

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

1003(g) School Improvement Grant (SIG) Application

Due: July 9, 2012

APPROVED 8-28-12 SF

Please complete this application for each school.

PART I: DIVISION INFORMATION

School Division Name:	Charles City County Public Schools				
Division Contact:	Dr. Patricia Alexander				
Telephone of Division Contact (include extension if applicable):	804-652-4612		Fax:	804-829-6723	
Email of Division Contact:	psalexander@co-charles-city.va.us				
Name of School	Charles City Elementary School	2012-2013 Grade Span	PK-5	Projected School Membership	392
	Current Percent Identified as Disadvantaged	62%	Current Percent Students with Disabilities	9%	Current Percent Limited English Proficient
					3%
Name of Principal	Ms. Latonia Y. Anderson				
Telephone of Principal	804-829-9256				
Email of Principal	lyanderson@ccps.net				

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?

Since the implementation of the SIG grant, CCES has changed from a well-manicured building on the outside to a school with life on the inside. The administrators and office staff are more engaging with visitors. The current administrators speak kindly to faculty and to the students often addressing each child by his/her name. Some tension remains among a handful of faculty members that is not acceptable as the school strives for a positive school climate. Certain teachers were informed before departing for the summer that they are being reassigned to different grade levels within their licensure for the upcoming school year. A positive school climate is one of the required criteria for continuous school improvement at CCES.

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 School Leadership Team (SLT) operates with agendas, keeps minutes, stays focused and follows through with the plans the members make. The principal or the assistant principal facilitates the meetings in an open, encouraging way so members feel comfortable sharing their ideas, comments and concerns. The opinions of team members are considered at the meeting by the full team, if appropriate, and a decision is made to incorporate or not. If it requires additional time from the school administrators or central office leaders, the principal takes the opinion/comment/concerns to the appropriate person and responds back in person or a group email to all SLT members. Responsibilities are divided among the team members in the Indistar plan, by volunteering at

the meeting, or being assigned a particular task by the principal or assistant principal. Members of the District Team participate in the SLT Meetings and assist when additional resources are requested.

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

New strategies or practices (IStation, Traits Writing, Data/Teaching Wall, etc.) are monitored during the school year by the building administrators, members of the School Leadership Team, grade level leaders, School Coach, Data Coach and Central Office/District Team. An observation walk through form is used to gather information and for documentation purposes. The data/teaching wall documents the outcomes of new strategies and practices in the form of student outcomes. If a strategy or practice is not working, discussions occur with teachers, SLT, School Coach, Data Coach or Central Office. At this point in the implementation of the SIG grant, the division is not ready to abandon initiatives. Instead, the division is seeking to make the required modifications for success in the form of improved student outcomes.

C. Instruction

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

Differentiated instruction has been the focus of several staff development activities since the implementation of the SIG grant. The development of effective differentiated strategies has been a topic at many faculty meetings as teachers share ways to address standards through best practices. During the 2011-2012 school year, grade levels were responsible for presenting instructional strategies and best practices at faculty meetings. Teachers are discussing students' unique instructional needs at the grade level meetings by using the data/teaching wall. These discussions also include differentiated strategies. Teachers are aware that learner centers are insufficient to address differentiated instruction. They have been taught the strategies from Carol Ann Tomlinson regarding content, process and product. This is an area that will require continued focus during 2012-2013.

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.)

The curriculum is currently not aligned at the desired level to produce the results that CCES is seeking. Additional curriculum alignment work needs to be completed so that the written curriculum, taught curriculum and tested curriculum are aligned. Curriculum mapping will help the teachers to document what they taught and how they taught all content during the 2011-2012 school year. These maps will be helpful to make adjustments for the 2012-2013 school year. According to Redding 2006, some curriculum maps do not produce "pretty results" but we at CCES need to know these mapping results to move forward with improved student outcomes.

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?

CCES parents are supportive of the school improvement effort. Parents and grandparents are involved with their children's education and attend school functions, PTA meetings, other meetings and performances. CCES would like to see the percentage of parents who are actively involved to increase by 25% during 2012-2013. According to Redding (2006), effective school initiatives to engage families begin with building trust and respect, connecting parent-engagement strategies to learning objectives, and reaching out to parents beyond the school. CCES has improved trust and respect since the implementation of the SIG grant and will continue to work on connecting and reaching out during the 2012-2013 school year through bi-monthly Parent Meetings, inviting parents to the SLT meetings, workshops and advisory board meetings.

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 positions based on the human resource process that includes principal interview. This process does not always place the most skilled teachers in front of the right group of students. By making data driven decisions, teacher assignments have been reviewed and adjusted for the 2012-2013 school year.

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

The relationship between the division and state-assigned division liaison is very positive. The team has a strong professional bond. The liaison joins the division in articulating a vision to teaching and learning and high performance standards for self and others. He encourages improvement and generates enthusiasm toward the goals written in Indistar. He acknowledges achievement and accomplishments and documents these monthly in Indistar. He recommends presenters for staff development activities. He strives to guide improvement discussions with the understanding that the true change must occur internally at CCES rather than from pressures from outside the schoolhouse.

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 a part of the Indistar plan at the District level, greater autonomy was given to the school to make changes for improved student outcomes. Major changes do require attention and approval by the Superintendent and/or School Board. The District Team and School Level Improvement Team interact on a regular basis. The Central Office contact visits the school frequently and provides support and guidance.

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

The school calendar was adjusted but actual instructional time was not changed.

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 known barriers exist.

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 District Team and School Team are in close alignment for governance and accountability. The District's Indistar Plan mirrors and/or complements the School's Indistar Plan. Both Plans are reviewed by the District Team on a monthly basis.

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 division and school using the services of the District Team and School Team will review data to make decisions about maintaining or removing services. Both teams will maintain awareness that change research indicates that true and sustained change requires as much as five years to occur and remain steady. Too many changes modify variables that make it difficult to track what services made the difference for children.

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 District Team that includes the Superintendent will be involved in the phase out of funds, supports and services. Their roles will be those that they serve in during their regular employment with the division. The SIG grant division contract will inform the Superintendent, and the Superintendent will inform the School Board.

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

To continue the same state liaison that was in place during the 2011-2012 academic year.

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

To continue to be available to respond to questions from the division contact and provide professional in-service support.

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	ID10 -The School Leadership Team regularly reviewed student data, using a newly implemented Data/Teaching Wall, and made instructional adjustments based on assessment information and classroom observations.
2	ID13 – School teams were allotted the time specified (4-6 hours monthly) in the School Improvement Plan to review and modify instructional tools and methodologies.
3	IIIA07 – Teachers began differentiation of instruction in accordance with models provided by Carol Ann Tomlinson's work (content, process, and product.
4	VB05 – Staff members used the specified techniques as described in the Indistar Plan to check for students' understanding through projects and performances.
5	IF02 – Staff development and personalized teacher trainings (based on need) were provided on-site, off-site and via webinars provided by the Virginia Department of Education.

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:

<p>Example: By June 2013 SOL mathematics scores will increase by 15% in grade 7 and by 5% in grade 6, 8 to exceed the state benchmark by 5% by establishing a laser-like focus on the monitoring of math remediation services using the ARDT as a screening tool for all students to identify area of student need, design remediation content, establish a timeline for remediation services, and record strand assessments results. (Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under each indicator to accomplish each goal.)</p>	
1. IID06 IID07 VC01	By Spring 2013, Charles City Elementary School SOL <u>mathematics</u> scores will increase by 15% in grades K-5 through the implementation of a monitored monthly targeted data review. PLC Teams along with administration and School and Data Coaches will plan interventions and instructional strategies based on data-driven focused dialogue and analysis of benchmark assessment performance, iStation monthly assessments, Pearson Math Navigator and classroom grades. This will be measured by the results on quarterly benchmarks and on the Spring 2013 Standards of Learning Mathematics Tests for students in grades three, four and five. The Data/Teaching Wall will be used as a visual tool to track student progress in mathematics on a quarterly basis.
2 IID06	By Spring 2013, Charles City Elementary School SOL <u>Reading</u> scores will increase by 10% in grades K-5 through the implementation of a monitored monthly targeted data review. PLC Teams along with administration and School/Data

IID07 VC01	Coaches will plan interventions and instructional strategies based on data-driven focused dialogue and analysis of benchmark assessment performance, iStation Reading monthly assessment, Pearson Literacy Navigator and classroom grades. This will be measured by the results on the quarterly benchmark assessments and on the Spring 2013 Standards of Learning Mathematics Tests for students in grades three, four and five. The Data/Teaching Wall will be used to track student progress on a quarterly basis.
3 IID10 IF03 and IF08	By Spring 2013, Charles City Elementary School SOL Writing scores will increase by 20% in grades K-5 through the implementation of a monitored monthly targeted data review. PLC Teams along with administration and School/Data Coaches will plan interventions and instructional strategies based on data-driven focused dialogue and analysis of benchmark assessment performance, Traits Writing program, writing journals and classroom grades. Teachers will incorporate school-wide writing strategies across the curriculum, with bi-weekly writing assignments. These assignments will be evaluated by outside evaluators once per month. A standard school rubric would be used to guide evaluation of student work. This will be measured by the scores on the writing products and the results of the Spring 2013 Standards of Learning Writing Tests for students in grades five.
4 VC03 IID 09 IID10)	As a result of teachers posting students' performance data on the Data/Teaching Wall and discussing weekly throughout the year with the principal/assistant principal at grade level meetings and at least monthly at School Leadership Team Meetings, 100% of the teachers at CCES will be able to provide students and parents with feedback that clearly communicates where students are going, where they are now (relative to learning goal or target) and what they can do to close the gap.
5 IE08 IE09 ID10	As a result of 100% of PK-5 teachers being involved in needs-based professional development activities and observed by the school leadership and school improvement coach using the new walk-through form, the School Leadership Team will be able to utilize information from walk-throughs to make decisions about student performance, fidelity of program implementations and staff development needs during the 2012-2013 school year.

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

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

The description of the intervention for each group should include the following elements:

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

See the sample provided.

SAMPLE RESPONSE

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

Part IV (a): Interventions for students who are at-risk of failing a reading SOL	
Tier 2	<p>All Grades 3-5 teachers, both general and special, will work collaboratively to develop a remediation plan for those identified students which will include: parental notification and conferencing, in-school and afterschool remediation, small group pullout instruction, tiered instruction with the iStation online Reading program, and differentiated instruction. Students will be identified through several monitoring tools we currently have in place including: Datacation and our Data/Teaching Wall tracking system. PLC Teams, along with the district contact person and school and data coaches will plan interventions and instructional strategies based on data-driven focused dialogue and analysis of benchmark assessment performance. iStation Reading monthly assessment, Pearson Literacy Navigator and classroom grades will be used, also. All students will continue to be monitored with a particular focus on those who are off-track on the Data/Teaching Wall. Results will be analyzed during PLC data meetings and will be used to determine interventions and instructional strategies. Teachers will differentiate classroom activities based on the results in the tracking database and administer(s) and School Coach ongoing classroom and individual assessments. Teachers will utilize remediation packets at least 3 times weekly with each of the identified students using leveled reading.</p> <p>Staff will utilize the student tracking database system, Datacation. The system will be updated regularly with new assessment data after each benchmark is given and results are posted. This data will include: iStation Tier Report (and Reading Level), Benchmark Assessment data, and classroom grades. Teachers will differentiate classroom activities based on tracking database and ongoing classroom and individual assessments.</p> <p>Quarterly reviews will include student data and PLC teams presenting information on specific deficits identified and strategies and/or interventions applied to address them. Teachers will continue to participate in staff development and cross curricular planning targeting these identified students.</p>
Tier 3	All Grade 3-5 Teachers, both general and special, will work collaboratively to develop a remediation plan for those identified students which will include parental notification, in-school and afterschool remediation and small group pullout. Teachers will utilize remediation packets at least 3 times weekly with each of the identified students using differentiated (leveled) reading passages. <u>All</u> students will be monitored. Results will be analyzed during PLC data meetings and will be used to determine interventions and instructional strategies.

	<p>Student reading levels (through iStation) will be assessed and monitored monthly to identify students in need of further support. Through the use of School Improvement; quarterly reviews will take place include student data and PLC teams presenting information on specific deficits identified and strategies and/or interventions applied to address them. Student performance will be tracked through Datacation and the use of our Data/Teaching Wall.</p> <p>Students who do not respond to targeted interventions may be eligible to undergo additional interventions through the Intervention Assistance Team (IAT) and/or additional screenings in order to be considered for special educational services. Qualifying students would receive individualized interventions provided by special education teachers in collaboration with general educators. Students who do not qualify will be monitored by classroom teachers and the School Leadership Team.</p>
Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL	
Tier 2	All Grade 3-5 Teachers, both general and special will work collaboratively to develop a remediation plan for those identified students which will include: parental notification, in-school and afterschool remediation and small group pullout instruction. All teachers in grades 2-5 will utilize Math interactive notebooks. Classroom assessments and notebooks will be reviewed monthly by members of the administrative team. Teachers will also be required to develop math study guides before each benchmark assessment for students and parents to utilize in preparation for all benchmark assessments. Assessments will be use a diagnostic tool to determine specific areas of weaknesses and need.
Tier 3	<p>Small group differentiated instruction that targets an area of academic weakness will be delivered. Teachers will utilize data gathered from formative classroom assessments, benchmarks, and class grades. Teachers of targeted assistance groups will begin with a pre-assessment, continue to progress monitor throughout, and end with a post-assessment.</p> <p>Individual differentiated instruction will target identified areas of weakness within mathematical strands. Student will receive targeted instruction 3-5 days a week for at least 20 minutes. Teachers will utilize information from pre-assessments and continue to progress monitor throughout, and end with a post-assessment.</p> <p>Students who do not respond to targeted interventions may be eligible to undergo additional interventions through the Intervention Assistance Team and/or additional screenings in order to be considered for special educational services. Qualifying students would receive individualized interventions provided by special education teachers. Students who do not qualify will be monitored by the classroom teachers and the School Leadership Team.</p>
Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable	
Tier 2	Students identified for PALS intervention will receive remediation (pull out/small group) instruction by the Title One Reading Teacher and Instructional Assistant. The assigned Title I Reading teacher will address specific skills identified through the assessment. Classroom teachers will utilize Wilson's Foundations (K-2) program, iStation online reading program and differentiated literacy activities.
Tier 3	Students identified for PALS intervention will receive remediation (pull out/small group) instruction by the Title One Reading Teacher and Instructional Assistant. The Title I teacher will address specific skills identified through the assessment. Classroom teachers will utilize Wilson's Foundations (K-2) program, iStation online reading program and differentiated literacy activities. Students who do not respond to targeted interventions may be eligible to undergo additional interventions through the Intervention Assistance Team and/or additional screenings in order to be considered for special educational services.

	Qualifying students would receive individualized interventions provided by special education teachers. Students who do not qualify will be monitored by the classroom teachers and the School Leadership Team.
Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above	
Tier 2	Students identified as failing the previous year's SOL reading assessment will be closely monitored from the beginning of the school year. Students' skills are assessed and monitored throughout the year using iStation's Indicators of Progress, a fast, online assessment. It will assist in determining weaknesses in the critical areas of reading. Based on assessment results, students will then receive instruction based on their individual needs through iStation's online interactive curriculum. Students receive instruction and practice in all of the critical reading areas. Student performance reports will be shared with teachers and administrators. These reports help provide lessons for small group instruction
Tier 3	
Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above	
Tier 2	
Tier 3	Students who do not respond to targeted interventions may be eligible to undergo additional interventions through the Intervention Assistance Team progress and/or additional screenings in order to be considered for special educational services. Qualifying students would receive individualized interventions provided by special education teachers. Students who do not qualify will be monitored by the classroom teachers and the School Leadership Team.

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.

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|------|--|
| 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: Charles City Elementary School			
Year 3: 2012-2013			
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$
	School Expenses \$105,080.00	School Expenses \$	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$
	School Expenses \$8060.00	School Expenses \$	
3000 – Purchased Services	Division Expenses \$10,000.00	Division Expenses \$	Other: \$
	School Expenses \$124,261.45	School Expenses \$	
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$	

5000 - Other Charges	Division Expenses	\$	Division Expenses	\$	Other:	\$
	School Expenses	\$3,000.00	School Expenses	\$		
6000 - Materials and Supplies	Division Expenses	\$	Division Expenses	\$	Other:	\$
	School Expenses	\$22,211.20	School Expenses	\$		
8000 - Equipment/ Capital Outlay	Division Expenses	\$	Division Expenses	\$	Other:	\$
	School Expenses	\$	School Expenses	\$		
Total	Division Expenses	\$10,000.00	Division Expenses	\$	Other:	\$
	School Expenses	\$262,612.65	School Expenses	\$		
Note: Amount includes : Y3 \$179,166.00 plus carryover in the amount of \$93,446.65					Total Division Expenses	\$10,000.00
					Total School Expenses	\$262,612.65
					TOTAL (Do not include "Other")	\$272,612.65

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
<p>1000 – Personnel (Use as much space as necessary.) Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, ARRA)</p> <p>Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI and \$15,000 local match)</p>
SCHOOL NAME: Charles City Elementary
<p>1000 – Personnel (Use as much space as necessary.) To provide highly qualified instructors to assist in reading and mathematics utilizing Pearson’s Intervention Programs (up to 6 hours/5days/wk for 36 weeks) - \$72,442.50 To provide a highly qualified instructor to assist English Language Learners (4hours/2days/week/30 weeks) - \$7,350.00 To provide a highly qualified instructor to assist with lab services (iStation) 5.5 hrs/5days/wk for 36 weeks - \$12,512.50 To provide clerical aide to assist with the input of data and data collection reports. - \$7,675.00 To provide stipends to teachers for training and workshops during the summer months and week-ends - \$5,100.00</p>
<p>2000 -Employee Benefits (Use as much space as necessary.) FICA and Benefits - \$8,060.00</p>
<p>3000 - Purchased Services (Use as much space as necessary.) To continue with the employment of a School Improvement Coach and a school Data Coach to work yearly with administrators and instructional staff. To contract services with iStation, Compass, Pearson, etc. for research-based professional development activities, Sylvan Learning Center , etc. To contract Pearson to work with the administrators of CCES, coaches, central office and school team in Instructional Leadership in a Standards-Based Environment. To contract services with the Division Improvement Coach to assist the Division Team in its efforts to assist Charles City Elementary School through the School Improvement process. - \$134,261.45</p>
<p>4000 - Internal Services (Use as much space as necessary.)</p>
<p>5000 - Other Charges (Use as much space as necessary.) To travel to conferences, workshops, school visitations and consultant travel. - \$3,000.00</p>

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

To purchase supplemental materials and supplies to support all school improvement efforts.

(Student Workbooks for Intervention Programs , classroom teaching materials, writing workbooks for writing programs, etc.) - \$22,211.20

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	\$105,080.00	\$	\$
2000 - Employee Benefits	\$8,060.00	\$	\$
3000 - Purchased Services	\$134,261.45	\$	\$
4000 - Internal Services	\$	\$	\$
5000 - Other Charges	\$3,000.00	\$	\$
6000 - Materials and Supplies	\$22,211.20	\$	\$
8000 - Equipment/ Capital Outlay	\$	\$	\$
Total	\$272,612.65*	\$	\$
*Including carry-over funds			TOTAL SIG and ARRA Funds \$272,612.65

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. Janet C. Crawley
Date:	July 6, 2012
Principal’s Signature Read # 9 above	
Date:	July 6, 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