

**Tier III FY2009 Schools  
Application for Year 3 Continued Funding**

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

**Due: July 9, 2012**

Please complete this application for each school.  
Drew Model School, Hoffman-Boston Elementary School, and Randolph Elementary School are included.

School Division Name:	Arlington Public Schools		
Division Contact:	Wendy Pilch		
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***Drew Model School***

**PART I: DIVISION INFORMATION**

Name of School	Drew Model School		2012-2013 Grade Span	PK-5	Projected School Membership	615
	Current Percent Identified as Disadvantaged	47%	Current Percent Students with Disabilities	11%	Current Percent Limited English Proficient	26%
Name of Principal	Jacqueline Smith					
Telephone of Principal	703-228-5825					
Email of Principal	jacqueline.smith@apsva.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**

- 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 school climate has improved. Students are more engaged in reading and teachers, parents and students are having richer conversations about reading. Teachers feel supported by our literacy coach and reading teachers. We will continue to work on collaboration to keep a positive school climate.

**B. Process Steps/Atmosphere of Change**

- 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 meets on a routine basis with the administrative team. The leadership team is part of the decision making process at Drew. The administration and leadership team collaborate and brainstorm together. It is a team effort. The team members are responsible for attending and participating in all meetings. They are also in charge of disseminating the information to the rest of the staff. The instructional lead teacher leads the meetings.

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

New strategies or practices are monitored through observation, data analysis, and professional learning communities. If improvements are not seen, the leadership team reconvenes to discuss alternatives. Those ideas are shared with the whole staff and the staff also provides input. Many times the issues at hand are discussed within the professional learning communities.

**C. Instruction**

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

Teachers analyze data and plan instruction for students in whole group settings, small group settings and individually. The data is used to identify students that need additional support in core content areas. Then lessons are planned accordingly.

- 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.)

APS curricula are regularly and systematically reviewed at the division level with extensive input from instructional and school-based administrative staff to ensure that content is aligned with current research, best practices, the Virginia Standards of Learning, and 21<sup>st</sup> century goals. Textbook/ materials adoption and the establishment of scope and sequence/ pacing guides are founded in this work. The teachers follow the Arlington Public Schools scope and sequence that addresses all of the standards of learning. Our literacy and math coaches meet weekly with the teachers to provide support and guidance when needed. After carefully analyzing 2011-2012 SOL results, it is evident that Drew must work to strengthen reading with Economically Disadvantaged students. One method for increasing test results in this area is reaching out to families with Family Outreach Coordinators, supporting families with monthly literacy nights that will target areas of need for Drew students' literacy development.

#### 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 provided several opportunities throughout the year to attend family literacy and math nights where they are provided valuable information about their child. They are also provided many opportunities to conference with teachers regarding their child's progress. Parents attended monthly PTA meetings and monthly morning coffee chats as well as volunteered in many ways throughout the school. Intervention Assistance Team meetings took place with parents when specific student interventions were needed.

#### 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?

As a new administrator, I am making sure that new hires are highly qualified. Our veteran teachers are highly qualified and I am placing them in with the right students – matching their strengths with the needs of the students. Teachers are also provided opportunities throughout the year for school-wide and countywide professional development.

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

The technical assistance provided by VDOE in the form of and via the school improvement liaison to the APS Division Improvement Team and our School Improvement Team was positive, appropriate, and helpful. The level of support provided contributed to our progress and successes in our continuous and targeted school improvement efforts. In addition to a VDOE liaison, we also have a liaison from the Division Improvement Team that regularly participates in our school-based efforts. We have a very positive working relationship. It needs to continue as is. The division liaison meets with the principal on a monthly basis to collaborate on best practices.

#### 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?

As part of our participation in the Executive Leadership Cohort, the principal and senior division staff attend an intensive summer training through which we develop a data-driven school improvement plan based on learned strategic turnaround principles and aligned with Arlington Public Schools' adopted strategic plan. The School Leadership Team—which includes administration, coaches, specialists, and teachers—meets at least monthly throughout the year to review multiple sources of data, assess progress toward individual student and subgroup goals, and determine when the implementation of the improvement plan and component strategies are realizing the intended progress or in need of adjustment to meet our goals. This dialogue rolls forward into monthly discussion in a professional learning community format with the Division Improvement Team—which includes Principal, Assistant Superintendent of Instruction, Superintendent, Title I, ESOL/HILT, Special Education, and other district leaders— where school progress, needs and future steps are discussed, and into additional quarterly discussion with leaders of our turnaround partner's (UVA) School Turnaround Specialist Program. Additional experts and data are brought in to inform the discussion as needed.

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

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.

This is addressed through the structure of the Executive Leadership Cohort. ELC participation includes monthly meetings of the school leadership team and with the division leadership team, bi-annual review and training at UVA that is attended by both division and school leadership personnel, visits by UVA liaison to provide school leadership with support and guidance, division liaison attendance at our school leadership team meetings.

**G. Phase Out**

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

The school leadership and division will meet and identify what services are meeting the students' needs and reevaluate what is in place.

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?

The Superintendent, Assistant Superintendent of Instruction, Title I Office, and Division Improvement Team will provide leadership in this work and consult with principal and school leadership team to ensure effective and data-driven solutions. The school's needs will be considered throughout the division's annual budget preparation and decision processes.

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

A liaison who is an expert in ELL and special education.

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

A liaison who is an expert in ELL and special education.

**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	Teachers received extensive training from Jan Richardson which they immediately implemented in their classrooms.
2	Our reading initiative resulted in raised test scores for our Black and Hispanic subgroups – reading bags and bookmarks for all students, an assembly to kick off the initiative. This promoted a raised awareness and interest about reading for the students. Furthermore, our iStation reading intervention program allowed teachers and students to identify areas of strength and areas in need of improvement. The iStation results were monitored closely to determine student progress.
3	Our math coach led a Saturday SOL study session which helped prepare students for the SOL test.
4	Our literacy and math coaches met weekly with the teachers to provide them academic support and guidance in planning their lessons. They were also part of our professional learning communities where teachers shared data and future plans to guide students in whole group, small group and individually.
5	Teachers were given planning time last summer and also attended professional development workshops throughout the year to implement new reading and math strategies in the classroom.

B. Goals for 2012-2103: 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:

1	By June 2013 we will reduce the failure rate by 10% on the Spring reading SOL for economically disadvantaged students by establishing a laser-like focus on the monitoring of delivery of reading instruction and reading remediation services using the iStation as a screening tool for all students to identify area of student need, implement book buddies as a reading remediation service, providing all teachers with the Daily Five and Café Books to improve delivery of reading instruction and promote individual goal setting for students.
2	By June 2013 we will reduce the failure rate by 10% on the Spring reading SOL for Hispanic students by establishing a laser-like focus on the monitoring of delivery of reading instruction and reading remediation services using the iStation as a screening tool for all students to identify area of student need, implement book buddies as a reading remediation service, providing all teachers with the Daily Five and Café Books to improve delivery of reading instruction and promote individual

	goal setting for students.
3	By June 2013 we will reduce the failure rate by 10% on the Spring reading SOL for Black students by establishing a laser-like focus on the monitoring of delivery of reading instruction and reading remediation services using the iStation as a screening tool for all students to identify area of student need, implement book buddies as a reading remediation service, providing all teachers with the Daily Five and Café Books to improve delivery of reading instruction and promote individual goal setting for students.
4	By June 2013 we will reduce the failure rate by 10% on the Spring math SOL for Black students by establishing a laser-like focus on the monitoring of delivery of math instruction and math remediation services using the quarterly math assessments as a screening tool for all students to identify area of student need, implementing math buddies as a math remediation service, providing students with SOL math remediation through Saturday tutoring sessions.
5	By June 2013 we will reduce the failure rate by 10% on the Spring math SOL for economically disadvantaged and Hispanic students by establishing a laser-like focus on the monitoring of delivery of math instruction and math remediation services using the quarterly math assessments as a screening tool for all students to identify area of student need, implementing math buddies as a math remediation service, providing students with SOL math remediation through Saturday tutoring sessions.

#### 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.

<b>Part IV (a): Interventions for students who are at-risk of failing a reading SOL</b>	
Tier 2	At-risk students will be identified based on the SOL reading results and provided an individualized folder indicating the targeted SOL's in need of improvement with identified goals to reach while working closely with the teacher on a daily basis for the first 9 weeks with a report given to the principal and parents at the end of each week indicating student progress on identified goals and using the iStation reports as evidence of improvement. The licensed Title 1 reading teacher will address specific skills identified in the strand for the targeted population 5 days/ week for 40 minutes. The teachers will review the results monthly in data meetings to monitor progress.
Tier 3	The literacy coach will work collaboratively with the teachers to ensure teachers are delivering high quality instruction in reading through whole group, small group and individually and targeting students individually to help students identify and meet individual goals established from SOL reading test results. The teachers will use the Daily Five and Café Book reading strategies as well as the strategies shared by Jan Richardson to guide the students' progress. The licensed Title 1 reading teacher will address specific skills identified in the strand for the targeted population 5 days/ week for 40 minutes. The teachers will review the results monthly in data meetings to monitor progress.
<b>Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL</b>	
Tier 2	At-risk students will be identified based on the SOL math results and provided an individualized folder indicating the targeted SOL's in need of improvement with identified goals to reach while working closely with the teacher on a daily basis for the first 9 weeks with a report given to the principal and parents at the end of each week indicating student progress on identified goals and using the quarterly math assessments and weekly formative assessments as evidence of improvement. The math coaches will meet weekly with the teachers to monitor the students' progress and plan weekly with the teachers to meet the students' needs.
Tier 3	At-risk students will be identified based on the SOL math results and provided an individualized folder indicating the targeted SOL's in need of improvement with identified goals to reach while working closely with the teacher on a daily basis for the first 9 weeks with a report given to the principal and parents at the end of each week indicating student progress on identified goals and using the quarterly math assessments and weekly formative assessments as evidence of improvement. The math coaches will meet weekly with the teachers to monitor the

	students' progress and plan weekly with the teachers to meet the students' needs. SOL Saturday math tutoring will be provided for these students.
<b>Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable</b>	
Tier 2	Students who need intervention will be identified based on the PALS results and provided an individualized folder indicating the targeted areas in need of improvement with identified goals to reach while working closely with the teacher on a daily basis for the first 9 weeks with a report given to the principal and parents at the end of each week indicating student progress on identified goals and using the PALS Quick Checks as evidence of improvement. The licensed Title 1 reading teacher will address specific skills identified for the targeted population 5 days/ week for 40 minutes. The teachers will review the results monthly in data meetings to monitor progress.
Tier 3	Students who need intervention will be identified based on the PALS results and provided an individualized folder indicating the targeted areas in need of improvement with identified goals to reach while working closely with the teacher on a daily basis for the first 9 weeks with a report given to the principal and parents at the end of each week indicating student progress on identified goals and using the PALS Quick Checks as evidence of improvement. The licensed Title 1 reading teacher will address specific skills identified for the targeted population 5 days/ week for 40 minutes. The teachers will review the results monthly in data meetings to monitor progress.
<b>Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above</b>	
Tier 2	Failing students will be identified based on the SOL reading results and provided an individualized folder indicating the targeted SOL's in need of improvement with identified goals to reach while working closely with the teacher on a daily basis for the first 9 weeks with a report given to the principal and parents at the end of each week indicating student progress on identified goals and using the iStation reports as evidence of improvement. The licensed Title 1 reading teacher will address specific skills identified in the strand for the targeted population 5 days/ week for 40 minutes. The teachers will review the results monthly in data meetings to monitor progress.
Tier 3	The literacy coach will work collaboratively with the teachers to ensure teachers are delivering high quality instruction in reading through whole group, small group and individually and targeting students individually to help students identify and meet individual goals established from SOL reading test results. The teachers will use the Daily Five and Café Book reading strategies as well as the strategies shared by Jan Richardson to guide the students' progress. The licensed Title 1 reading teacher will address specific skills identified in the strand for the targeted population 5 days/ week for 40 minutes. The teachers will review the results monthly in data meetings to monitor progress.
<b>Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above</b>	
Tier 2	Failing students will be identified based on the SOL math results and provided an individualized folder indicating the targeted SOL's in need of improvement with identified goals to reach while working closely with the teacher on a daily basis for the first 9 weeks with a report given to the principal and parents at the end of each week indicating student progress on identified goals and using the quarterly math assessments and weekly formative assessments as evidence of improvement. The math coaches will meet weekly with the teachers to monitor the students' progress and plan weekly with the teachers to meet the students' needs.
Tier 3	Failing students will be identified based on the SOL math results and provided an individualized folder indicating the targeted SOL's in need of improvement with identified goals to reach while working closely with the teacher on a daily basis for the first 9 weeks with a report given to the principal and parents at the end of each week indicating student progress on identified goals and using the quarterly math assessments and weekly formative assessments as evidence of improvement. The math coaches will meet weekly with the teachers to monitor the students' progress and plan weekly with the teachers to meet the students' needs. SOL Saturday math tutoring will be provided for these students.

## 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 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 <u>Drew Model School</u>			
Year 3: 2012-2013			
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses	Division Expenses	Other: \$130,180
	\$0	\$0	
	School Expenses	School Expenses	
	\$120,631	\$0	
2000 – Personnel	Division Expenses	Division Expenses	Other: \$39,053
	\$0	\$0	
	School Expenses	School Expenses	
	\$33,999	\$0	
3000 – <i>Purchased Services</i>	Division Expenses	Division Expenses	Other: \$123,037
	\$0	\$0	
	School Expenses	School Expenses	
	\$20,000	\$0	
4000 - <i>Internal Services</i>	Division Expenses	Division Expenses	Other: \$30,919
	\$0	\$0	
	School Expenses	School Expenses	
	\$0	\$0	
5000 - Other Charges	Division Expenses	Division Expenses	Other: \$500
	\$0	\$0	
	School Expenses	School Expenses	
	\$1,300	\$0	
6000 - Materials and Supplies	Division Expenses	Division Expenses	Other: \$14727
	\$0	\$0	
	School Expenses	School Expenses	
	\$3,236	\$0	
8000 – Equipment/ Capital Outlay	Division Expenses	Division Expenses	Other: \$0
	\$0	\$0	
	School Expenses	School Expenses	
	\$0	\$0	
Total	Division Expenses	Division Expenses	Other: \$338416
	\$0	\$0	
	School Expenses	School Expenses	
	\$179,166	\$0	
			Total Division Expenses \$0
			Total School Expenses \$179,166
			TOTAL (Do not include "Other") \$179,166

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: Drew Model School
1000 – Personnel (Use as much space as necessary.) 0.5 Literacy Coach, 0.5 Reading Teacher, 0.5 Math Coach and 0.1 ESOL/HILT teacher
2000 -Employee Benefits (Use as much space as necessary.) 30% of salaries for fringe benefits for above positions
3000 - Purchased Services (Use as much space as necessary.) Teach First Formative Assessment, DRA online, professional development (summer and quarterly planning days)
4000 - Internal Services (Use as much space as necessary.)
5000 - Other Charges (Use as much space as necessary.) Travel for Williamsburg and other state mandated conferences
6000 - Materials and Supplies (Use as much space as necessary.) Classroom libraries, K-2 Leveled Literacy Intervention Kits
8000 – Equipment/Capital Outlay (Use as much space as necessary.)

# Hoffman-Boston Elementary School

## PART I: DIVISION INFORMATION

Name of School	Hoffman-Boston		2012-2013 Grade Span	PK-5	Projected School Membership	378
	Current Percent Identified as Disadvantaged	69%	Current Percent Students with Disabilities	16%	Current Percent Limited English Proficient	55%
Name of Principal	Kimberley Graves					
Telephone of Principal	(703) 228-5845					
Email of Principal	Kimberley.graves@apsva.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?

The additional resources and supports funded through the implementation of the SIG grant have had a significant impact on the overall climate and environment of Hoffman-Boston. Instructional staff participated in Professional Learning Communities that focused on actively reviewing and analyzing student performance data and revising and developing targeted interventions to support identified students who are not meeting grade level benchmarks. We will continue to provide training and implement structures to strengthen teachers' data analysis skills to ensure that we are providing appropriate and relevant remediation to struggling learners.

### 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 Instructional Lead Team is comprised of Administrators, Content Lead Teachers, ESOL/HILT Teachers, Literacy and Math Coaches, Reading Specialists, Guidance counselor, School Testing Coordinator and other relevant members. The ILT meets weekly to review and monitor student performance data and progress on school improvement goals. To ensure that the team functions appropriately, team norms and expectations are established which addresses roles, responsibilities and communication.

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

The ILT frequently monitors the progress of new strategies and initiatives implemented during the school year. New strategies and practices are adjusted based on in process metrics and review of student performance data. Analysis of student data and alignment to School Improvement Plan drives the decisions regarding continuing forward with new practices and/or modifying or eliminating practices. The ILT may alter tasks and strategies, include additional tasks and/or eliminate tasks based on analysis of data.

### C. Instruction

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

Instructional staff utilizes a variety of assessment tools including pre and posttests, formative assessments, and review of student work samples; to accurately measure and monitor students' academic strengths and weaknesses. Assessment data is frequently used to modify and differentiate delivery of instruction to meet the needs of the students. Teachers and specialists meet weekly to analyze the data to guide decisions regarding next steps. Those students who are not mastering concepts and skills are provided additional time to receive corrective instruction during and after school.

2. 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.)

APS curricula are regularly and systematically reviewed at the division level with extensive input from instructional and school-based administrative staff to ensure that content is aligned with current research, best practices, the Virginia Standards of Learning, and 21<sup>st</sup> century goals. Textbook/ materials adoption and the establishment of scope and sequence/ pacing guides are founded in this work. 2011-2012 SOL results indicate that students with disabilities need extra support in reading and math, and Hispanic students (GAP Group 3) need extra support in reading. This year, Literacy and Math

Coaches will be tailoring sustained, at-elbow professional development for teachers that supports best instructional practices for supporting the particular needs of these students. The Family Outreach component will reach out to Hispanic families and encourage literacy development by demonstrating and supporting reading and writing strategies to be used at home.

#### 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?

The School Improvement Plan and relevant goals are shared with the parent community in various ways. Parents are encouraged to attend monthly Principal chats, Parent Involvement Activities and PTA meetings to remain abreast of the goals of the school and progress of their child. Additionally, parents are provided with opportunities to meet regularly with their child's teacher during parent conferences. We continue to explore ways to actively engage our parent community to strengthen school and community partnerships and provide guidance and strategies to parents to increase their child's academic success.

#### E. Staffing and Relationships

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

Teachers are assigned to various grade levels and positions based on skills observed by administration, expertise of content and effective pedagogical practices, qualifications and review of student performance data where available. Additional steps and processes will be implemented during the 2012-2013 school year to monitor teacher effectiveness to include frequent classroom observations and monitoring of student trend data to ensure that each student has a highly effective teacher.

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

The technical assistance provided by VDOE in the form of and via the school improvement liaison to the APS Division Improvement Team and our School Improvement Team was appropriate and effective. The level of support provided contributed to our progress and successes in our continuous and targeted school improvement efforts.

#### 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?

As part of our participation in the Executive Leadership Cohort, the principal and senior division staff attend an intensive summer training through which we develop a data-driven school improvement plan based on learned strategic turnaround principles and aligned with Arlington Public Schools' adopted strategic plan. The school principal and the Instructional Lead Team—which includes instructional coaches, specialists, and teachers—meet at least monthly throughout the year to review multiple sources of data, assess progress toward individual student and subgroup goals, and determine when the implementation of the improvement plan and component strategies are realizing the intended progress or in need of adjustment to meet our goals. This team makes decisions regarding development of school improvement goals and tasks, overall strategic vision and other factors relevant to the school improvement plan. Members of the ILT are responsible for sharing the information with grade level teams and present information during school wide meetings. This dialogue also rolls forward into monthly discussion with the Division Improvement Team—which includes Principal, Assistant Superintendent of Instruction, Superintendent, Title I, ESOL/HILT, Special Education, and other district leaders—where the School Improvement Plan and progress on the goals is reviewed and monitored to ensure identified goals and tactics are consistent with the school's data demonstrated needs. Additional monitoring and support for decision-making processes are accessed through quarterly discussion with leaders of our turnaround partner's (UVA) School Turnaround Specialist Program. Additional experts and data are brought in to inform the discussion as needed. On an ongoing basis, the Title I Office and other division personnel work directly with principal, ILT, and other Hoffman-Boston staff to support the effective implementation of improvement plan initiatives.

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 noted at this time.

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).

At this time, there are no identified policy barriers that will prohibit school success towards progress on School Improvement Plan.

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 Improvement Plan is driven by the goals identified in the Division Strategic Plan. The school plan is reviewed and monitored by division staff. The Division Leadership Support Team meets monthly with the school principal to review student performance data, instructional practices and strategies and address additional issues and/or needs that are impacting progress on school improvement goals.

**G. Phase Out**

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

The school and division will conduct a thorough review of school performance data and identified tasks/strategies implemented to determine what services should be continued and eliminate resources/services that yielded poor results.

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?

The Literacy and Math coaches funded through the SIG have been working to build the capacity of the classroom teachers to ensure that they are utilizing effective instructional strategies for all students. The teachers will continue to work collaboratively to develop effective lessons and deliver effective instructional strategies to support struggling learners. ESOL/HILT, Reading Teachers and Math Specialists will continue to model and co-teach with grade level teachers to continue to build capacity of general staff. The school division will work directly with principal and Instructional Lead Team to determine needs based on review of the data. Areas of greatest demonstrated need will receive consideration in the operating budget.

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

None noted at this time.

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

None noted at this time.

**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	Preliminary results from the 2011-2012 school year indicate that 80% of Black students demonstrated proficiency as measured by the VA SOL Reading Assessment.
2	Preliminary results from the 2011-2012 school year indicate that 84% of ESOL students demonstrated proficiency as measured by the VA SOL Reading Assessment.
3	Preliminary results from the 2011-2012 school year indicate that 79% of Economically Disadvantaged students demonstrated proficiency as measured by the VA SOL Reading Assessment.
4	Preliminary results from the 2011-2012 school year indicate that all gap groups met the Annual Measurable Objective as measured by the VA SOL Mathematics Assessment
5	Parental involvement and engagement activities were implemented during the 2011-2012 school year to increase parent participation and outreach.

B. Goals for 2012-2103: 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	Students with disabilities will achieve a pass rate on the new 2012 Reading SOL assessment that reflects accelerated growth for the group relative to statewide peers by scoring at or above 59% percentile of statewide performance for students with disabilities
2	Hispanic Students will achieve a pass rate on the new 2012 Reading SOL assessment that reflects accelerated growth for the group relative to statewide peers by scoring at or above 80% percentile of statewide performance for Hispanic students.
3	By June 2013, reduce the number by 50% of those students identified in the Fall as measured by PALS

4	Black and ESOL Students will achieve a pass rate on the new 2012 Reading SOL assessment that reflects accelerated growth for the groups relative to statewide peers by scoring at or above 80% percentile of statewide performance for Black Students and 85% percentile of statewide performance for ESOL students.
5	Strengthen parent and community engagement and outreach to establish a warm, welcoming and rigorous learning environment as measured by 75% positive results from parent and community surveys and increased student achievement.

#### **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.

<b>Part IV (a): Interventions for students who are at-risk of failing a reading SOL</b>	
Tier 2	Grade level teachers will work collaboratively on a weekly basis with literacy coach and reading specialists to develop targeted and appropriate lesson plans, utilize effective instructional strategies and administer frequent assessments to measure student mastery of objectives and benchmarks. Students identified who are not mastering material will be placed in small groups to receive an additional 45 minutes of direct reading instruction. Instructional staff will review results from iStation reports on biweekly basis.
Tier 3	Grade level teachers will work collaboratively with literacy coach and reading specialists to develop targeted and appropriate lesson plans, utilize effective instructional strategies and administer frequent assessments to measure student mastery of objectives and benchmarks. Individual Student Achievement plans will be developed to ensure that appropriate and targeted supports are utilized for struggling learners which will be reviewed on a biweekly basis. Students identified who are not mastering material will be placed in small groups to receive an additional 45 minutes of direct reading instruction focused on specific skills identified as areas of weakness and participate in extended learning opportunities conducted before and after school. Instructional staff will review results from iStation reports on biweekly basis.
<b>Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL</b>	
Tier 2	Grade level teachers will work collaboratively with math coach, STEM Coordinator and math specialists to develop targeted and appropriate lesson plans, utilize effective instructional strategies and administer weekly assessments to measure student mastery of objectives and benchmarks. Students not mastering skills and concepts will receive additional targeted instruction on the specific skills identified as areas of weakness. Instructional staff will review results from assessment reports on biweekly basis.
Tier 3	Grade level teachers will work collaboratively with math coach, STEM Coordinator and math specialists to develop targeted and appropriate lesson plans, utilize effective instructional strategies and administer frequent assessments to measure student mastery of objectives and benchmarks. Individual Student Achievement plans will be developed to ensure that appropriate and targeted supports are utilized for struggling learners which will be reviewed on a biweekly basis. Students identified who are not mastering material will be placed in small groups to receive an additional 45 minutes of direct instruction focused on specific skills identified as areas of weakness and participate in extended learning opportunities conducted before and after school. Instructional staff will review results from assessment reports on biweekly basis.
<b>Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable</b>	
Tier 2	Primary teachers will work collaboratively with literacy coach, reading specialists and Reading Recovery Teachers to plan appropriate lessons and utilize best instructional practices to strengthen language acquisition and early literacy skills with students in grades K-3. Identified students who are not mastering early literacy concepts will receive supplemental direct reading by reading specialists and/or ESOL/HILT specialists. PALS Quick Checks and other assessment tools will be administered and reviewed on a biweekly basis to review student progress.
Tier 3	Primary teachers will work collaboratively with literacy coach, reading specialists and Reading Recovery Teachers to plan appropriate lessons and utilize best instructional practices to strengthen language acquisition and early literacy skills with students in grades K-3. Identified students who are not mastering early literacy concepts will receive supplemental direct reading by Reading Recovery Teacher. PALS Quick Checks and other assessment tools will be administered and reviewed on a biweekly basis to review student progress.
<b>Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above</b>	

Tier 2 Tier 3	Grade level teachers and specialists will work collaboratively to provide targeted, research based, individualized interventions to address gaps in student learning. Grade level teams will analyze relevant data to determine which interventions are working and which are not successful with students to match student with the appropriate intervention for his or her identified needs. Interventions will include but not be limited to the following: <ul style="list-style-type: none"> <li>• In school supplementary instruction</li> <li>• After school and Saturday tutorials and support classes</li> <li>• After school enrichment clubs and activities</li> <li>• Computer software programs</li> </ul>
<b>Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above</b>	
Tier 2 Tier 3	Grade level teachers and specialists will work collaboratively to provide targeted, research based, individualized interventions to address gaps in student learning. Grade level teams will analyze relevant data to determine which interventions are working and which are not successful with students to match student with the appropriate intervention for his or her identified needs. Interventions will include but not be limited to the following: <ul style="list-style-type: none"> <li>• In school supplementary instruction</li> <li>• After school and Saturday tutorials and support classes</li> <li>• After school enrichment clubs and activities</li> <li>• Computer software programs</li> </ul>

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 <u>Hoffman-Boston Elementary School</u>			
Year 3: 2012-2013			
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses	Division Expenses	Other: \$292,859
	\$0	\$0	
	School Expenses	School Expenses	
	\$136,995	\$0	
2000 – Personnel	Division Expenses	Division Expenses	Other: \$87,776
	\$0	\$0	
	School Expenses	School Expenses	
	\$38,249	\$0	
3000 – <i>Purchased Services</i>	Division Expenses	Division Expenses	Other: \$111,486
	\$0	\$0	
	School Expenses	School Expenses	
	\$1,950	\$0	
4000 - <i>Internal Services</i>	Division Expenses	Division Expenses	Other: \$30,919
	\$0	\$0	
	School Expenses	School Expenses	
	\$0	\$0	
5000 - Other Charges	Division Expenses	Division Expenses	Other: \$500
	\$0	\$0	
	School Expenses	School Expenses	
	\$1,000	\$0	
6000 - Materials and Supplies	Division Expenses	Division Expenses	Other: \$14,727
	\$0	\$0	
	School Expenses	School Expenses	
	\$972	\$0	
8000 – Equipment/ Capital Outlay	Division Expenses	Division Expenses	Other: \$0
	\$0	\$0	
	School Expenses	School Expenses	
	\$0	\$0	
Total	Division Expenses	Division Expenses	Other: \$537,997
	\$0	\$0	
	School Expenses	School Expenses	
	\$179,166	\$0	
			Total Division Expenses \$0
			Total School Expenses \$179,166
			TOTAL (Do not include "Other") \$179,166

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: Hoffman-Boston Elementary School
1000 – Personnel (Use as much space as necessary.) 1.0 Literacy Coach, 1.0 Math Coaches and 0.5 Reading Teacher
2000 -Employee Benefits (Use as much space as necessary.) 30% of salaries for fringe benefits for above positions
3000 - Purchased Services (Use as much space as necessary.) Teach First Formative Assessment, DRA online, professional development (summer and quarterly planning days)
4000 - Internal Services (Use as much space as necessary.)
5000 - Other Charges (Use as much space as necessary.) Travel for Williamsburg and other state mandated conferences
6000 - Materials and Supplies (Use as much space as necessary.) Classroom libraries, supplemental reading and math materials to address areas of need based on assessment data
8000 – Equipment/Capital Outlay (Use as much space as necessary.)

# Randolph Elementary School

## PART I: DIVISION INFORMATION

Name of School	Randolph		2012-2013 Grade Span	PK-5	Projected School Membership	448
	Current Percent Identified as Disadvantaged	71%	Current Percent Students with Disabilities	20%	Current Percent Limited English Proficient	83%
Name of Principal	Renee Y. Bostick					
Telephone of Principal	703-228-5830					
Email of Principal	Renee.bostick@apsva.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

- 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 general school climate has sustained itself all in positive ways.

### B. Process Steps/Atmosphere of Change

- 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 Team includes 9 staff members (reading specialists, math coach, site testing coordinator, ELL and special education teachers, instructional technology coordinator, assistant principal and principal) who meet 2-3 times a month. An agenda is available at each meeting and the team works collaboratively and communicates well with one another, always respectful of colleagues' points of view and ideas. Responsibilities are divided based on resources (human and material) meeting the needs of students and the school community.

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

New strategies and practices are monitored via classroom walkthroughs, observations, and written feedback to staff. Also reviewed/discussed at weekly language arts and math team meetings.

### C. Instruction

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

Teachers differentiate based on results of assessments. Students are divided into study groups that focus on specific skills and the makeup of the groups change based on students mastering the skill(s).

- 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.)

APS curricula are regularly and systematically reviewed at the division level with extensive input from instructional and school-based administrative staff to ensure that content is aligned with current research, best practices, the Virginia Standards of Learning, and 21<sup>st</sup> century goals. Textbook/ materials adoption and the establishment of scope and sequence/ pacing guides are founded in this work. The fifth grade 2012 SOL Writing Test resulted in 100% pass rate. This result is a reflection of the school's focus on writing beginning in Pre-K and ending in grade 5 and fidelity to the writing program and grade level plans.

### D. Parental Involvement

- 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?

Examples follow: Parents (100%) attended Fall 2011 and Spring 2012 Parent Conferences. Parents sign daily reading logs. Parents attend Family Literacy Night and Family Learning Saturday events, participate in Wednesday Morning Moms Club and PTA sponsored events. More Involved: Insure children eat a healthy breakfast, get a good night's sleep, and arrive at school on time.

## E. Staffing and Relationships

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

Teachers are provided with a form in early May to indicate their three top choices as far as assignments go for the coming school year. Their choices are considered. Ultimately teachers are assigned to the position that is the best match for students and the school's goals. New teachers to the school are selected based on their instructional effectiveness, commitment to students, and ability to communicate effectively and to collaborate respectfully. Yes, this process has contributed to a very positive, collaborative, and a "Can do" spirit among the staff.

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

The technical assistance provided by VDOE in the form of and via the school improvement liaison to the APS Division Improvement Team and our School Improvement Team was positive, appropriate, and helpful. The level of support provided contributed to our progress and successes in our continuous and targeted school improvement efforts. In addition to a VDOE liaison, we also have a liaison from the Division Improvement Team that regularly participates in our school-based efforts. Monthly meetings with this liaison facilitate communication between the school and the district. Continue to listen actively and to provide support that directly relates to the school's challenges.

## 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?

As part of our participation in the Executive Leadership Cohort, the principal and senior division staff attend an intensive summer training through which we develop a data-driven school improvement plan based on learned strategic turnaround principles and aligned with Arlington Public Schools' adopted strategic plan. The School Leadership Team—which includes administration, coaches, specialists, and teachers—meets at least monthly throughout the year to review multiple sources of data, assess progress toward individual student and subgroup goals, and determine when the implementation of the improvement plan and component strategies are realizing the intended progress or in need of adjustment to meet our goals. This dialogue rolls forward into monthly discussion with the Division Improvement Team—which includes Principal, Assistant Superintendent of Instruction, Superintendent, Title I, ESOL/HILT, Special Education, and other district leaders—and into additional quarterly discussion with leaders of our turnaround partner's (UVA) School Turnaround Specialist Program. Additional experts and data are brought in to inform the discussion as needed.

2. 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. SMART Goals will be implemented for all teachers to determine areas of need for their students. Teachers will continuously assess students and reflect on their SMART Goals.

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).

No policy barriers exist. The school system has been conscientious, transparent, and comprehensive in its Teacher Evaluation policy information sessions and professional development.

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.

Randolph is in its second year as a member of the School Turnaround Specialist Program sponsored by the University of Virginia.

## G. Phase Out

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

The decision will be made based on the needs of the school in conjunction with the funding that the district may or may not available.

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?

The Superintendent, Assistant Superintendent of Instruction, Title I Office, and Division Improvement Team will provide leadership in this work and consult with principal and school leadership team to ensure effective and data-driven solutions. The school's needs will be considered throughout the division's annual budget preparation and decision processes.

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

A liaison who is an expert in ELL and special education.

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

A liaison who is an expert in ELL and special education.

**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	Special education resource teacher provided small group instruction that resulted in the SWD score for SOLs in math increasing by 12% and meeting the AMO for SWD.
2	Grade 5 Writing Test 100% pass rate.
3	With the support of the .5 ESOL position, all Math AMOs were met.
4	Math Coach and ESOL staff member provided a math lending library at lunchtime to students in grades K-3.
5	Special education resource teacher exited three students in sp.ed. by the end of the 2011-2012 school year.

B. Goals for 2012-2103: 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 SOL math scores will increase by 5 percentage points in grade 3 in Gap Groups 1, 2, and 3.
2	By June 2013 SOL math scores will increase by 5 percentage points in grade 4 in Gap Groups 1, 2 and 3.
3	By June 2013 SOL math scores will increase by 5 percentage points in grade 5 in Gap Groups 1, 2, and 3.
4	By June 2013 SOL reading scores will increase by 5-10 percentage points in grades 3, 4, and 5 in Gap Groups 1,2 and 3.
5	By June 2013 SOL science scores in grades 3 and 5 will increase by 3-5 percentage points in Gap Groups 1, 2, and 3.

**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.

<b>Part IV (a): Interventions for students who are at-risk of failing a reading SOL</b>	
Tier 2	Small group instruction focused on a reading skill aligned with specific reading SOLs; spiral reviews administered weekly with results analyzed by grade level teams followed by regrouping and reteaching; after school clubs focused on reading or math meeting Mondays-Thursdays, mid-September through mid-May.
Tier 3	
<b>Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL</b>	
Tier 2	Participation in IXL (computer-based math program which students have access to in school and at home), before and after school math clubs, and Saturday Math
Tier 3	
<b>Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable</b>	
Tier 2	Small group instruction, reading rotations (skill based); Book Buddy Program, iStation.
Tier 3	
<b>Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above</b>	
Tier 2	Assigned to CSI Kids with parental permission, an after school club for reading and math that meets 4 times a

	week for 75 minutes; iStation, and volunteer tutors (Lunch Buddies and United Way volunteers).
Tier 3	
<b>Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above</b>	
Tier 2	Assigned to CSI Kids with parental permission, an after school club for reading and math that meets 4 times a week for 75 minutes.
Tier 3	

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 <u>Randolph Elementary School</u>			
Year 3: 2012-2013			
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses	Division Expenses	Other: \$137,490
	\$0	\$0	
	School Expenses	School Expenses	
	\$136,345	\$0	
2000 – Personnel	Division Expenses	Division Expenses	Other: \$41,247
	\$0	\$0	
	School Expenses	School Expenses	
	\$39,178	\$0	
3000 – <i>Purchased Services</i>	Division Expenses	Division Expenses	Other: \$139,209
	\$0	\$0	
	School Expenses	School Expenses	
	\$1,950	\$0	
4000 - <i>Internal Services</i>	Division Expenses	Division Expenses	Other: \$30,919
	\$0	\$0	
	School Expenses	School Expenses	
	\$0	\$0	
5000 - Other Charges	Division Expenses	Division Expenses	Other: \$500
	\$0	\$0	
	School Expenses	School Expenses	
	\$650	\$0	
6000 - Materials and Supplies	Division Expenses	Division Expenses	Other: \$14,727
	\$0	\$0	
	School Expenses	School Expenses	
	\$1043	\$0	
8000 – Equipment/ Capital Outlay	Division Expenses	Division Expenses	Other: \$0
	\$0	\$0	
	School Expenses	School Expenses	
	\$0	\$0	
Total	Division Expenses	Division Expenses	Other: \$346,092
	\$0	\$0	
	School Expenses	School Expenses	
	\$179,166	\$0	
			Total Division Expenses \$0
			Total School Expenses \$179,166
			TOTAL (Do not include "Other") \$179,166

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: Randolph Elementary School
1000 – Personnel (Use as much space as necessary.) 0.5 Literacy Coach, 0.5 Math Coach and 0.3 Testing coordinator
2000 -Employee Benefits (Use as much space as necessary.) 30% of salaries for fringe benefits for above positions
3000 - Purchased Services (Use as much space as necessary.) Teach First Formative Assessment, DRA online, professional development (summer and quarterly planning days)
4000 - Internal Services (Use as much space as necessary.)
5000 - Other Charges (Use as much space as necessary.) Travel for Williamsburg and other state mandated conferences
6000 - Materials and Supplies (Use as much space as necessary.) Classroom libraries, professional books, supplemental reading and math materials to address areas of need based on assessment data
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**  
**(ONE PER DIVISION, NOT PER SCHOOL)**

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

**PART VI**

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

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

	<u>Year 3: 2012-2013</u>		
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 - Personnel	\$393,971	\$0	\$560,259
2000 - Employee Benefits	\$111,426	\$0	\$168,077
3000 - Purchased Services	\$23,900	\$0	\$373,732
4000 - Internal Services	\$0	\$0	\$92,757
5000 - Other Charges	\$2,950	\$0	\$1,500
6000 - Materials and Supplies	\$5251	\$0	\$44,181
8000 - Equipment/ Capital Outlay	\$0	\$0	\$0
Total	\$537,498	\$0	\$1,240,506
			TOTAL SIG and ARRA Funds \$537,498

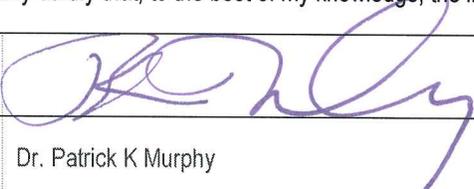
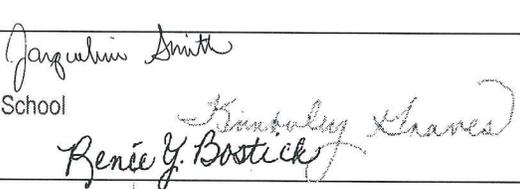
**PART VII: ASSURANCES**

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. Patrick K Murphy	
Date:	August 27, 2012	
Principal's Signature Read # 9 above	Jacqueline Smith , Drew Model School Kimberly Graves, Hoffman-Boston Elementary School Renee Bostick, Randolph Elementary School	
Date:	August 27, 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.

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

<b>DIV #</b>	<b>Division Name</b>	<b>School</b>	<b>Total Award</b>
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	Ocohannock 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