

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

1003(g) School Improvement Grant (SIG) Application

Due: July 9, 2012

APPROVED 8/20/12 SF

Please complete this application for each school.

PART I: DIVISION INFORMATION

School Division Name:		Craig County			
Division Contact:		Dan Bowman			
Telephone of Division Contact (include extension if applicable):		540-864-8437		Fax:	540-864-8349
Email of Division Contact:		dbowman@craig.k12.va.us			
Name of School	McCleary Elementary	2012-2013 Grade Span	PK-5	Projected School Membership	316
	Current Percent Identified as Disadvantaged	43	Current Percent Students with Disabilities	18% K-5	Current Percent Limited English Proficient
					0
Name of Principal		Jeanette Warwick			
Telephone of Principal		540-864-5173			
Email of Principal		jwarwick@craig.k12.va.us			

PART II: PROCESSES IN PLACE

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

A. School Climate

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

Since the implementation of the SIG grant in the fall of 2009, the overall school climate at McCleary has evolved into a positive learning environment for our students. Teachers are focused on instruction and meet weekly as a grade level team. There is still a need for more cross grade-level meetings and more vertical alignment.

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 responsibilities are divided amongst the team members?

McCleary maintains an active School Improvement Team that meets every two weeks. All stakeholders have a representative on this team. Each member gathers input from their respective team and shares information with the school improvement team. Tasks are divided based on member strength and willingness to accept responsibility for said task.

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

Strategies and practices are monitored throughout the year through a number of avenues. Lesson plans are reviewed by the principal. The principal and instructional coach makes frequent classroom visits and provide feedback to teachers. The principal and instructional coach meet bi-weekly with grade levels for review of student outcome data. Following this analysis, planning occurs to determine next steps. Action items are assigned to appropriate individuals.

C. Instruction

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

Teachers use formative assessment throughout every lesson. Snapshots are administered after each unit of instruction. Teachers then group students according to their instructional needs. These groups are fluid and are based on instructional data. Students are placed in small groups and direct instruction is delivered based on data.

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.)

SOL Proficiency rates over the past three years indicate that the taught curriculum is aligned to the tested and written curriculum in all content areas except math at grades 3 and 5. The school improvement team will address the math alignment issue during the first four meetings of the 2012-2013 school year.

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?

McCleary keeps parents informed of their child's progress. Teachers are required to submit quarterly parent contact logs. Parents could be more involved in school improvement planning.

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 based on their areas of strength and experiences with select student groups.

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

We have a strong, open relationship with Dr. Bockes. He regularly attends our division school improvement meetings. He is accessible and gives our team valuable guidance as we continue to strive for higher rates of student achievement.

F. Decision-making Process and Autonomy

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

The school improvement team meets twice a month to discuss and monitor the school improvement plan, review data, analyze indicator progress and determine corrective actions as needed. The division school improvement team meets monthly and follows the same protocol.

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.

The Superintendent, Coordinator of Federal Programs, Principal and Instructional Coach at McCleary Elementary School will meet monthly to review student outcome data, determine needs and monitor progress of the school improvement plan. \

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 improvement team analyzes student outcome data each spring with respect to overall student performance, subgroup performance and remediation. As a result of these analyses, the team determined which services were effective and which services should be discontinued. This process will continue throughout the 2012-2013 school year to determine the services/programs that should be maintained.

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?

After determining services/programs to be maintained, the district and school will review Title I funding to explore the feasibility of reallocating money to fund necessary services previously funded by 1003G funds. The Superintendent, Coordinator of Federal Programs, McCleary Principal and Instructional Coach will evaluate student outcome data and determine essential services needed to sustain student achievement.

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

Based on aggregate SOL data, McCleary continues to struggle with academic achievement for students in the Students With Disabilities subgroup. Assistance is requested from the VDOE to assist with an analysis of our current program and identification of actions necessary to positively impact performance in this target group.

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

Continuation of funding for the Instructional Coach position; McCleary Elementary does not have content area supervisors at the district level to assist with curriculum development, alignment, instructional delivery and assessment. The instructional coach provides essential knowledge and guidance in each content area.

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: **PLEASE NOTE: THE FOLLOWING INFORMATION IS BASED ON LOCALLY CALCULATED RESULTS AND DO NOT INCLUDE ALTERNATE ASSESSMENT DATA.**

1	Overall PALS: 93% pass rate
2	Overall Reading: 88.4% pass rate and Overall Writing: 85% pass rate
3	Overall Math: 66% pass rate
4	Overall Science: 89% pass rate
5	Overall Social Studies: 94% rate

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	<p>By June 2013 SOL mathematics scores will increase by 15% in grade 3 to exceed state benchmark by 1% by focusing on research-based instructional strategies specific to math content.</p> <p><i>Indistar indicators and tasks are:</i></p> <p>IIIA11: All teachers use modeling, demonstration and graphics IF07: Professional development of individual teachers includes an emphasis on indicators of effective teaching -TTAC/VT will provide staff development for all staff in August and throughout the school year.</p> <p>IIIA31: All teachers will interact instructionally with students (explaining, checking, giving feedback) IF07: Professional development of individual teachers includes an emphasis on indicators of effective teaching -Principal and Instructional Coach will provide monthly staff development on formative assessment.</p> <p>VB02: Staff members will check students' understanding through purposeful questioning (such as formulating higher order questions) VA10: Staff members create effective classroom discussions, questions, and learning tasks that elicit evidence of learning. These strategies include strategies for gathering information such as on-the-fly, planned and curriculum embedded assessments. IF07: Professional development of individual teachers includes an emphasis on indicators of effective teaching -Principal and Instructional Coach will provide staff development for all staff in August and throughout the school year. -Teachers will be given a tool to guide the creation and planning of lessons and questions in order to ensure a focus on higher order thinking. -Teachers will be required to include specific higher order questions related to every lesson.</p> <p>VC01: Staff members will use evidence of student learning as feedback to adapt and differentiate instruction to meet the needs of the different students IIB01: Units of instruction include pre/post tests to assess student mastery of standards-based objectives -Teachers will use interactive achievement to monitor attainment of content standards. -Math Madness by JAK Publishing will be used by grade 3 teachers to collective formative data (Program purchased with 1003G funds) -Pre/Post assessment results will be reviewed with administration at grade levels twice a month.</p>
2	<p>By June 2013 SOL mathematics scores will increase by 5% in grade 4 to exceed AYP Benchmark by 1% by focusing on research-based instructional strategies specific to math content.</p> <p><i>Indistar indicators and tasks are:</i></p> <p>IIIA11: All teachers use modeling, demonstration and graphics IF07: Professional development of individual teachers includes an emphasis on indicators of effective teaching -TTAC/VT will provide staff development for all staff in August and throughout the school year.</p>

	<p>IIIA31: All teachers will interact instructionally with students (explaining, checking, giving feedback) IF07: Professional development of individual teachers includes an emphasis on indicators of effective teaching -Principal and Instructional Coach will provide monthly staff development on formative assessment.</p> <p>VB02: Staff members will check students' understanding through purposeful questioning (such as formulating higher order questions) VA10: Staff members create effective classroom discussions, questions, and learning tasks that elicit evidence of learning. These strategies include strategies for gathering information such as on-the-fly, planned and curriculum embedded assessments.</p> <p>IF07: Professional development of individual teachers includes an emphasis on indicators of effective teaching -Principal and Instructional Coach will provide staff development for all staff in August and throughout the school year. -Teachers will be given a tool to guide the creation and planning of lessons and questions in order to ensure a focus on higher order thinking. -Teachers will be required to include specific higher order questions related to every lesson.</p> <p>VC01: Staff members will use evidence of student learning as feedback to adapt and differentiate instruction to meet the needs of the different students IIB01: Units of instruction include pre/post tests to assess student mastery of standards-based objectives -Teachers will use interactive achievement to monitor attainment of content standards. -Math Madness by JAK Publishing will be used by grade 4 teachers to collective formative data (Program purchased with 1003G funds) -Pre/Post assessment results will be reviewed with administration at grade levels twice a month.</p>
3	<p>By June 2013 SOL mathematics scores will increase by 18% in grade 5 to meet state benchmark by focusing on research-based instructional strategies specific to math content. <i>Indistar indicators and tasks are:</i></p> <p>IIIA11: All teachers use modeling, demonstration and graphics IF07: Professional development of individual teachers includes an emphasis on indicators of effective teaching -TTAC/VT will provide staff development for all staff in August and throughout the school year.</p> <p>IIIA31: All teachers will interact instructionally with students (explaining, checking, giving feedback) IF07: Professional development of individual teachers includes an emphasis on indicators of effective teaching -Principal and Instructional Coach will provide monthly staff development on formative assessment.</p> <p>VB02: Staff members will check students' understanding through purposeful questioning (such as formulating higher order questions) VA10: Staff members create effective classroom discussions, questions, and learning tasks that elicit evidence of learning. These strategies include strategies for gathering information such as on-the-fly, planned and curriculum embedded assessments.</p> <p>IF07: Professional development of individual teachers includes an emphasis on indicators of effective teaching -Principal and Instructional Coach will provide staff development for all staff in August and throughout the school year. -Teachers will be given a tool to guide the creation and planning of lessons and questions in order to ensure a focus on higher order thinking. -Teachers will be required to include specific higher order questions related to every lesson.</p>

	<p>VC01: Staff members will use evidence of student learning as feedback to adapt and differentiate instruction to meet the needs of the different students</p> <p>IIB01: Units of instruction include pre/post tests to assess student mastery of standards-based objectives</p> <ul style="list-style-type: none"> -Teachers will use interactive achievement to monitor attainment of content standards. -Math Madness by JAK Publishing will be used by grade 5 teachers to collective formative data (Program purchased with 1003G funds) -Pre/Post assessment results will be reviewed with administration at grade levels twice a month.
4	<p>By June 2013, overall school SOL math scores will increase by 10% to exceed the state benchmark by 6% by the monitoring of math remediation services using 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.</p> <p>VC01: Staff members will use evidence of student learning as feedback to adapt and differentiate instruction to meet the needs of the different students</p> <p>IIB01: Units of instruction include pre/post tests to assess student mastery of standards-based objectives</p> <ul style="list-style-type: none"> -Teachers will use interactive achievement to monitor attainment of content standards. -Math Madness by JAK Publishing will be used by grade 3-5 teachers to collective formative data (Program purchased with 1003G funds) -Pre/Post assessment results will be reviewed with administration at all grade levels twice a month. -Grade levels will review data at weekly meetings to discuss and plan remediation.
5	<p>By September 2012 the school improvement team will analyze reading and math SOL scores of Students with Disabilities and complete a program evaluation of the special education program in order to establish a SMART goal to increase reading SOL scores for this subgroup by 15% and to increase Math SOL scores for this subgroup by 30%.</p> <p>IE08: The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.</p> <p>IE09: The principal challenges and monitors unsound teaching practices and supports the correction of them.</p> <p>IF07: Professional development of individual teachers includes an emphasis on indicators of effective teaching</p> <p>VC01: Staff members will use evidence of student learning as feedback to adapt and differentiate instruction to meet the needs of the different students</p> <p>Note: When program evaluation is completed (by September 30, 2012), the school improvement team will identify appropriate tasks and activities to meet this goal.</p>

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.

Part IV (a): Interventions for students who are at-risk of failing a reading SOL	
Tier 2	Grade 3-5 teachers will work collaboratively to develop a list of activities using I-station remediation software for the highly qualified paraprofessional to use with the students identified by reading SOL scores in the range of 400-410 for students in grades 4-5 and for students in grade 3 who do not meet Fall PALS benchmark. during the first 9 weeks in lieu of specials 2 days per 6-day rotation for 40 minutes. Teachers will review results from remediation software reports bi-weekly.
Tier 3	Grade 3-5 teachers will work collaboratively with Title I Teacher to analyze lesson plans and instructional strategies used during reading instruction to develop research-based activities for daily intervention small group instruction. The licensed Title I teacher will address specific skills identified as weaknesses based on PALS assessments and student performance by question analysis for the targeted population 5 days/week for 30 minutes. Teachers will review results of assessments as they are completed in accordance with student's remediation timeline (4 weeks at minimum).
Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL	
Tier 2	Grade 4-5 teachers will work collaboratively to develop a list of activities using math remediation software for the highly qualified paraprofessional to use with the students identified by math SOL scores in the range of 400-410 for students during the first 9 weeks in lieu of specials 2 days per 6-day rotation for 40 minutes. Teachers will review results from remediation software reports bi-weekly.
Tier 3	Grade 4-5 teachers will work collaboratively with Instructional Coach to analyze lesson plans and instructional strategies used during math instruction to develop hands on activities for daily intervention with small group instruction. The classroom teacher will address specific skills identified as weaknesses based on student performance by question analysis for the targeted population 5 days/week for 30 minutes. Teachers will review results of assessments as they are completed in accordance with student's remediation timeline (4 weeks at minimum).
Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable	
Tier 2	Grade 1-2 teachers will work collaboratively to develop a list of activities using I-station remediation software for the highly qualified paraprofessional to use with the students who are within ten points above the Fall PALS benchmark during the first 9 weeks in lieu of specials 2 days per 6-day rotation for 40 minutes. Teachers will review results from remediation software reports bi-weekly.

Tier 3	Grade 1-2 teachers will work collaboratively with Title I Teacher to analyze lesson plans and instructional strategies used during reading instruction to develop research-based activities for daily intervention small group instruction. The licensed Title I teacher will address specific skills for students who fail to meet the fall PALS benchmark 5 days/week for 30 minutes. Teachers will review results of assessments as they are completed in accordance with student's remediation timeline (4 weeks at minimum).
Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above	
Tier 2	N/A
Tier 3	N/A
Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above	
Tier 2	N/A
Tier 3	N/A

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 McCleary Elementary			
Year 3: 2012-2013			
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses \$0	Division Expenses \$0	Other: \$0
	School Expenses \$64,650.00	School Expenses \$0	
2000 – Personnel	Division Expenses \$0	Division Expenses \$0	Other: \$0
	School Expenses \$21,000.00	School Expenses \$0	
3000 – Purchased Services	Division Expenses \$0	Division Expenses \$0	Other: \$0
	School Expenses \$26,135.98	School Expenses \$0	
4000 - Internal Services	Division Expenses \$0	Division Expenses \$0	Other: \$0
	School Expenses \$0	School Expenses \$0	

5000 - Other Charges	Division Expenses	\$0	Division Expenses	\$0	Other:	\$0
	School Expenses	\$0	School Expenses	\$0		
6000 - Materials and Supplies	Division Expenses	\$0	Division Expenses	\$0	Other:	\$0
	School Expenses	\$7,327.99	School Expenses	\$0		
8000 - Equipment/ Capital Outlay	Division Expenses	\$0	Division Expenses	\$0	Other:	\$0
	School Expenses	\$60,052.03	School Expenses	\$0		
Total	Division Expenses	\$0	Division Expenses	\$0	Other:	\$0
	School Expenses	\$179,166.00	School Expenses	\$0		
					Total Division Expenses	\$0
					Total School Expenses	\$0
					TOTAL (Do not include "Other")	\$179,166.00

Part V (b): School Budget Narrative

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

SCHOOL NAME: SAMPLE
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: McCleary Elementary
1000 – Personnel (Use as much space as necessary.) \$64,650 Instructional Coach
2000 -Employee Benefits (Use as much space as necessary.) \$21,000.00 Instructional Coach
3000 - Purchased Services (Use as much space as necessary.) \$26,135.98- see attached list with rationale
4000 - Internal Services (Use as much space as necessary.) \$0
5000 - Other Charges (Use as much space as necessary.) \$0
6000 - Materials and Supplies (Use as much space as necessary.) \$7,327.99 – see attached list with rationale
8000 – Equipment/Capital Outlay (Use as much space as necessary.) \$60,052.03- see attached list with rationale

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.

McCleary Elementary School Improvement 1003g Grant
 2012-2013 year

Item	Rationale	Professional Development / Program / Material	Cost
Istation Reading	Reading Intervention and Remediation Software	Program	6,500.00
Reading a - z	Reading Instruction Website Resource	Program	1 year - 1,873.75
Waterford	Reading Software Program grades K-1	Program	2,500.00
IXL	Math Intervention and Remediation Program	Program	1,500.00
Math Madness	Math Resource Materials for grades 3, 4, and 5 related to SOLs and HOTS - 25 books per set @ 3 sets per grade level	Materials	(9 sets @ \$225.00 each) 15% discount 1721.25
Renaissance Learning	STAR Reading and Math online assessment program	Program	(2 year coverage) 4,807.60
Interactive Achievement	Software program for benchmark and other assessments (half of CCPS	Program	5,250.00

	expense)		
Parent Resource Kit	25 DVD for loan to parents related to positive education / community	Program	1,599.00
Be There	Family Engagement Program	Program	750.00
School Improvement Network PD 360	Professional Development Software	Program	2995.00
- Higher Order Thinking Skills and Bloom's Taxonomy - Formative Assessment - Differentiation - TTAC Math Workshop	Professional Development plans for 2012-2013	Professional Development	4828.38
ActiveBoard Speaker System	Speaker system for 17 classrooms	Materials	13,400.55
ActiveBoard student response system (4 class sets)	Completes "clickers" for all grade levels	Materials	5196.00
2 - 30 Mobile Laptops and carts with printers and needed software	Access to more computers at McCleary and assist with assessments and SOLs	Materials	40,957.58 497.90
Document camera	For computer lab	Material	429.00
File cabinet	Instructional Coach office	Material	299.99
TOTAL			93516.00

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	\$64,650.00	\$0	\$0
2000 - Employee Benefits	\$21,000.00	\$0	\$0
3000 - Purchased Services	\$26,135.98	\$0	\$0
4000 - Internal Services	\$0	\$0	\$0
5000 - Other Charges	\$0	\$0	\$0
6000 - Materials and Supplies	\$7,327.99	\$0	\$0
8000 - Equipment/ Capital Outlay	\$60,052.03	\$0	\$0
Total	\$179,166.00	\$0	\$0
			TOTAL SIG and ARRA Funds \$

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:	C. Hampton Gray; Acting Superintendent
Date:	8-20-2012 revisions as requested
Principal’s Signature Read # 9 above	
Date:	8-20-2012

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.