APPROVED
9-21-12 SF

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

PART I: DIVISION INFORMATION

School Division Name:	Alexandria City Public Schools				
Division Contact:	Natalie Mitchell				
Telephone of Division Contact (include extension if applicable):		703-824-6679	Fax:	703-824-6741	
Email of Division Contact:	natalie.mitchell@acps.k12.va.us				
Name of School	Jefferson-Houston	2012-2013 Grade Span	PreK-8	Projected School Membership	370
	Current Percent Identified as Disadvantaged	77%	Current Percent Students with Disabilities	28%	Current Percent Limited English Proficient	10%
Name of Principal	Rosalyn Rice-Harris				
Telephone of Principal	703-706-4400				
Email of Principal	rosalyn.rice-harris@acps.k12.va.us				

PART II: PROCESSES IN PLACE

Complete responses for each question. This summary of processes the division and school have implemented and description of reform efforts will guide the identification of 2012-2013 goals in Part III: Goal Setting.

A. School Climate

1. How has the general school climate (i.e. the feel of the building when you walk in) changed since the implementation of the SIG grant? Is it where you want it to be? If not, what can you do to make further changes?

Prior to the receipt of the SIG grant, our school climate was a warm and inclusive environment. With the addition of the SIG grant funds, we were able to hire a Parent Liaison during the first year to foster relationships with parents and families. The grant funds have allowed us to hire School Improvement Coaches. These coaches have been able to bring additional focus to the use of formative assessments and data with the instructional staff. As a component of our School Education Plan, we will continue to support the instructional practices of our staff through coaching and professional development. We also want our school climate to be one of high expectations and success in addition to the welcoming environment that we currently maintain.

B. Process Steps/Atmosphere of Change

1. How are all members of the Leadership Team / Improvement Team encouraged to contribute? How are their opinions considered and incorporated? How are responsibilities divided amongst the team members?

The Leadership/Improvement Team meets biweekly to work as Goal Teams on School Education Plan objectives. Each team has a representative from the School Leadership Team who is able to address needs that the team may have in the moment. The Leadership Team also provides meaningful data requested by Goal Teams such that they may analyze data to determine next steps toward their goals. During our monthly Alternative Governance Meetings with division staff, members of the School Leadership Team report out on the progress toward their goals, strengths and opportunities facing the team and any needs that

can be met by the division level staff in attendance.

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

Staff members meet bi-weekly in School Education Plan Goal Teams to plan and implement strategies and practices in our building. Teams use a continuous improvement approach to monitor progress and to measure the success or failure of implementation. Data analysis is conducted before next steps can be determined.

C. Instruction

1. How do teachers differentiate learning for students? How are students identified as needing additional support in core content areas?

In grades 1-5, students are grouped according to reading level rather than grade level for instruction in Reading. In all other grades and subject areas, students' present level of performance is considered when designing lessons and in grouping for cooperative learning experiences.

Students in grades 2-8 are given the Scholastic Math Inventory and the Scholastic Reading Inventory at the beginning of the year. The data is used along with PALS data, previous SOL scores and other assessments to identify students in need of intervention and additional support. Student progress is monitored and used to place students in Reading classes, and also to determine whether instructional placement and strategies are appropriate.

2. Provide data that demonstrates that the curriculum is aligned with the SOL and is aligned within the school and across grade levels? If not aligned, what is the process for doing this? (I.e. SOL proficiency rates demonstrate that the taught is not aligned to the tested and written curriculum. Division staff, school staff and principal will develop a lesson plan review system and check system to ensure that teachers are teaching to the written and tested curriculum.)

A new curriculum was implemented in all subject areas throughout ACPS this year. The curriculum was designed using the Virginia Standards of Learning in each grade and subject area. SOL proficiency rates will provide us with baseline data to determine whether the standards are aligned.

D. Parental Involvement

1. How are parents supporting the improvement effort? In what ways are parents involved in the school and their children's education? In what other ways could parents be more involved?

Parents are involved in the creation of our School-Parent Compact at the beginning of the year which outlines the roles, responsibilities and expectations for the school year. Parents have opportunities both individually and collectively or through the PTA to inquire and give input in matters concerning students. Our PTA is active and supportive, creating opportunities to communicate with all parents during monthly PTA meetings or throughout the use of an email system. We also have a committee of staff members charged with engaging the parents and families of at-promise students. We encourage parents to attend Student-led conferences at least twice a year. We provide instructional resources and support for those families in the form of workshops at school. We began Community Walk Events at the beginning of the year to introduce our administrative team and teaching staff to the families in the community. Home visits are scheduled and conducted for a variety of reasons.

We look forward to offering increased opportunities for evening activities as well as individual home visits to provide parents with information on student progress and instructional resources. In addition, we include a parent representative on our SEP committee.

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 use several factors to determine teacher assignments. Teachers' experience in the area(s) in which they are highly qualified, data (if available) to show trends and strengths, teaching style, level of commitment and efficacy are the main factors considered when matching students with teachers. The interview process includes a demo lesson, a writing sample, lesson plan and interview questions aligned with the vision and mission of the school, along with criteria for success to evaluate interviewee responses.

2. How do you define the relationship between the division and state-assigned division liaison? How can it be improved?

Due to ACPS' individual assurances, the division liaison works directly with the division contacts, only providing assistance

to the school as needed.

F. Decision-making Process and Autonomy

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

The ACPS Division Education Plan has identified areas of focus throughout the division. All schools target objectives identified by the school division to ensure that all goals are aligned. A continuous improvement approach to planning and implementation is used with a process that includes division level review. At Jefferson-Houston, we have monthly Alternative Governance Meetings that include our Leadership Team and division staff members who are in a position to allocate resources, human or otherwise. Reports are shared monthly as well on the progress toward these efforts. The School Improvement Coach meets monthly with the Title I office and other School Improvement Coaches to discuss data and intervention strategies and progress. The School Improvement Coach and Principal work directly with the Title I office on division, state and federal requirements. The school participates in quarterly DLST Principal's meetings to present data and progress.

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

None.

3. 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).

None at this time.

4. How is shared governance and accountability between the division and the school leadership implemented in this division and with this school? This must be included in the division and school improvement plan.

The school and division work consistently hand-in-hand to govern and ensure accountability in the school as is demonstrated in response number one above. In the 2011-2012 school year, the administrative structure at Jefferson-Houston was altered to create the role of Principal for Instruction in order to ensure a direct focus on instructional practices within the school. The principal has a direct line to the Chief Academic Officer and Superintendent on all instruction related matters.

G. Phase Out

1. How will the division and school decide what services should be maintained after SIG funds and supports end in 2013?

We will analyze the trends in data for the past 2 years to evaluate the necessity of personnel funded by SIG funds to determine where the roles and responsibilities can be shared among other staff members. The allocation of funds in other areas will be reviewed in an effort to preserve strategies and practices currently funded with SIG resources.

2. How will the district and school prepare for the phase out of funds, supports, and services? Who will be involved and what will be their role?

We will evaluate the contributions made by personnel funded by SIG funds and determine where the roles and responsibilities can be shared among other staff members. We will review the allocation of funds in other areas in an effort to preserve strategies and practices currently funded with SIG resources. Based on the school's recommendations, the division will determine if personnel and services should and/or can be included in the subsequent year's operating budget.

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

It would be helpful if the state could provide more recommendations and/or data to show effective programs, resources and materials in the areas of reading and math.

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

> The provision of materials, research and professional learning that identifies emerging and/or proven best practices in the areas of reading and math would be most useful.

PART III: GOAL SETTING

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

Please describe in detail the 2011-2012 outcomes below.

1	SRI Data*---47% of students scored in Tier 1, 27% of students scored in Tier 2 and 26% of students scored in Tier 3.
2	SMI Data*---65% of students scored in Tier 1, 16% of students scored in Tier 2 and 19% of students scored in Tier 3.
3	PALS Data**---80% of students scored in Tier 1 while 20% of students scored in Tier2.
4	SOL Math***35.2% of students at Jefferson-Houston passed their respective Math SOL.
5	SOL English-Reading*** 55.9% of students at Jefferson-Houston passed their respective English-Reading SOL.
6	SOL History*** 44.6% of students at Jefferson-Houston passed their respective History SOL.
7	SOL Science*** 39.0% of students at Jefferson-Houston passed their respective Science SOL.

*Tier 1 represents students scoring in the 26th-100th percentile. Tier 2 represents the 11th-25th percentile and Tier 3 represent 1st-10th Percentile.
**PALS Data shows that Tier 1 (80%) has MET the benchmark, while Tier 2 (20%) did NOT meet the benchmark.
***Unadjusted SOL Scores.

> B. Goals for 2012-2013: Use the current 2011-12 data from Quarterly Reports, Interventions, Datacation, etc. and other data sources collected to respond to the following questions for continued FY2009 1003(g) grant funding.

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

Example: By June 2013 SOL mathematics scores will increase by 15% in grade 7 and by 5% in grade 6, 8 to exceed the state benchmark by 5% by establishing a laser-like focus on the monitoring of math remediation services using the ARDT as a screening tool for all students to identify area of student need, design remediation content, establish a timeline for remediation services, and record strand assessments results. (Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under each indicator to accomplish each goal.)	
1	By June 2013, Jefferson-Houston students increase in reading proficiency from 55.9% to 62% as measured by VA SOL. Modify the daily schedule to provide all students with an uninterrupted 90 minute block for instruction in Language Arts. Students in grades 1-5 will be flexibly grouped based on reading level and ability with weekly progress monitoring and regrouping quarterly or as needed. Differentiation strategies will be applied in grades 6-8 to meet the needs of all students. Identified students will participate in daily Intervention periods that will focus on specific skills. Analysis of the data will identify students who have shown mastery. Students will be regrouped for corrective instruction or a new targeted skill.
2	By June 2013, Jefferson-Houston students will increase math proficiency from 35.2% to 44.9% as measured by VA SOL. Modify the daily schedule to provide all students with an uninterrupted block of Math instruction as

	follows: 60 interrupted minutes for grades 1-5 90 minutes for grades 6-8 30 minutes for Kindergarten Differentiation strategies will be applied in grades 6-8 to meet the needs of all students.
3	By June 2013, Jefferson-Houston students will increase science proficiency from 39% to 48.2% as measured by VA SOL. Modify the daily schedule to provide all students with an integrated block of science instruction as follows: K-5 daily 45 minute block of instruction 6-8 daily 90 minute block of instruction Differentiation strategies will be applied in grades 6-8 to meet the needs of all students.
4	By June 2013, Jefferson-Houston students will increase history proficiency from 44.6% to 52.9% as measured by VA SOL. Modify the daily schedule to provide all students with an uninterrupted block of history instruction as follows: K-5 daily 45 minute block of instruction 6-8 daily 90 minute block of instruction Differentiation strategies will be applied in grades 6-8 to meet the needs of all students.
5	By June 2013, Jefferson-Houston students will increase writing proficiency from 53.7% to 60.6% as measured by VA SOL. Modify the daily schedule to provide all students with an uninterrupted block of writing instruction as follows: K-5 daily 45 minute block of instruction 6-8 daily 90 minute block of instruction Differentiation strategies will be applied in grades 6-8 to meet the needs of all students.

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

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

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

 See the sample provided.

SAMPLE RESPONSE

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

Part IV (a): Interventions for students who are at-risk of failing a reading SOL	
Tier 2	The Reading Goal Team will work collaboratively with Reading teachers in grades 3-8 to create a list of students who will receive reading remediation based on the assessments given above. The list of concepts, skills and strategies to be taught will be based on student performance on the most recent SOL in addition to quarterly assessments within our school division. Students will receive small group, targeted instruction during an intervention period 3x weekly with licensed teachers. The entire staff has received training in the Plan Do Study Act cycle of continuous improvement. Weekly data meetings will be held to monitor student progress on common assessments. The consultant will continue to support the staff with coaching, development and data analysis throughout the year.
Tier 3	In addition to a double dose of reading instruction during the school day, tier 3 students will receive small group instruction 5 x weekly with a Reading Specialist. These groups will be grade level specific and will follow the ACPS curriculum guides in addition to the SOL Blueprint. The entire staff has received training in the Plan Do Study Act cycle of continuous improvement. Weekly data meetings will be held to monitor student progress on common assessments. The consultant will continue to support the staff with coaching, development and data analysis throughout the year.
Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL	
Tier 2	The Math Goal Team will work collaboratively with Math teachers in grades 3-8 to create a list of students who will receive math remediation. The list of concepts, skills and strategies to be taught will be based on student performance on the most recent SOL in addition to quarterly assessments within our school division. Students will receive small group, targeted instruction during an intervention period 3x weekly. The entire staff has received training in the Plan Do Study Act cycle of continuous improvement. Weekly data meetings will be held to monitor student progress on common assessments. The consultant will continue to support the staff with coaching, development and data analysis throughout the year.
Tier 3	Tier 3 students will receive small group instruction 5 x weekly with a Math Specialist. These groups will be grade level specific and will follow the ACPS curriculum guides in addition to the SOL Blueprint. The entire staff has received training in the Plan Do Study Act cycle of continuous improvement. Weekly data meetings will be held to monitor student progress on common assessments. The consultant will continue to support the staff with coaching, development and data analysis throughout the year.
Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable	

Tier 2	Tier 2 students will receive daily small group intervention using the Team Alphie program, the reading remediation program for the Success For All program. The entire staff has received training in the Plan Do Study Act cycle of continuous improvement. Weekly data meetings will be held to monitor student progress on common assessments. The consultant will continue to support the staff with coaching, development and data analysis throughout the year.
Tier 3	In addition to a double dose of reading instruction during the school day, tier 3 students in kindergarten and first grade will receive one on one tutoring 2x weekly with trained parents, community partners and volunteers during the school day. The entire staff has received training in the Plan Do Study Act cycle of continuous improvement. Weekly data meetings will be held to monitor student progress on common assessments. The consultant will continue to support the staff with coaching, development and data analysis throughout the year.
Part IV (d): **Interventions for students who failed the SOL reading assessment in the previous year not identified above**	
Tier 2	Individual Achievement Plans will be drafted to meet the needs of the students not targeted above. The entire staff has received training in the Plan Do Study Act cycle of continuous improvement. Weekly data meetings will be held to monitor student progress on common assessments. The consultant will continue to support the staff with coaching, development and data analysis throughout the year.
Tier 3	Individual Achievement Plans will be drafted to meet the needs of the students not targeted above. The entire staff has received training in the Plan Do Study Act cycle of continuous improvement. Weekly data meetings will be held to monitor student progress on common assessments. The consultant will continue to support the staff with coaching, development and data analysis throughout the year.
Part IV (e): **Interventions for students who failed the SOL mathematics assessment in the previous year not identified above**	
Tier 2	Individual Achievement Plans will be drafted to meet the needs of the students not targeted above. The entire staff has received training in the Plan Do Study Act cycle of continuous improvement. Weekly data meetings will be held to monitor student progress on common assessments. The consultant will continue to support the staff with coaching, development and data analysis throughout the year.
Tier 3	Individual Achievement Plans will be drafted to meet the needs of the students not targeted above. The entire staff has received training in the Plan Do Study Act cycle of continuous improvement. Weekly data meetings will be held to monitor student progress on common assessments. The consultant will continue to support the staff with coaching, development and data analysis throughout the year.

Part V: BUDGET (DIVISION/SCHOOL)

Budget Summary

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

    a.   For the school served with SIG funds, a budget summary detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies.

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

See following pages for budget form(s).

Budget Expenditure Code Definitions

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

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

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

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

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

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

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

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

Part V (a): School Budget Summary

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

School Name Jefferson-Houston K-8 School			
	Year 3: 2012-2013		
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses $	Division Expenses $	Other: $81,270
	School Expenses $60,693	School Expenses $	
2000 – Personnel	Division Expenses $	Division Expenses $	Other: $24,000
	School Expenses $19,980	School Expenses $	
3000 – *Purchased Services*	Division Expenses $	Division Expenses $	Other: $
	School Expenses $55,200	School Expenses $	
4000 - *Internal Services*	Division Expenses $	Division Expenses $	Other: $
	School Expenses $	School Expenses $	

5000 - Other Charges	Division Expenses $9,675	Division Expenses $	Other: $
	School Expenses $	School Expenses $	
6000 - Materials and Supplies	Division Expenses $	Division Expenses $	Other: $
	School Expenses $33,619	School Expenses $	
8000 – Equipment/ Capital Outlay	Division Expenses $	Division Expenses $	Other: $
	School Expenses $	School Expenses $	
Total	Division Expenses $9,675	Division Expenses $	Other: $
	School Expenses $179,167	School Expenses $	

Total Division Expenses	$9,675
Total School Expenses	$274,762
TOTAL (Do not include "Other")	$179,167

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
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, ARRA) Title I math teacher K-3 ($42,000; Title I); 2 Title I reading specialist K-2 ($60,000, Title I and $26,000 state EIRI and $15,000 local match)

SCHOOL NAME: Jefferson-Houston
1000 – Personnel (Use as much space as necessary.) **SIG:** 1.0 School Improvement Coach to analyze and examine formative and summative data with collaborative learning teams, work closely with the administrative team and Steering Committee to use data to determine trends and adjust instruction accordingly, to be the steward of the School Education Plan, to administer professional learning modules, to assist with the implementation of the Baldrige PDSA model in classrooms, present and discuss data at the division level School Improvement Coach and DLST meetings and other data-driven tasks and assignments as necessary. ($57,987) 8 days of summer planning to develop intervention formats and schedules. ($2,706) **Other:** Title I: 1.0 Math specialist ($81,270)
2000 -Employee Benefits (Use as much space as necessary.) Benefits for above mentioned employee services
3000 - Purchased Services (Use as much space as necessary.) Services of the consultant who oversees the alternative governance model, provides leadership-building services to the Principal and leadership team and for capacity building data analysis and usage development to teacher teams ($30,000) Services of a consultant who will implement the Plan-Do-Study-Act (PDSA) continuous cycle of improvement model in all classrooms and for the school's leadership team. ($20,700) Services of VDOE-assigned contractor for Tier III focus schools, to be split with Cora Kelly Elementary School ($4,500)
4000 - Internal Services (Use as much space as necessary.)
5000 - Other Charges (Use as much space as necessary.) Indirect Costs at the state-approved percentage (5.4%).

6000 - Materials and Supplies (Use as much space as necessary.)
Instructional technology (SMARTboards, Laptop carts) for classroom use in provision of formative assessment, monitoring of student feedback, delivery of interventions and other general classroom uses.
8000 – Equipment/Capital Outlay (Use as much space as necessary.)

PART VII: ASSURANCES

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

The LEA must assure that it —
1. Uses its SIG funds to implement school improvement practices fully and effectively in each Tier III school that the LEA commits to serve, consistent with the final SIG requirements;
2. 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;
    * 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; Uses an electronic query system (i.e., Datacation) to provide principals with quarterly data needed to make data driven decisions at the school-level;
3. Uses an electronic query system (i.e., Datacation, or Interactive Achievement's Snapshot Tool) to provide principals with quarterly data needed to make data driven decisions at the school-level;
4. Attends OSI technical assistance sessions provided for school principals and division staff;
5. Collaborates with assigned VDOE contractor(s) to ensure the division and school maintain the fidelity of implementation necessary for reform;
6. Ensures division improvement plan supports the school-level improvement plan and is monitored monthly; and
7. Reports to the SEA the school-level data required under the final requirements of this SIG grant.
8. The school is a Title I school for the 2012-2013 school year.
9. The principal played a significant role in the development of the budget and the development of responses to Part II, Part III, and Part IV of this application.

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. Morton Sherman
Date:	July 9, 2012
Principal's Signature Read # 9 above	
Date:	July 9, 2012

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

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

PART VIII: OPT OUT CLAUSE

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

<u>Opt Out Certification</u>: I hereby certify that (division) _____ will relinquish all unencumbered SIG funds for (school) _____as of September 30, 2012.

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

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

Tier III SIG FY09 School List

DIV #	Division Name	School	Total Award
101	Alexandria City	Cora Kelly Magnet School	$537,501.00
101	Alexandria City	Jefferson-Houston Elementary School	$537,501.00
005	Amherst County	Central Elementary School	$537,500.00
007	Arlington County	Drew Model Elementary School	$537,500.00
007	Arlington County	Hoffman-Boston Elementary School	$537,500.00
007	Arlington County	Randolph Elementary School	$537,500.00
019	Charles City County	Charles City County Elementary School	$537,500.00
023	Craig County	McCleary Elementary School	$537,501.00
024	Culpeper County	Pearl Sample Elementary School	$537,500.00
024	Culpeper County	Sycamore Park Elementary School	$537,500.00
028	Essex County	Essex Intermediate School	$537,501.00
028	Essex County	Tappahannock Elementary School	$537,501.00
029	Fairfax County	Dogwood Elementary School	$537,500.00
029	Fairfax County	Hybla Valley Elementary School	$537,500.00
029	Fairfax County	Mount Vernon Woods Elementary School	$537,500.00
029	Fairfax County	Washington Mill Elementary School	$537,500.00
032	Fluvanna County	Central Elementary School	$537,500.00
032	Fluvanna County	Columbia District Elementary School	$537,500.00
032	Fluvanna County	Cunningham District Elementary School	$537,500.00
135	Franklin City	Franklin High School	$537,501.00
049	King and Queen County	King and Queen Elementary School	$537,501.00
048	King George County	King George Elementary School	$537,500.00
048	King George County	Potomac Elementary School	$537,500.00
051	Lancaster County	Lancaster Primary School	$537,500.00
117	Newport News City	L.F. Palmer Elementary School	$537,500.00
065	Northampton County	Kiptopeke Elementary School	$537,500.00
065	Northampton County	Occohannock Elementary School	$537,500.00
068	Orange County	Orange Elementary School	$537,500.00
071	Pittsylvania County	Dan River Middle School	$537,501.00
071	Pittsylvania County	Kentuck Elementary School	$537,501.00
121	Portsmouth City	Churchland Academy Elementary School	$537,500.00
077	Pulaski County	Pulaski Elementary School	$537,500.00
124	Roanoke City	Addison Aerospace Magnet School	$537,500.00
124	Roanoke City	Hurt Park Elementary School	$537,500.00
085	Shenandoah County	Ashby Lee Elementary School	$537,500.00
127	Suffolk City	Elephant's Fork Elementary School	$537,500.00
095	Westmoreland County	Washington District Elementary School	$537,500.00

Please complete this application for each school.

PART I: DIVISION INFORMATION

School Division Name:	Alexandria City Public Schools
Division Contact:	Natalie Mitchell

Telephone of Division Contact (include extension if applicable):	703-824-6679	Fax:	703-824-6741

Email of Division Contact:	Natalie.mitchell@acps.k12.va.us

Name of School	Cora Kelly School		2012-2013 Grade Span	K-5th	Projected School Membership	394
	Current Percent Identified as Disadvantaged	81%	Current Percent Students with Disabilities	11%	Current Percent Limited English Proficient	24%

Name of Principal	Brandon Davis
Telephone of Principal	703-706-4420
Email of Principal	Brandon.davis@acps.k12.va.us

PART II: PROCESSES IN PLACE

Complete responses for each question. This summary of processes the division and school have implemented and description of reform efforts will guide the identification of 2012-2013 goals in Part III: Goal Setting.

H. School Climate

2. How has the general school climate (i.e. the feel of the building when you walk in) changed since the implementation of the SIG grant ? Is it where you want it to be? If not, what can you do to make further changes?

   The climate of the school has transformed since the implementation of the SIG grant. Teachers have become focused on the data to guide their teaching strategies and the academic success of the students. Data drives every decision at Cora Kelly and the teachers have embraced this systematic approach to education. The majority of teachers have become committed to the success of Cora Kelly. Some have transferred to other schools outside the district. At this time, there are no immediate changes necessary because we adapt to each situation and provide the appropriate response. Education is ever-changing; however, our school climate remains positive and supportive of the students' needs.

I. Process Steps/Atmosphere of Change

3. How are all members of the Leadership Team / Improvement Team encouraged to contribute? How are their opinions considered and incorporated? How responsibilities are divided amongst the team members?

All the members of the Steering Committee (School Improvement Committee) are expected to cohesively work together to analyze school strategic data. The committee members' ideas and opinions are considered and incorporated in the goals that drive the school. The committee consists of a staff member from each department, administration, and a parent volunteer; each committee member has a role. Each member from the team is assigned to a goal team, which focuses on a specific goal from the School Education Plan (SEP) which serves as the School Improvement Plan. The members collect and analyze the data for that particular goal and we share out during our steering committee meeting. The committee performs data analysis on the goals from the SEP during the meetings.

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

The steering committee monitors initiatives (tasks) from the SEP on a quarterly basis. We check to see what has or has not been working. We use our in-process metrics for data analysis items and to provide us with a better understanding of the school's process on the tasks. After the committee completes the quarterly analysis, we may alter the School Education Plan by changing the tasks or techniques that were implemented, completing additional tasks, or deleting some tasks. Our data analysis helps us form the next steps for the upcoming quarter.

J. Instruction

3. How do teachers differentiate learning for students? How are students identified as needing additional support in core content areas?

Classroom-based assessments are commonly used and have been proven effective for differentiating in classrooms. Teachers at Cora Kelly use assessments such as post-tests, formative assessments, individual daily work and even personal interests to differentiate. Assessments help teachers accurately measure their students' academic strengths, weaknesses and provide next steps in instruction.

Teachers then use the collected data to differentiate the process or the product. For example, when a student has proven mastery of adding and subtracting fractions with like denominators, he/she can be encouraged and provided materials to begin using unlike denominators. On the other hand, students struggling with this concept can work in small group and be provided with additional models. Differentiation may simply be the amount of work expected of a student or the amount of teacher support provided.

The data used is shared in professional learning teams. Teachers look closely at whole concepts, individual items, and even at the specific errors students are making. Those students who have not achieved mastery are provided time for corrective instruction throughout the day, during after school tutoring, or even in the regular class period. This corrective instruction is provided by specialists and/or classroom teachers.

As necessary, students may receive corrective instruction or enrichment from other grade level teachers. Encore specialists push into the classrooms to provide small group or individual instruction.

4. Provide data that demonstrate that the curriculum is aligned with the SOL and is aligned within the school and across grade levels? If not aligned, what is the process for doing this? (i.e. SOL proficiency rates demonstrate that the taught is not aligned to the tested and written curriculum. Division staff, school staff and principal will develop a lesson plan review system and check system to ensure that teachers are teaching to the written and tested

curriculum.)

All classroom teachers implement the Baldrige Plan-Do-Study-Act (PDSA) model in their classrooms. One component of Baldrige is that the teachers have to address the essential learning standards in the curriculum. The PDSA cycles are based on one essential learning standard weekly.

SOL proficiency rates in math demonstrate that what is taught is aligned to the curriculum because we had an average of 98% passing rate. SOL reading proficiency rates steadily increased over the last three years because we teach the essential learning standards. ACPS implemented a new curriculum that is aligned across the division, school, and grade levels and with SOLs.

K. Parental Involvement

2. How are parents supporting the improvement effort? In what ways are parents involved in the school and their children's education? In what other ways could parents be more involved?

Parents are involved in the school improvement effort by attending and participating in the PTA meetings and steering committee meetings. All Individual Achievement Plans were signed and reviewed by the parents. Parents met with the classroom teachers during conferences and agreed to the plan. These plans are created for students who need improvement in Reading and/or Math. Parents attend curriculum nights and other parental engagement activities put on by grade level, the school social worker and nurse, and ACPS Family and Community Engagement Centers (FACE).

Parents can additionally supplement learning by ensuring their children complete their homework, come to school well-rested and prepared to learn, providing students with a suitable learning atmosphere at home to complete assignments, visiting museums, the library or other educational arenas where they could participate and communicate with their child about what they are learning. Reading to or with their children (in any language)every day is a great way to be involved. Also, making certain that any special needs (mental/physical) are met so that child can succeed to the best of his/her ability.

L. Staffing and Relationships

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

Teachers are given positions based upon skills demonstrated through a comprehensive panel interview that reflects the needs demonstrated in our SEP, model lesson demonstration, and thorough reference checks.

In 2012-13, we will have vertical teams that allow students to be in a cohort. These cohorts of students will stay with each other for homeroom with some exceptions. This cohort of students will move together to the next grade with a new teacher that utilizes a similar teaching style. This allows the leadership to ensure that no student gets a novice or ultimately ineffective teacher 2-3 years in a row.

To develop small groups and match them with appropriate teachers, we analyze data spreadsheets that display students' reading levels and SOL scores from previous years. Students are grouped based upon reading and/or math needs. Based on teacher observations, expertise, and qualifications, the teachers are paired with students that match the group's targeted needs. (e.g. The math teachers will solely service students who are below level in mathematics and the reading teachers will solely service students who are reading below level). In addition, we will also take into consideration the relationship between the student and staff. This can help us best match the students' learning style with a particular staff member's teacher style.

4. How do you define the relationship between the division and state-assigned division liaison? How can it be improved?

Due to ACPS' unique Assurances, the division liaison works directly with the division contact, only providing assistance to the school as needed.

M. Decision-making Process and Autonomy

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

The Steering Committee (School Improvement Committee) makes the final decisions about school improvement efforts, overall strategic vision, and ideas that impact the School Education Plan. Each committee member is responsible for disbursing the information to team levels. SEPs are reviewed by division staff to ensure identified goals and tactics are consistent with the school's data-demonstrated needs. The Title I Office works directly with the principal and school staff to ensure that funds are used to support the school's data-demonstrated needs as identified by the SEP.

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

N/A

7. 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).

At this time, we have not identified any policy barriers that will prohibit our success.

8. How is shared governance and accountability between the division and the school leadership implemented in this division and with this school? This must be included in the division and school improvement plan.

The SEP is driven by the goals identified in the Division Education Plan. As noted in question 1 above, the SEP is reviewed and monitored by division staff. The School Improvement Coach works directly with the Title I Office to plan school improvement efforts. A representative from the Division Leadership Support Team attends all of the steering committee meetings. The principal and school improvement coach present data, instructional practices and strategies at the quarterly DLST Principal's meeting.

N. Phase Out

5. How will the division and school decide what services should be maintained after SIG funds and supports end in 2013?

We will determine what services should be maintained after SIG funds end by looking at the school data. We will determine what worked and what didn't work and base funding decisions on this data analysis.

6. How will the district and school prepare for the phase out of funds, supports, and services? Who will be involved and what will be their role?

Grade level teams will begin to look at 2-year data for making phase out decisions early in the school year. The school is

currently building capacity to ensure that the staff can fully collect and analyze data for student achievement independent of the assistance of the School Improvement Coach. This position is currently funded via SIG. Staff will continue to use Community Learning Teams to support all students and collaborate efficiently and effectively together. We will expand the use of Intervention and Enrichment groups across grade levels which will be used to supplement the reading teacher position. Encore teachers will continue to push into the classrooms to provide support, enrichment and corrective instruction. The school division will work directly with the principal and Steering Committee to determine needs based upon data. Areas of greatest demonstrated need will receive consideration in the operating fund budget process. If, for example, it is determined that a need for additional reading support still exists, requests for this will be included in the budgeting process. Family and Community input will be taken into consideration based upon surveys that parents completed and workshops that they attended.

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

- No additional supports are needed at this time.
-

PART III: GOAL SETTING

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

Please describe in detail the 2011-2012 outcomes below.

1	By June 2012, Cora Kelly's preliminary Math scores show that 3rd- 5th grade students received 70% proficiency rate as measured by VA SOLs.
2	By June 2012, 53% of Cora Kelly 3rd-5th grade students are reading on grade level and 76% of Knd-2nd grade students are reading on grade level as measured by Fountas and Pinnel. By June 2012, preliminary SOL results show that 3rd-5th grade students at Cora Kelly proficiency levels in reading are 89% measured by Virginia SOL. All third grade students met the PALs benchmark for Spring. In second grade, majority of the students met the PALs benchmark for Spring except for 7 students. In first grade, some of the students met the PALs benchmark for Spring except for 23 students. In Kindergarten, majority of the students met the PALs benchmark for Spring except for 9 students.
3	By June 2012, all the members of the Cora Kelly staff conduct weekly PLC/department meetings based on the Baldrige Model and fully implement the Baldrige Model in their classrooms.
4	By June 2012, The percentage of parents participating in needs based workshops declined by the end of the year. A new survey was sent out to parents to request specific days and times for the workshops. A calendar was created for school year 2012-2013 that includes parents and students workshops to occur simultaneously.
5	By June 2012, preliminary VGLA results show that all students with disabilities who completed the VGLA met proficiency levels as measured by Virginia of Learning Standards.

D. Goals for 2012-2103: Use the current 2011-12 data from Quarterly Reports, Interventions, Datacation, etc. and other data

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, Cora Kelly will decrease the failing rate by at least 10% in math proficiency as measured by VA SOLs. Action steps that will be implemented to achieve the 1-year goal: Determine the strengths and weaknesses in Math from the performance by question data. Analyze the math data Performance By Questions (PBQ) during the first staff meeting. Review the ACPS curriculum to see what worked and what did not work Collaborate within our school to see what teachers or grade levels did well (what worked?) what tools or strategies were used Examine the crosswalk during a grade level team meeting to ensure it is evident in lesson plans and instruction delivery. Ensure to explicitly teach math vocabulary during all lessons
2	By June 2013, Cora Kelly will maintain our reading proficiency in all subgroups to at least 94% as measured by Virginia SOL Action steps that will be implemented to achieve the 1-year goal: Provide teachers with students LEP levels Provide information about the descriptors of each LEP level to the staff and train how to write a language objective. Examine the crosswalk during a grade level team meeting to ensure it is evident in lesson plans and instruction delivery. Ensure language objective and learning objective is written in each lesson plan and posted in classroom. Create a schedule for module training which is provided by instructional coach Attend language acquisition module training. Implementation of strategies from the module training Conduct walkthroughs to collect data to support teachers and provide written feedback to staff and admin team. Instructional coach will model as needed. Provide professional development to staff members in the areas they lack proficiency based on data analysis.
3	By June 2013, Cora Kelly will increase the number of staff members implementing the Baldrige Model during classroom discussions and collaborative planning meetings from 85% to 90% participation as measured by walkthrough observations. Action steps that will be implemented to achieve the 1-year goal: Develop proposal for training and coaching services Creating calendar training and coaching dates with consultant per school contract Develop implementation schedule for collaborative planning teams Design Year 3 Classroom Walkthrough Checklist Provide initial training for collaborative planning teams Review classroom implementation schedule and walkthrough checklist with returning teachers Begin Implementation of the goal teams tasks

	Provide Day 1 classroom training for new teachers and other instructional and administrative staff
4	By June 2013, Cora Kelly will increase Social Studies proficiency in all subgroups to 80% as measured by Virginia SOL Action steps that will be implemented to achieve the 1-year goal: Collaborate with Encore teachers to review Social Studies Curriculum to identify how they can support Create a curriculum map of the Social Studies objectives and lessons Implementing Social Studies objectives during Encore class Research best practices and tutorials about flipping the curriculum Create a survey for students to complete that express if they have computer access at home Provide identified students with a netbook so they can complete projects at home Create a contract for the students to ensure netbooks are returned to school

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

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

The description of the intervention for each group should include the following elements:
- e.   targeted group; intervention description;
- f.   intervention provider;
- g.   frequency and amount of time for each tier; and,
- h.   description of how the intervention will be monitored.

 See the sample provided.

SAMPLE RESPONSE

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

	days/week for 40 minutes (frequency and time). Teachers will review results of ARDT strand tests as they are completed in accordance with student's remediation timeline (4 weeks at minimum) (monitoring).

Part IV (a): **Interventions for students who are at-risk of failing a reading SOL**	
Tier 2	3rd-5th teachers will work collaboratively with Reading specialists to plan and develop small-group supplemental instruction. They will provide strategies and procedures that are design to supplement, enhance, and support Tier 2 students. Teachers will progress monitor interventions on a weekly basis. Teachers will use SRI data to identify the students in the lowest 11th-25th percentile nationally.
Tier 3	3rd-5th teachers will work collaboratively with Reading specialists to plan and develop Individual assessment for Tier 3 students. Teachers and specialists will analyze lesson plans and data to tailor interventions for students' needs. Reading specialists and Teachers will analyze SOL data based on strands to target specific skills the students need to focus on during intervention. Teachers and specialist will provide daily formative assessments to check for students understanding. Teachers will use SRI data to identify the students in the lowest 10th percentile nationally.
Part IV (b): **Interventions for students who are at-risk of failing a mathematics SOL**	
Tier 2	3rd-5th teachers will work collaboratively with Math specialists to plan and develop small-group supplemental instruction. They will provide strategies and procedures that are design to supplement, enhance, and support Tier 2 students. Teachers will progress monitor interventions on a weekly basis. Teachers will use SMI data to identify the students in the lowest 11th-25th percentile nationally.
Tier 3	3rd-5th teachers will work collaboratively with Math specialists to plan and develop Individual assessment for Tier 3 students. Teachers and specialists will analyze lesson plans and data to tailor interventions for students' needs. Math specialists and Teachers will analyze SOL data based on strands to target specific skills the students need to focus on during intervention. Teachers and specialist will provide daily formative assessments to check for students understanding. Teachers will use SMI data to identify the students in the lowest 10th percentile nationally.
Part IV (c): **Interventions for students who are identified for PALS intervention (K-3), if applicable**	
Tier 2	K-3rd teachers will work collaboratively with Reading specialists and PALs interventionist to plan and develop small group intervention. They will provide strategies and procedures that are design to supplement, enhance, and support Tier 2 students. Teachers will progress monitor PALs interventions on a weekly basis. Teachers will use PALs data to identify the students in the lowest 11th-25th percentile nationally.
Tier 3	3rd-5th teachers will work collaboratively with Reading specialists and PALs interventionist to plan and develop Individual assessment for Tier 3 students. Teachers, specialists, and PALs interventionist will analyze lesson plans and data to tailor interventions for students' needs. Teachers will analyze PALs data based on specific skills to target needs of the students during interventions. Teachers and specialists will provide daily formative assessments to check for students understanding. Teachers will use PALs data to identify the students in the lowest 10th percentile nationally.
Part IV (d): **Interventions for students who failed the SOL reading assessment in the previous year not identified above**	
Tier 2	3rd-5th teachers will work collaboratively with Reading specialists to plan and develop small-group

	supplemental instruction. They will provide strategies and procedures that are design to supplement, enhance, and support Tier 2 students. Teachers will progress monitor interventions on a weekly basis. Teachers will use SRI data to identify the students in the lowest 11th-25th percentile nationally.
Tier 3	3rd-5th teachers will work collaboratively with Reading specialists to plan and develop Individual assessment for Tier 3 students. Teachers and specialists will analyze lesson plans and data to tailor interventions for students' needs. Reading specialists and Teachers will analyze SOL data based on strands to target specific skills the students need to focus on during intervention. Teachers and specialist will provide daily formative assessments to check for students understanding. Teachers will use SRI data to identify the students in the lowest 10th percentile nationally.
Part IV (e): **Interventions for students who failed the SOL mathematics assessment in the previous year not identified above**	
Tier 2	3rd-5th teachers will work collaboratively with Math specialists to plan and develop small-group supplemental instruction. They will provide strategies and procedures that are design to supplement, enhance, and support Tier 2 students. Teachers will progress monitor interventions on a weekly basis. Teachers will use SMI data to identify the students in the lowest 11th-25th percentile nationally.
Tier 3	3rd-5th teachers will work collaboratively with Math specialists to plan and develop Individual assessment for Tier 3 students. Teachers and specialists will analyze lesson plans and data to tailor interventions for students' needs. Math specialists and Teachers will analyze SOL data based on strands to target specific skills the students need to focus on during intervention. Teachers and specialist will provide daily formative assessments to check for students understanding. Teachers will use SMI data to identify the students in the lowest 10th percentile nationally.

Part V: BUDGET (DIVISION/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 <u>examples only</u>.   For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

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

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

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

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

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

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

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

Part V (a): School Budget Summary

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

School Name Cora Kelly			
	Year 3: 2012-2013		
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses $	Division Expenses $	Other: $65,000
	School Expenses $117,390	School Expenses $	
2000 – Personnel	Division Expenses $	Division Expenses $	Other: $24,000
	School Expenses $39,177	School Expenses $	
3000 – Purchased Services	Division Expenses $	Division Expenses $	Other: $29,055
	School Expenses $4,500	School Expenses $	
4000 - Internal Services	Division Expenses $	Division Expenses $	Other: $
	School Expenses $	School Expenses $	

	Division Expenses	Division Expenses	Other:
5000 - Other Charges	$9,675	$	$
	School Expenses $	School Expenses $	
6000 - Materials and Supplies	Division Expenses $	Division Expenses $	Other: $
	School Expenses $8,425	School Expenses $	
8000 – Equipment/ Capital Outlay	Division Expenses $	Division Expenses $	Other: $
	School Expenses $	School Expenses $	
Total	Division Expenses $	Division Expenses $	Other: $
	School Expenses $	School Expenses $	

Total Division Expenses	$9,675
Total School Expenses	$287,547
TOTAL (Do not include "Other")	$179,167

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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

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, ARRA)

Title I math teacher K-3 ($42,000; Title I); 2 Title I reading specialist K-2 ($60,000, Title I and $26,000 state EIRI and $15,000 local match)

SCHOOL NAME: Cora Kelly

1000 – Personnel (Use as much space as necessary.) 1.0 Magnet teacher to assist in implementation of interventions on both a push-in and pull-out basis for students identified as reading below grade level. ($52,305) 1.0 School Improvement Coach to analyze and examine formative and summative data with collaborative learning teams, work closely with the administrative team and Steering Committee to use data to determine trends and adjust instruction accordingly, to be the steward of the School Education Plan, to administer professional learning modules, to assist with the implementation of the Baldrige PDSA model in classrooms, present and discuss data at the division level School Improvement Coach and DLST meetings and other data-driven tasks and assignments as necessary. ($65,084)
2000 -Employee Benefits (Use as much space as necessary.) To support the above-named positions
3000 - Purchased Services (Use as much space as necessary.) VDOE approved contractor for Tier III SIG schools, to be split with Jefferson-Houston School ($4,500)
4000 - Internal Services (Use as much space as necessary.)
5000 - Other Charges (Use as much space as necessary.) Indirect costs at the state approved percentage (5.4%) ($9,675)
6000 - Materials and Supplies (Use as much space as necessary.) Supplemental instructional programs to support student learning to include Reading Mastery and LLI. ($8,425)
8000 – Equipment/Capital Outlay (Use as much space as necessary.)

Part VI: Combined Division-Level Budget Summary for ALL (Tier III) Schools the LEA Commits to Serve
(<u>ONE PER DIVISION</u>, NOT PER SCHOOL)

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

PART VI

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

Expenditure Codes	Year 3: 2012-2013		
	SIG Funds	ARRA Funds	Other Funds
1000 - Personnel	$178,083	$	$146,270
2000 - Employee Benefits	$59,157	$	$48,000
3000 - Purchased Services	$59,700	$	$29,055
4000 - Internal Services	$	$	$
5000 - Other Charges	$19,350	$	$
6000 - Materials and Supplies	$42,044	$	$
8000 – Equipment/ Capital Outlay	$	$	$
Total	$358,334	$	$223,325
			TOTAL SIG and ARRA Funds $358,334

PART VII: 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 —

10. Uses its SIG funds to implement school improvement practices fully and effectively in each Tier III school that the LEA commits to serve, consistent with the final SIG requirements;
11. 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;
    - 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; Uses an electronic query system (i.e., Datacation) to provide principals with quarterly data needed to make data driven decisions at the school-level;
12. Uses an electronic query system (i.e., Datacation, or Interactive Achievement's Snapshot Tool) to provide principals with quarterly data needed to make data driven decisions at the school-level;
13. Attends OSI technical assistance sessions provided for school principals and division staff;
14. Collaborates with assigned VDOE contractor(s) to ensure the division and school maintain the fidelity of implementation necessary for reform;
15. Ensures division improvement plan supports the school-level improvement plan and is monitored monthly; and
16. Reports to the SEA the school-level data required under the final requirements of this SIG grant.
17. The school is a Title I school for the 2012-2013 school year.
18. The principal played a significant role in the development of the budget and the development of responses to Part II, Part III, and Part IV of this application.

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

Superintendent's Signature:	
Superintendent's Name:	Dr. Morton Sherman
Date:	July 9, 2012
Principal's Signature Read # 9 above	
Date:	July 9, 2012

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

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

PART VIII: OPT OUT CLAUSE

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

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

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

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

Tier III SIG FY09 School List

DIV #	Division Name	School	Total Award
101	Alexandria City	Cora Kelly Magnet School	$537,501.00
101	Alexandria City	Jefferson-Houston Elementary School	$537,501.00
005	Amherst County	Central Elementary School	$537,500.00
007	Arlington County	Drew Model Elementary School	$537,500.00
007	Arlington County	Hoffman-Boston Elementary School	$537,500.00
007	Arlington County	Randolph Elementary School	$537,500.00
019	Charles City County	Charles City County Elementary School	$537,500.00
023	Craig County	McCleary Elementary School	$537,501.00
024	Culpeper County	Pearl Sample Elementary School	$537,500.00
024	Culpeper County	Sycamore Park Elementary School	$537,500.00
028	Essex County	Essex Intermediate School	$537,501.00
028	Essex County	Tappahannock Elementary School	$537,501.00
029	Fairfax County	Dogwood Elementary School	$537,500.00
029	Fairfax County	Hybla Valley Elementary School	$537,500.00
029	Fairfax County	Mount Vernon Woods Elementary School	$537,500.00
029	Fairfax County	Washington Mill Elementary School	$537,500.00
032	Fluvanna County	Central Elementary School	$537,500.00
032	Fluvanna County	Columbia District Elementary School	$537,500.00
032	Fluvanna County	Cunningham District Elementary School	$537,500.00
135	Franklin City	Franklin High School	$537,501.00
049	King and Queen County	King and Queen Elementary School	$537,501.00
048	King George County	King George Elementary School	$537,500.00
048	King George County	Potomac Elementary School	$537,500.00
051	Lancaster County	Lancaster Primary School	$537,500.00
117	Newport News City	L.F. Palmer Elementary School	$537,500.00
065	Northampton County	Kiptopeke Elementary School	$537,500.00
065	Northampton County	Occohannock Elementary School	$537,500.00
068	Orange County	Orange Elementary School	$537,500.00
071	Pittsylvania County	Dan River Middle School	$537,501.00
071	Pittsylvania County	Kentuck Elementary School	$537,501.00
121	Portsmouth City	Churchland Academy Elementary School	$537,500.00
077	Pulaski County	Pulaski Elementary School	$537,500.00
124	Roanoke City	Addison Aerospace Magnet School	$537,500.00
124	Roanoke City	Hurt Park Elementary School	$537,500.00
085	Shenandoah County	Ashby Lee Elementary School	$537,500.00
127	Suffolk City	Elephant's Fork Elementary School	$537,500.00
095	Westmoreland County	Washington District Elementary School	$537,500.00