, Part A PD 360 site License and training \$5,000.00 Title II, Part A Book Studies to supplement PD 360 training (3 books@ (\$90.00 for 20 staff = \$1800.00; Title II, Part A conference registrations and fees -\$2094.29 -</p>		

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

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

Lodging and meals and mileage for principal, school and other team members as required/needed for training and professional development **Total \$10,000.00**

Title I, Part A Conference travel and lodging to **\$1250.00** ; Title II, Part A Conference travel and lodging to **\$1250.00**

6000 - Materials and Supplies (Use as much space as necessary.) Instructional resource materials for Reading Street and Connect Math programs (supplementary class library books and math manipulative for grades k-3)= **\$20,750.00**; Parental engagement resources and materials **\$3,000.00**; Administrative training materials and supplies **\$2,000.00**; (**Total \$25,750.00**)

Local Funds **\$20,430.00**; State Funds **\$20,431.00**; Title I Part A **\$17,585.32** for reading, math, science and social studies instructional materials

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.

Please complete this application for each school.

PART I: DIVISION INFORMATION

School Division Name:	Sussex				
Division Contact:	Barbara J. Blount				
Telephone of Division Contact (include extension if applicable):	434-246-1051			Fax:	434-246-8214
Email of Division Contact:	bblount@sussex.k12.va.us				
Name of School	Sussex Central Middle school	2012-2013 Grade Span	4-7	Projected School Membership	352
	Current Percent Identified as Disadvantaged	85%	Current Percent Students with Disabilities	19.03%	Current Percent Limited English Proficient
Name of Principal	Adriene Stephenson				
Telephone of Principal	434-246-2251				
Email of Principal	astephenson@sussx.k12.va.us				

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

The LEA must assure that it —

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

- turnaround initiative effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
- redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
 - strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
 - using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
 - establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
 - providing ongoing mechanisms for family and community engagement.
19. Uses Indistar™, an online school improvement tool, for the following:
 - establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics;
 - collecting meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
 - setting leading and lagging indicators; including monitoring leading indicators quarterly and lagging indicators annually;
 - completing analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school;
 20. Ensures forty percent of a teacher's evaluation will be based on multiple measures of student academic progress. When data are available and appropriate, teacher performance evaluations incorporate student growth percentiles (SGPs) as one measure of student academic progress.
 21. Uses an electronic query system (i.e., Datacation) to provide principals with quarterly data needed to make data driven decisions at the school-level;
 22. Uses an adaptive reading assessment program (i.e., *iStation*) to determine student growth at least quarterly for any student who has failed the SOL assessment in the previous year, a student with disabilities, or an English language learner.
 23. Uses the *Algebra Readiness Diagnostic Test* (ARDT) for all schools with grade 6 or higher for all students who have failed the SOL assessment in the previous year, a student with disabilities, or an English language learner (fall, mid-year and spring at minimum).
 24. Attends OSI technical assistance sessions provided for school principals, division staff, and LTPs;
 25. Collaborates with assigned VDOE contractor(s) to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform;
 26. Provides an annual structured report to a panel of VDOE staff and turnaround initiative leaders detailing the current action plan, current leading and lagging indicators, and modifications to be made to ensure the reform is successful;
 27. Ensures division improvement plan supports the school-level improvement plan and is monitored monthly; and
 28. Reports to the SEA the school-level data required under the final requirements of this SIG grant.

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

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

Superintendent's Signature:	
Superintendent's Name:	Dr. Charles H. Harris, III
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?

- The most successful strategies were giving teachers more responsibility and holding them more accountable for student performance.
- Ensuring that teachers take ownership of the progress of their students through a stronger emphasis of raising expectations.
- Sharing successful teaching strategies and building leadership capacity.
- Strong focus on monitoring lessons and giving feedback to teachers on their performance.
- Establishing relationships with teachers that encourage them to seek feedback on their performance.
- Broadening teacher horizons to think more creatively and engage in more interactive tasks.
- Building team effectiveness across the staff.

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

School climate has not been a significant issue at Sussex Central Middle School (SCMS).

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

Yes, student behavior expectations are consistently reinforced throughout the school. The school has implemented an Effective School wide discipline program and behavior has not been a significant negative issue.

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?

More student work on display that create a warm and welcoming environment. SCMS has always had a welcoming front office and an open door policy to principal and teachers so that parents and visitors to the school are put at ease when they arrive.

Teachers usually model appropriate behaviors for students to emulate. It is a work in progress and we are constantly monitoring improvements and looking for consistency across each school.

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

One possible concern might be losing strong staff who consistently model behaviors we want to see and not being able to replace them with staff of the same caliber.

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?

Continue with the parent engagement in SOL events.
Continue monthly newsletter to parents informing them of instructional strategies, learning activities so they know how to support their children at home.
Continue remedial afterschool MARS and 21stCCLC programs.

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

Yes, we follow the model of effective school wide discipline. Behavior has not been an issue.

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?

Teachers have clear leadership roles and responsibilities and communication channels to ensure that all staff are fully involved in school planning and decision making. Divisions are clear and staff with leadership roles has support from administration and lead turnaround partner to ensure they fulfill their roles effectively.

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

Teachers have clear leadership roles and responsibilities and communication channels to ensure that all staff are fully involved in school planning and decision making. Divisions are clear and staff with leadership roles has support from administration and lead turnaround partner to ensure they fulfill their roles effectively.

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

Principals, Central Office Administration, division and LTP regularly evaluate new strategies or practices to ensure effective implementation of Reading and Math programs. LTP reports monthly to central office staff on progress being made. Where strategies appear not to be working stake holders are engaged in discussion to identify the reasons and the remedies. Principals and Specialist in both schools are fully involved in evaluating the impact of new strategies on student performance through rigorous analysis of data. Principals monitor instruction daily, check data on a regular basis, disaggregate data by subgroup and student to check the impact of new initiatives on student performance.

If strategies do not appear to be working we discuss as a staff the possible reasons and seek ways to modify them for stronger impact.

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

Effective collaboration and monitoring of impact.

J. Instruction

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

Baseline testing and ongoing assessment of mastery and growth.

7. How do teachers differentiate learning for students?

This is an area we are still working on because teachers feel constrained to teach whole class at grade level in order to pass SOLs. As a consequence, regardless of students' prior performance they are expected to master grade level work even where this is too easy or too difficult. We will continue to focus on effective differentiation throughout year three of the project

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

Yes, curriculum is SOL aligned within the school and across grade levels

9. How are formative assessments used in your school?

All teachers are required to keep anecdotal notes everyday recording individual student's successes and struggles and modifying teaching to accommodate them. However, this is a recent innovation and is not consistently implemented. Teachers use exit slips, quizzes and questioning to evaluate individual student performance but not consistently. This is an area for continuous development.

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

Most teachers have a strong understanding of effective classroom management. When teachers experience difficulty administrators help teachers to develop a plan of improvement to identify strategies to address the issue or problem using resources like PD 360.

K. External Support

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

The school struggles with this given the isolated rural nature of the locality where there are few major businesses and industry. SCMS has plans to identify and approach potential community partners with a view to developing closer collaboration between the schools and the community. The Middle school will initiate a Career Day involving as many local employers as the school can engage for the upcoming school year.

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

See number 1. SCMS receives student backpacks full of school supplies from the local prison officers for students who need them. The Tidewater Food Bank provides non perishable food items for families in need twice month. Cover 3 (NFL organization) provides afterschool snacks to students in the afterschool program. These essential supplies enable students to be more ready to learn.

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

Cambridge Education
Longwood University Consultant – Ronnis Systems
University Instructors

These providers have proven to be effective in supporting school transformation

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

Parents attend SOL evenings monthly at the elementary school and learn how to help their children build upon what they have covered in school. Feedback shows that parents appreciate the support they receive encourages them to identify what further needs they have so that the school can modify future programs and events. With the 21stCCLC program parents attend informational meetings and enrichment activities with their children.
The school sends home regular newsletters and communications about what students are learning in school and encourage parents to follow this up at home
Middle School PTA – is under developed at this time. Monthly meetings are attended inconsistently. The school is looking at ways to combine 21stCCLC parent activities with PTA activities.

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

Raised expectations of the value of education and learning
Volunteer to support in schools
Adopt a classroom
Shadow their child throughout the day
Better standards of literacy and numeracy to enable them to better support their children at home.

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?

We evaluate teacher strengths and areas for development and assign them to classes and grades to create a balance across the school. This ensures that the strongest teachers teach the neediest groups. The careful assignment of teachers to grades and teams ensures that teachers are able to support each other by bringing their individual strengths to balance individual weaknesses.

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

Rigorous and regular monitoring of performance to include classroom observations, data analysis and scrutiny of student work.

14. Describe how teachers are provided professional development.

Schools and the division identify individual and whole school PD needs and provide a range of professional development to address those needs. This includes online PD 360, workshops, institutes, conferences, personal reading book studies, train the teacher model and encouragement for teachers to acquire higher qualifications

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

The principal is evaluated in accordance with school board policy and procedures. The division is currently reviewing those policies and procedures and revising them to ensure they align with state and federal requirements. The Superintendent provides feedback to each principal formally twice each year and gives informal feedback throughout the year during his regular visits to each school.

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?

Jobs are posted/advertised on the Sussex County School Division website Dept. of Human Resources Applications are reviewed, interviews are scheduled, principals and central office administrators work as a team in the interview and selection process. Currently there is no county policy to ensure that specific schools get the first choice of available candidates. The county identifies vacancies and working with principals to chooses the best candidate for each school.

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

Through rigorous monitoring and evaluation of teacher performance, professional development priorities will be identified for each school, grade, subject and teacher. The schools in consultation with the division and LTP will then seek the most appropriate providers and arrange a program of professional development that meets the identified needs.

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

New teachers are assigned a mentor from the existing staff. They also receive a comprehensive handbook detailing philosophies, practices, and differences. They receive regular monitoring visits by the principal with timely feedback. The principal has an open door policy so that new staffs have easy access with any queries, questions or concerns.

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

The school has a collaborative and supportive leadership team. The relationships are positive ensuring that meetings are focused and open and productive. Mutual respect is the hallmark of both teams enabling them to engage in rigorous debate over important issues while retaining a happy and productive atmosphere. This capacity to debate ensures consensus, decision making and consistent support for implementing those decisions.

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

A rapport has been established between the principals and LTP. This enables the LTP to pose challenging questions to principals and staff to encourage them to think deeply and meaningfully about school improvement issues as well as teaching and learning. This results in cooperative and collaborative team work that drive school improvement.

Improvement can be accomplished at the middle school by continuing to build relationships.

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

New appointment at central office will lead to a change of internal lead partner. The expectation is that there will continue to be a collaborative and effective relationship.

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

Effective team work between the two ensures that the students' best interests are the basis for all decisions made by internal and external lead partners. We will anticipate this relationship being established with the new internal lead partner when appointed.

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?

Principal, Lead Turnaround Partner and school leadership team work collaboratively making decisions that impact school improvement. Goals are set, action steps are clearly established and assignments to address improved teaching and learning, grade level updates on curriculum planning, parental involvement, community involvement, data and assessment are discussed and addressed regularly at each school leadership team meeting. This is an ongoing process implemented throughout the school year.

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?

Final decisions about the school improvement plans are agreed upon with consensus among school leadership team members, principal, lead turnaround partners and LEA.

We have agreed as a team that this decision making process is most appropriate. Our aim is to build leadership capacity as well as value the professional input and ideas of all stakeholders. As the LTP is phased out school leaders will have acquired the necessary skills needed to continue this decision making process.

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

Teacher Evaluation model has been revised and updated and aligned with new requirements from the state. This was done by a working group of teachers and administrators facilitated by the LTP and signed off by the superintendent.

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).

We have no significant policy barriers.

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

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

- Part time reading teachers at the elementary and middle school levels.
- Part time math tutor to support class teachers implementing lessons.
- External support for teacher and administrator Professional Development.
- Technology support technician.

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

- Continue to build capacity by continuing implementation of train the teacher model
- Continue the development of shared leadership, embed practices and instructional strategies.
- Continue the current methods of monitoring teacher performance via data meetings, quarterly administration of SOL released tests in all content areas, item analysis to identify student strengths and weaknesses. The school is currently working with Cambridge in developing a detailed sustainability plan

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

- Continue to build capacity by continuing implementation of train the teacher model
- Continue the development of shared leadership, embed practices and instructional strategies.

Continue the current methods of monitoring teacher and administrator performance via data meetings, monthly FACT meetings and weekly meetings at the school site with principal and administrative staff, quarterly administration of SOL released tests in all content areas, item analysis to identify student strengths and weaknesses. The district is currently working with Cambridge in developing a detailed sustainability plan

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

All stakeholders.

Teachers will take more responsibility for their own performance, peer coaching and leading professional development for colleagues. Administrator will ensure teachers have the skills required to take responsibility for their own performance, peer coaching and leading professional development for colleagues.

Central Office staff will provide support to maintain the capacity of school staff to ensure continuous improvement.

Students will have increasing responsibility for managing their own behavior and learning.

Parents will be expected to support the school and their own children in their learning. The school will provide the support needed to make this possible. The community will support the school through manpower and resources.

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

The biggest fear is whether we can retain staff who have gained the capacity to continue school improvement without the external help.

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

More productive technical assistance workshops.

Visits to high performing schools.

In addition to the current technical assistance meetings, provide visits to high quality national conferences

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

Reduced monitoring role by an external provider to ensure continuous progress.

PART III: GOAL SETTING

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

C. 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	Teachers will thoroughly analyze 4-8 grade reading and math SOL test data to determine overall proficiency and growth compared with the previous year to guide individual and class target setting for the upcoming 2012- 2013 school year. (Indicators 2, 6, 15, 18, 21)
2	Teachers will analyze SPBQ in reading and math to determine any weaknesses in instruction and align early PD with the identified needs for the 2012-13 school year. (Indicators 2, 6, 15, 18, 21)
3	In preparation for the 2012-13 school year, all instructional staff will participate in professional development focused on making teaching and learning more interactive and child friendly including cross curricula links. (Indicators 2, 5,6, 15, 18, 21)
4	The school will offer summer school to all students who fall in the Tier 3 group and are in need of remediation based on 2011-2012 benchmark and SOL data. (Indicators 2, 6, 15, 18, 21)
5	Teachers will participate in PD for our new mathematics program “Math Connects” and will monitor the effectiveness of its implementation on student learning. (Indicators 2, 6, 15, 18, 21)

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

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

1	By October 1, 2012, 100% of classroom teachers' lesson plans will provide a meaningful writing activity every day. Implementation will be evident through administrative observations and collected samples used during PLC meetings to refine student writing expectations.
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	(Indicators 2,6,15,18,21
2	By October 1, 2012, 100% of teachers will implement the new mathematics program with fidelity based on lesson plans, administrative observations and review of assessments. (Indicators 2,5,6,21
3	By October 1 st all teachers will set all students targets to achieve based on 2011 SOL test data and benchmark tests. (Indicators 1,2, 6,12,18,21

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

<p>Example: By June 2013 SOL mathematics scores will increase by 15% in grade 7 and by 5% in grade 6, 8 to exceed the state benchmark by 5% by establishing a laser-like focus on the monitoring of math remediation services using the ARDT as a screening tool for all students to identify area of student need, design remediation content, establish a timeline for remediation services, and record strand assessments results. (Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under each indicator to accomplish each goal.)</p>	
1	<p>By June 2013 Sussex Central Middle school (SCMS) By the end of the school year the failure rate in math and reading at 4th grade at Sussex Central Middle School will be reduced by at least 10% as measured on SOL tests by ensuring that</p> <ul style="list-style-type: none"> • teachers implement the strategies suggested by the Cambridge math and reading coaches • regular formative assessment of students identify where interventions are required • appropriate interventions are provided and their impact evaluated. (Indistar indicators 2, 6, 15, 18, 21)
2	<p>Sussex Central Middle School will increase the fifth grade writing scores by 5% by</p> <ul style="list-style-type: none"> • ensuring that students write every day in all grades, particularly 4th and 5th • ensuring that teachers identify opportunities for students to develop their writing skills in all subjects • ensuring that all teachers know the writing standards and where their students are on them • regular formative assessments identifying where students are having difficulties • rigorous interventions to support students below grade level in reading in both 4th and 5th grade <p>Indistar indicators 2, 6, 15, 18, 21</p>
3	<p>Sussex Central Middle School will meet or exceed accreditation requirements in all tested subjects by</p> <ul style="list-style-type: none"> • setting individual and class targets based on baseline testing (SOL release tests), • identifying individual and groups of students who need interventions • providing research based interventions • monitoring the impact .of those interventions and adjusting as required <p>Indistar indicators 2, 6, 15, 18, 21</p>
4	<p>Sussex Central Middle School will increase the proportion of students gaining advanced proficient scores in SOL tests by</p> <ul style="list-style-type: none"> • setting individual targets for all students based on their 2012 test scores and benchmark data • ensuring that curriculum and instruction are suitably differentiated to challenge the highest achieving students as well as supporting those who find the work difficult • regular formative assessments to check students are on track to achieve their targets. <p>Indistar indicators 2, 6, 15, 18, 21</p>
5	<p>Sussex Central Middle School will have devised and implemented rigorous systems for evaluating student progress in non tested subjects in order to be able to comply with the requirements of standard seven in the new teacher evaluation system by</p> <ul style="list-style-type: none"> • ensuring teachers and principals know the standards in those subjects • teachers of those subjects keeping regular records to show student achievement • ensuring that the curriculum is fully aligned to the standards

- that teachers of non tested subjects provide differentiated instruction so that all students achieve their best Indistar indicators 2, 6, 15, 18, 21)

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:

- targeted group; intervention description;
- intervention provider;
- frequency and amount of time for each tier; and,
- description of how the intervention will be monitored.

See the sample provided.

SAMPLE RESPONSE

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

Part IV (a): Interventions for students who are at-risk of failing a reading SOL	
Tier 2	Students scoring 60 – 79% on 9 week bench marks get the MARS afterschool program provided by regular education teacher two days a week 3:30 – 4:30 November – January and 3:30 – 5:00 February – April 30. These students also get in school remediation 5 days a week for 60 minutes. Teachers use Istation teacher directed lessons, SOL Reading Coach, Accelerated Reader, and an additional 15 minutes of Drop Everything and Read (DEAR).
Tier 3	Students scoring 60 – 79% on 9 week bench marks get the MARS afterschool program provided by regular education teacher two days a week 3:30 – 4:30 November – January (30 minutes of reading) and 3:30 – 5:00 February – April 30 – (60 minutes of reading) These students also get in school remediation 5 days a week for 60 minutes. Teachers use Istation teacher directed lessons, SOL Reading Coach, Accelerated Reader, and an additional 15 minutes of Drop Everything and Read (DEAR). Reading specialist works for forty five minutes providing additional support to tier 3 students via small group setting (pull out/push in) five days a week to provide additional instruction in reading, developing

	vocabulary and reading comprehension
Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL	
Tier 2	Students scoring 60 – 79% on 9 week bench marks get the MARS afterschool program provided by regular education teacher two days a week 3:30 – 4:30 November – January (30 minutes of math) and 3:30 – 5:00 February – April 30. (30 minutes of math)
Tier 3	Students scoring 60 – 79% on 9 week bench marks get the MARS afterschool program provided by regular education teacher two days a week 3:30 – 4:30 November – January (30 minutes of math) and 3:30 – 5:00 February – April 30. (30 minutes of math) Students get two days a week of additional instruction from the classroom teacher in math two days a week during inschool remediation block of 60 minutes.
Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable	
Tier 2	For Tier 2 students - teacher gives 15 minutes of small group instruction, one on one support from instructional assistant, and teacher implements the lessons designed by PALS.
Tier 3	For Tier 3 students - teacher gives 20 minutes of small group instruction, one on one support from instructional assistant, and teacher implements the lessons designed by PALS.
Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above	
Tier 2	Students receive summer school packets to take home at the end of the school term (June) to be returned to the regular education teacher in September. Vertical team planning takes place between 3 rd and 4 th grade teachers to discuss strategies, interventions and techniques used to enhance growth in student learning.
Tier 3	Mandatory Extended year summer school beginning end of regular school year in June – the end of July which approximately 6 additional weeks of instruction by a general education teacher. At the end of summer school a packet is sent home for reading and math. Vertical team planning takes place between 3 rd and 4 th grade teachers to discuss strategies, interventions and techniques used to enhance growth in student learning.
Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above	
Tier 2	Students receive summer school packets to take home at the end of the school term (June) to be returned to the regular education teacher in September. Vertical team planning takes place between 3 rd and 4 th grade teachers to discuss strategies, interventions and techniques used to enhance growth in student learning.
Tier 3	Mandatory Extended year summer school beginning end of regular school year in June – the end of July which approximately 6 additional weeks of instruction by a general education teacher. At the end of summer school a packet is sent home for reading and math. Vertical team planning takes place between 3 rd and 4 th grade teachers to discuss strategies, interventions and techniques used to enhance growth in student learning

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: Sussex Central Middle School				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: \$	
	School Expenses \$	School Expenses \$		School Expenses \$166,000.00			
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses		Other: \$	
	School Expenses \$	School Expenses \$		School Expenses \$32,200.00			
3000 – <i>Purchased Services</i>	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses		Other: \$193,340.29	
	School Expenses \$	School Expenses \$		School Expenses \$211,416.00			
4000 - <i>Internal Services</i>	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses		Other: \$	
	School Expenses \$	School Expenses \$		School Expenses			

5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$8500.00
	School Expenses \$	School Expenses \$		School Expenses \$ \$10,000.00	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses	Other: \$129,150.32
	School Expenses \$	School Expenses \$		School Expenses \$40,800.00	
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$	Total \$275,035.32
	School Expenses \$	School Expenses \$		School Expenses \$	
				Total Division Expenses \$	
				Total School Expenses \$	
				TOTAL \$460,416.00	

Part V (b): School Budget Narrative

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

SCHOOL NAME: SAMPLE	COHORT II <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: Sussex Central Middle School	COHORT II <input type="checkbox"/>	COHORT I <input checked="" type="checkbox"/>
<p>1000 – Personnel (Use as much space as necessary.) Teacher Stipends \$3000.00 (27) for teachers in core area =\$1,000.00; additional incentives for entire school staff to include All teachers, principal, secretary, teacher assistants, custodial and cafeteria staff(Criteria will be developed for stipends and additional incentives) \$1,000.00 x 60 = 60,000.00; subtotal 141,000.00 + \$125/5hr. day x 20days = \$2500.00 x 10 teachers= \$25,000.00 for summer school remediation (Total 166,000.00)</p>		
<p>2000 -Employee Benefits (Use as much space as necessary.) \$166,000.00 x 20% = (Total \$32,200)</p>		
<p>3000 - Purchased Services (Use as much space as necessary.) Istation Unlimited Campus License (12 month subscription) \$6500.00; Cambridge Education annual fee 212 students @ \$352 ea. = \$74,624.00; student, parent and teacher surveys \$7,000.00; Service agreement with DomionionTek technology support \$13,417.00; math consultant \$25,000.00; 2 reading consultants \$25,000.00; Ronnis Systems training and teacher coaching 14 sessions x \$1000.00 = \$14,000.00; Conference/training registration for principal, school and central office staff and other team members as required \$16,000.00; Other consultants, trainers, specialists and services as may be required/needed \$29,875.00 (Total \$211,416.00) Title VI, Part B 21stCCLC Grant (\$119,600.00) contract services with University Instructors for afterschool tutoring services and summer camp programs (\$27,846.00); Title II, Part A Ronnis Systems training and teacher coaching 28 sessions x \$1000.00 = \$28,000.00 ;Title I, Part A (newsletter printing –twice annually- \$2000); Longwood onsite consultant & data review Title I, Part A (\$7,000.00); Title II, Part A PD 360 site License and training \$5,000.00 Title II, Part A Book Studies to supplement PD 360 training (3 books@ (\$90.00 for 20 staff = \$1800.00; Title II, Part A conference registrations and fees -\$2094.29</p>		

<p>4000 - Internal Services (Use as much space as necessary.)</p>
<p>5000 - Other Charges (Use as much space as necessary.) Lodging, meals and mileage for principal, and other team members as required/needed for training and professional development Total \$10,000.00; Title I, Part A (Conference travel and lodging to \$1250.00) ; (Title II, Part A Conference travel and lodging to \$1250.00)</p> <p>Title VI, Part B 21stCCLC Grant (Professional Development Travel & Lodging Expenditures) for 3 staff members \$ 6,000.00</p>
<p>6000 - Materials and Supplies (Use as much space as necessary.) Instructional materials and supplies Instructional resource materials for Reading Street and Connect Math programs (supplementary class library books and math manipulative for grades 4-7) \$31,800.00; Parental engagement resources and materials \$5,000.00 Administrative training materials and supplies \$4,000.00; (Total \$40,800.00)</p> <p>Title VI, Part B 21stCCLC Grant (\$35,000.00 for after school remediation & enrichment programs & Summer Camp materials and supplies) Local Funds \$38,282.00; State Funds \$38,283.00; Title I Part A \$17,585.32 for reading, math, science and social studies instructional materials</p>
<p>8000 – Equipment/Capital Outlay (Use as much space as necessary.)</p>

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

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

PART VI

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

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

Expenditure Codes	Year 1: 2011-2012 (includes pre-implementation period)			Cohort II ONLY <u>Year 2: 2012-2013</u>		Cohort I ONLY <u>Year 3: 2012-2013</u>	
	Pre-implementation (SIG Funds)	SIG Funds	Other Funds	SIG Funds for Cohort II ONLY	Other Funds	SIG Funds for Cohort I ONLY	Other Funds
1000 - Personnel	\$	\$	\$	\$	\$	\$285,500.00	\$143,407.50
2000 - Employee Benefits	\$	\$	\$	\$	\$	\$56,100.00	\$28,681.50
3000 - Purchased Services	\$	\$	\$	\$	\$	\$426,016.00	\$235,340.29
4000 - Internal Services	\$	\$	\$	\$	\$		\$
5000 - Other Charges	\$	\$	\$	\$	\$	\$20,000.00	\$11,000.00
6000 - Materials and Supplies	\$	\$	\$	\$	\$	66,550.00	\$ 187,596.64
8000 - Equipment/ Capital Outlay	\$	\$	\$	\$	\$		\$
Total	\$	\$	\$	TOTAL Cohort II SIG Funds Only \$	Total Other Funds \$	TOTAL Cohort I SIG Funds Only \$854,166.00	Total Other Funds \$550,070.64

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

The application must be submitted to the Office of School Improvement via the Virginia Department of Education's Single Sign-On for Web Systems (SSWS) Drop Box from the division's Superintendent's office to

Janice Garland

by Friday, June 1, 2012.

In the subject line, indicate the division name and application type (e.g., Norfolk SIG 2012_2013 Continuation Application).

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

