

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

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

**Due: July 9, 2012**

**APPROVED 9-7-12 SF**

Please complete this application for each school.

**PART I: DIVISION INFORMATION**

School Division Name:		Culpeper County Public Schools				
Division Contact:		Karie Lane				
Telephone of Division Contact (include extension if applicable):		(540) 825-3677 ext. 3127		Fax:	(540) 727-2902	
Email of Division Contact:		klane@culpeperschools.org				
Name of School	Sycamore Park	2012-2013 Grade Span	K-5	Projected School Membership	535	
	Current Percent Identified as Disadvantaged	60.33%	Current Percent Students with Disabilities	9.5%	Current Percent Limited English Proficient	14%
Name of Principal		Valeri Meza				
Telephone of Principal		(540) 825-8847				
Email of Principal		vmeza@culpeperschools.org				

**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 school has a welcoming feel when you walk in. We have the school improvement plan setting out front for parents to view as needed. We added a personalization component based on training received from Williamsburg, VA (BRIMES). Our school is not where we want it to be yet, but we are getting there. A strong area of growth for us will be to work with teachers to upcoming changes and making sure they are accountable and flexible to changes that need to be made. We also want to encourage more positive contacts with parents by teachers.

**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?

BLT members meet monthly to go over the most crucial school information. It is at these meetings where team leaders can express their input and opinions. Information gathered at these meetings is then shared back to the team. In these meetings, we look at the tasks in Indistar and update them as needed. The focus this year was IID10, IIBO2, IIBO3, IIBO5, IIIA35, IE13 and IFO1. (These will be updated again for the upcoming school year in August and we will mark which tasks were completed. We will then create or add new tasks at this August meeting). At some meetings, team members are divided up to look at certain teaching strategies, tasks and educational articles. Assignments are given to the team members whom they must take back to their team

and complete by a given date. Team members are given responsibilities based on their area of strength and expertise. That being said, we do often pair members up for collaboration and growth. We also want to maintain an equitable share of work among the team and grade levels.

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

Teacher and staff input are our most important forms of feedback regarding new strategies and practices. We meet with each teacher at the beginning of the year to establish personalized goals. Mid-year, we met again to ensure the goals were being met. We ask teachers at BLT meetings how the new strategies are going and get their input for what changes may need to be made. Often times, because of the high degree of collaboration throughout the school, a concern that is mentioned can be worked out by another team member sharing what they did that worked. New tasks are added based on walk-thru data, observations, formative assessment data, and our school improvement plan. These are then monitored by walk-thrus, observations and informal conversations. If strategies don't seem to be working, we try to examine the root of the issue and see what other team members who may have success are doing. If there seems to be a collective feeling of a strategy not working, we turn to our specialists for guidance and see if there is a need for specific professional development. Coaching is provided and we make sure Tier 2 and Tier 3 interventions are aligned to the curriculum.

### C. Instruction

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

Teachers look at student data (formative and summative assessments) to respond to student needs and implement appropriate strategies for those students. Differentiation is also based upon the tier level of instruction the students are receiving. Monthly tier meetings are guided by specialists to assist teachers with ideas for differentiated instructional strategies. When teachers monitor the data and see students who are not meeting specific benchmarks they are identified as needing additional support. Teachers and specialists will pinpoint the area of weakness and provide intensive remediation for those students. The county MTSS document will be a tool for instructional intervention as well.

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.)

We have invited Ronnis and Pearson to coach and guide the alignment of the curriculum and make sure the reading programs are being followed with fidelity. Now that the teachers have had a year with the new reading series, a school goal will be to monitor lesson plans monthly to make sure plans are aligned correctly. We also use school-wide Google docs to share data among staff which is accessible at all times. Our data is looked at daily to make sure alignment is occurring and pacing is being followed accordingly. Administration did a minimum of 5 walk-thrus a week to ensure that teachers are effectively implementing core curriculum and utilizing instructional time. This data was shared with the faculty quarterly.

### 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 encouraged and invited to take part in their child's learning. The school improvement plan is available at all parent meetings and is shared at a PTO meeting to allow parents the opportunity to make suggestions and ask questions. Each team had to create a monthly newsletter to go home to parents. Our ELL teacher also sent home quarterly newsletters to the parents who don't speak English. We use our website and the Google docs calendar to share event notices. We had quarterly events at the school for parents to attend which were hosted by certain grade levels throughout the year. Parents could be more involved, therefore, next year we are going to implement a parent involvement committee. We also utilize our parent volunteer coordinator to create flyers and robo calls to reach out to parents of our students.

## 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?

These placements are based on strength of the teacher. We look at items such as knowledge base, instructional experience, classroom management, and making sure we have at least one teacher leader on each team. This is an ongoing process of getting the correct teacher in the correct place. We made some changes to make sure that our most effective teachers are not teaching the highest performing students. We will be using a new teacher evaluation system to assist in the guidance of making sure the teachers are in the best position possible. Student data will be tied to this new evaluation system and that accountability will guide the instruction even further.

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

We have met our liaison a few times at data meetings and during one walk-thru of the building

## 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 plan will be reviewed at the school improvement meeting in September. Based on staff input, parent input and student data a school plan will be written/revised which will include goals, strategies and resources. As we write the school plan, we will include the rapid indicators, tasks and use Wise Ways to help us with strategies and resources. Then at monthly school improvement meetings we will review the school improvement plan, highlight research-based instructional techniques and also look at the correct implementation of these plans based on classroom walk through data and student data. We will also review the indicators and review/assign tasks to team members at these monthly meetings as needed. Divisional level staff attends these monthly meetings to assist with this process and to ensure that the school plan is aligned with the district plan.

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 division attended monthly leadership meetings at the school. Monthly data meetings were held with the school leadership team, the division, and an outside consultant. Also, the school had targeted professional development in accordance with VDOE best practices.

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).

On occasion, we have interviewed and wanted to select a teacher with strong qualifications but because of out of state licensing the candidate did not readily meet the highly qualified requirements.

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 LEA supports our professional development. They also are involved at the school level and the VDOE liaison for guidance. The district contact person attends state professional development opportunities offered by VDOE, attends monthly improvement meetings at the school, and chairs the district support team meetings which are held monthly. The district contact person attends monthly data meetings where student achievement data is reviewed and instructional decisions are made.

**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 will still continue to the best of our ability and what resources will allow to meet and provide professional development. We will look together at where the strongest gains have been made and what will be needed to maintain those gains. We will also look at where the greatest needs still are and what we can do creatively master those.

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 central office and school leadership will work together with this phase out process. We have been training certain teachers in hopes to be able to provide in-house professional development for when we no longer have the funds to hire outside professionals. The teachers will be coached by our in-house reading and math specialists for best instructional practices.

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

Professional development and guidance/resources to assist with the phase out.

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

Professional development and guidance/resources to assist with the phase out.

**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	K went from 76% to 85% in PALS
2	83% PALS pass rate maintained
3	Maintained an attendance rate of 96% or higher in all subgroups in grades 3-5
4	All teachers took place in PD, learned, and implemented the 2011 Reading Streets series
5	Made AYP (preliminary SOL Reading scores) in white subgroup

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, mathematics SOL scores in grades 3-5 will meet state accreditation of 70% in math. We will use the math quarterly benchmark assessments and AIMSweb to monitor student progress and provide remediation as needed. This will be addressed in Indicator IID10 and IIB05.
2	By June 2013, 100% of Tier 1 (students on or above grade level) students will receive a passing score on their reading SOL test. Data will be compiled by the teachers and shared with teams as the data comes available at weekly meetings. Students will be progress monitored using weekly reading assessments, benchmark assessments and AIMSweb. The teachers and the reading specialists will also work together to create a plan to meet the needs of all learners through differentiated instruction. This will be addressed in Indicator IID10 and IIB05.
3	By June 2013, 80% of Tier 2 (students on grade level with support) students will receive a passing score on their reading SOL test. Data will be compiled by the teachers and shared with teams as the data comes available at weekly meetings. Students will be progress monitored using weekly reading assessments, benchmark assessments and AIMSweb. The school assessment team will create a schedule to progress monitor the Tier 2 students using AIMSWEB. Reading specialists will assist with the progress monitoring of Tier 2 students. We will use this information to address instructional needs. The teachers and the reading specialists will also work together to create a plan to meet the needs of all learners through differentiated instruction. This will be addressed in Indicator IID10 and IIB05.
4	Students in grade K-2 will have 85% of their students benchmark in PALS based on the PALS screening in Spring 2013. Students will be progress monitored using weekly reading assessments, benchmark assessments, PALS Quickchecks and AIMSweb. The data will be compiled and utilized for planning and remediation. This will be addressed in Indicator IID10 and IIB05.
5	By June 2013, writing SOLs scores will increase by 5% in 5 <sup>th</sup> grade. Students will be progress monitored using benchmark writing prompts assessments. We will use this information to address instructional needs and target students that need support. This will be addressed in indicator IID10.

**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.

Tier 2	5 <sup>th</sup> 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%
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	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 <sup>th</sup> 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>K-3 students who require additional Tier 2 support receive 2 hours of core instruction with differentiation and 30 minutes of strategic intervention. 4<sup>th</sup>-5<sup>th</sup> grade students who require additional Tier 2 support receive 1.5 hours of core instruction with differentiation and 30 minutes of strategic intervention.</p> <p>Tier 2 students in K-5 will be progress monitored utilizing AIMSWEB. Students receiving Tier 2 instruction will be progress monitored 1-2 times per month. Interventions based on student data will be implemented by classroom teachers and reading specialists. Tier 2 students will receive the Core reading program plus a reading specialist pushes into these classrooms. SIDEWALKS (Reading Streets remediation component) will be utilized in some Tier 2 classes for targeted students. When these students are targeted for intervention, reteaching of the skill will be the first approach. Teachers will continue utilizing formative and summative assessment data in order to respond to student needs and use appropriate interventions. They will collaborate with the reading specialists and analyze data bi-weekly.</p>
Tier 3	<p>K-3 students who require additional Tier 3 support receive 1 hour and 45 minutes of core instruction with differentiation and 45 minutes of intense intervention.</p> <p>4<sup>th</sup>-5<sup>th</sup> grade students who require additional Tier 3 support receive 1.5 hours of core instruction with differentiation and 30 minutes of intense intervention.</p> <p>Tier 3 students in K-5 will be progress monitored utilizing AIMSWEB. Students receiving Tier 3 instruction are progress monitored 2-4 times per month.</p> <p>Tier 3 students will receive a different reading program (Direct instruction/SRA). These students may require re-teaching and more intense instruction and they may need considerable extra time as well. Teachers will continue utilizing formative and summative assessment data in order to respond to student needs and use appropriate interventions. They will collaborate with the reading specialists and analyze data bi-weekly.</p>

**Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL**

Tier 2	<p>Students who are in need of additional support for targeted areas get 60 minutes of math and small group instruction (provided by math paras, math specialist, or teacher) to strengthen specific weaknesses. This can include re-teaching, hands-on, spiraling, etc. Meetings with the math specialist occur bi-weekly and teachers meet weekly to review math assessments which are given weekly. Formative and summative assessment is gathered and analyzed weekly to make sure weaknesses are identified and intervention is put into place immediately. Programs used for both Tier 2 and Tier 3 students include Math Investigations, remedial math programs and interactive whiteboard activities, and teacher/math specialist created lessons pinpointing the specific areas of weakness. Additional remediation time will be given to targeted students.</p>
Tier 3	<p>These students are identified and get extra support in form of individualized remediation with intense remediation during specified times of the school day. This remediation occurs once to twice a week (30 minutes a session) or as needed and is provided by the math specialist, math paraprofessionals, teachers during their planning times, resource teachers, administrators and trained volunteers (retired teachers). This remediation is in addition to the 60 minutes of core instruction and small group instruction received. Meetings with the math specialist occur bi-weekly and teachers meet weekly to review math assessments which are given weekly. Formative and summative assessment is gathered and analyzed weekly to make sure weaknesses are identified and intervention is put into place immediately. Additional remediation time will given to targeted students.</p>

<b>Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable</b>	
Tier 2	<p>K-3 students who require additional Tier 2 support receive 2 hours of core instruction with differentiation and 30 minutes of strategic intervention.</p> <p>K-2 teachers will utilize AIMSWEB and PALS Quick checks to progress monitor their students. <b>Students receiving Tier 2 instruction are progress monitored 1-2 times per month.</b> Interventions will be implemented based on Fall PALS data. This information will be documented in the teachers PALS Quick checks data binders. Teachers will continue utilizing formative and summative assessment data in order to respond to student needs and use appropriate interventions.</p> <p>Tier 2 students will receive the Core reading program plus a reading specialist pushes into these classrooms. When these students are targeted for intervention, reteaching of the skill will be the first approach. These students may require re-teaching and more intense instruction and they may need considerable extra time as well. They will collaborate with the reading specialists and analyze data bi-weekly.</p>
Tier 3	<p>K-3 students who require additional Tier 3 support receive 1 hour and 45 minutes of core instruction with differentiation and 45 minutes of intense intervention. K-2 teachers will utilize AIMSWEB and PALS Quick checks to progress monitor their students. <i>Students receiving Tier 3 instruction are progress monitored 2-4 times per month.</i></p> <p>Interventions will be implemented based on this data. This information will be documented in the teachers PALS Quick checks and the reading data binders. Teachers will continue utilizing formative and summative assessment data in order to respond to student needs and use appropriate intervention. Tier 3 students will receive a different reading program (Direct instruction/SRA) or an intervention program (SIDEWALKS) with the core program. They will collaborate with the reading specialists and analyze data bi-weekly.</p>
<b>Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above</b>	
Tier 2	<p>Aimsweb is used in grades K-5 for progress monitoring. Data from specific interventions are used in grades K-5 for progress monitoring.</p> <p>Students receiving Tier 2 instruction are progress monitored 1-2 times per month. Trained staff set progress monitoring schedule and goal in Aimsweb. Progress monitoring probes are administered by trained staff. Progress monitoring data is reviewed by trained staff for each student before tier transition.</p> <p>Classroom Walk Throughs are conducted for each class/learning group. When spot-checking is used in instruction, pacing and essential component checklists are used. When gaps in fidelity are found, staff receives targeted coaching and follow-up support. Coaching is regularly scheduled for staff implementing Tier 2 and Tier 3 intervention.</p> <p>School administration provides professional development for instructors new to specific interventions through the use of central office resources, in-house professional developers, or external professional developers.</p> <p>Student performance data will be analyzed at least monthly. A school-based team is identified to process, review and analyze data.</p> <p>Infrastructure exists to facilitate collaboration around student data. Steps are specified for situations when students are not progressing with an intervention.</p>
Tier 3	Tier 3 is the <b>same as above</b> accept they are progress monitored 2-4 times per month.
<b>Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above</b>	
Tier 2	<p>AIMSWeb (K-5 Universal Screener for math administered 3 times per year) with additional assessments including benchmarks, SOLs, and SOL predictors to make final instructional decision. Tier 2 will receive 15-20 minutes 2-3 times per week of <b>strategic</b> intervention within 1 hour block. Progress monitoring for Tier 2 students will be done monthly.</p>
Tier 3	<p>Tier 3 math students will receive 30 minutes daily of <b>intense</b> intervention within 1 hour block and STRIDES (if needed).</p> <p>STRIDES stands for <u>S</u>triving <u>T</u>oward <u>R</u>esearch-based <u>I</u>nterventions and <u>D</u>ata Driven <u>E</u>vidence for</p>

	<p><u>S</u>tudent Success. It is a school based problem solving team. The goal is to catch and solve the problems early and close the gap between current performance and expected levels of achievement before the gap gets even wider. Progress monitoring for Tier 3 students will be done every 2 weeks.</p>
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## 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: <b>Sycamore Park Elementary</b>			
<b>Year 3: 2012-2013</b>			
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses \$0	Division Expenses \$0	Other: \$0
	School Expenses \$45,256	School Expenses \$0	
2000 – Personnel	Division Expenses \$0	Division Expenses \$0	Other: \$0
	School Expenses \$27,000	School Expenses \$0	
3000 – Purchased Services	Division Expenses \$0	Division Expenses \$0	Other: \$0
	School Expenses \$14,950	School Expenses \$0	
4000 - Internal Services	Division Expenses \$0	Division Expenses \$0	Other: \$0

5000 - Other Charges	Division Expenses	\$0	Division Expenses	\$0	Other:	\$0
	School Expenses	\$2,500	School Expenses	\$0		
6000 - Materials and Supplies	Division Expenses	\$0	Division Expenses	\$0	Other:	\$0
	School Expenses	\$89,459	School Expenses	\$0		
8000 - Equipment/ Capital Outlay	Division Expenses	\$0	Division Expenses	\$0	Other:	\$0
	School Expenses	\$0	School Expenses	\$0		
Total	Division Expenses	\$0	Division Expenses	\$0	Other:	\$0
	School Expenses	\$179,165	School Expenses	\$0		
					Total Division Expenses	\$0
					Total School Expenses	\$179,165
					TOTAL (Do not include "Other")	\$179,165

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: <b>Sycamore Park Elementary</b>
1000 – Personnel (Use as much space as necessary.) Parent Liaison – maximize the role of parents in promoting student achievement/success by offering a greater number of opportunities for parent-teacher interactions addressing family-generated concerns and interests. (\$15,000) Extended Day – before and after school remediation for K – 5 students. (\$15,000) Paraprofessional – to assist with MTSS (\$15,256)
2000 -Employee Benefits (Use as much space as necessary.) Parent Liaison FICA benefits (\$1,000), Extended Day – before and after school remediation for K – 5 students. FICA benefits (\$2,000), Paraprofessional (\$24,000)
3000 - Purchased Services (Use as much space as necessary.) Editure License renewal (\$1,950), BRIM training (\$2,000), PALS training (\$1,000) and Pearson training (\$10,000)
4000 - Internal Services (Use as much space as necessary.) \$0
5000 - Other Charges (Use as much space as necessary.) Travel, lodging, food for conferences as required by SEA. (\$2,500)
6000 - Materials and Supplies (Use as much space as necessary.) (1) Mobile lab with 24 laptops, Microsoft Office licenses, and cart (\$35,000), (10) iPad2 (\$3,790), (10) iPads Otterbox cases (\$500), (1) Replacement parts for iPad2 (\$100), (10) Smartboards – 77" Smartboard 680 (\$12,340 + \$350 shipping), (10) Smartboard rail – hanging materials for Smartboards (\$2,250 + \$100) Technology materials to be used to enhance instruction and assessment. I READY K-5 math and reading supplement for Extended Day program; (\$7,031), Pearson materials for social studies and science leveled readers, (\$27,000) CD players for teachers and materials for Write to Read lab. (\$998)
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	\$90,961	\$0	\$
2000 - Employee Benefits	\$33,829	\$0	\$
3000 - Purchased Services	\$127,900	\$0	\$0
4000 - Internal Services	\$0	\$0	\$0
5000 - Other Charges	\$3,381	\$0	\$0
6000 - Materials and Supplies	\$102,261	\$0	\$0
8000 - Equipment/ Capital Outlay	\$0	\$0	\$0
Total	\$358,332	\$0	\$
			TOTAL SIG and ARRA Funds \$358,332

**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. Bobbi Johnson
Date:	July 9, 2012
Principal’s Signature Read # 9 above	
Date:	
Principal’s Signature Read # 9 above	
Date:	

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 ne

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

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

**Due: July 9, 2012**

**APPROVED 9-7-12 SF**

Please complete this application for each school.

**PART I: DIVISION INFORMATION**

School Division Name:	Culpeper County Public Schools		
Division Contact:	Karie Lane		
Telephone of Division Contact (include extension if applicable):	(540) 825-3677 ext. 3127	Fax:	(540) 727-2902
Email of Division Contact:	klane@culpeperschools.org		

Name of School	Pearl Sample		2012-2013 Grade Span	K-5	Projected School Membership	549
	Current Percent Identified as Disadvantaged	57%	Current Percent Students with Disabilities	10%	Current Percent Limited English Proficient	9%
Name of Principal	Kristin Williams					
Telephone of Principal	(540) 825-5448					
Email of Principal	kmwilliams@culpeperschools.org					

## PART II: PROCESSES IN PLACE

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

### H. School Climate

- 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?

Parents and families often comment on how friendly and welcoming the school atmosphere is in our building. We offer different events and start times to accommodate different work schedules. The grant has allowed us to have someone specific work on organizing and scheduling parent involvement activities. We are able to provide "make and take" informative sessions as well as events where books and food are given to families. We have been able to coordinate with community partners and offer events out of the school building as well. For example, we offered a math night at a local grocery store. We will continue to work on improving our parent involvement since there are always new families joining us. We are also working to improve on having better attendance from parents at our academic offerings.

### I. 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?

Our Leadership Team meets twice a month to discuss student and school progress and to share ideas from grade levels and committees. We work on updating our tasks and indicators on Indistar. The focus task(s) are given to grade level leaders who work with their teams to provide input that will then be shared and added at the Leadership Meeting. Ideas and questions are shared prior to meetings to allow team leaders to receive input from their team members. At the Leadership Meetings final decisions are made after hearing all of the input from teams. Team leaders are given tasks to work on with their teams. Responsibilities are divided at the Leadership Team Meetings and then individual teams (grade levels, resources, etc.) carry out the tasks and report back on progress.

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

We continually analyze and collect data points to determine if progress is being made. Professional Development is continual to ensure that new strategies are supported and implemented with fidelity. Based on the data, if something does not appear to be working, changes and adjustments are made and data is continually monitored. Which person(s) or team monitors the effectiveness of interventions? Administration and the STRIDES team monitor student progress along with staff that provides the interventions. What data do they review? AIMSWeb, Benchmark tests, classroom performance, End of Unit evaluations, formative and summative assessments, and IA tests classroom walk through data. How often do they review the data? Teachers review the data weekly, administration and the STRIDES team meet monthly to monitor all student data. The math & reading specialists meet monthly with grade levels to look at student data. Central office, with the leadership team, monitors the data monthly. See

attachments C & D for further explanation.

## J. Instruction

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

We utilize AIMS WEB and progress monitor students in math and reading. Additional data is used from previous SOL scores; benchmark testing, classroom progress, pre/post test results, Interactive Achievement, PALS, end of unit tests and checkouts. From there, teachers determine acceleration/remediation needed for individual students and classes. Students then receive instruction at their level as our grouping is fluid. We have a built in (I/E) intervention/enrichment period everyday where students can receive additional specific instruction based on their needs. Please use student outcome data to describe whether curriculum is aligned with the SOL and is aligned within the school and across grade levels [See attachment for this question - one page of CORE Selection \(Weekly tests\), Grade 4, Unit 2...Week #1, Week #2 etc. and one page of SF Reading Streets 2008 4th Grade SOL's 4.3.a through SOL 4.3.d. District curriculum guides have been aligned with the VA SOLs. \[www.doe.virginia.gov/testing\]\(http://www.doe.virginia.gov/testing\). Also, AIMSWeb SOL information is correlated to VA SOLs as student scores are entered annually to garner such reports. SOL released tests are also given as predictors for SOL performance where applicable.](#)

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

See attached documents

## K. Parental Involvement

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

Parents are supportive of the school's improvement effort. They feel involved and welcomed as partners in their child's education. We invite parents to join us in supporting their child by attending various opportunities to recognize student achievements and support our school programs. Parent sessions on how to access SOL practice sites, new math standards, reading aloud at home etc are offered to help parents and guardians feel more at ease in working with their children at home. Parents can continue to more involved by understanding that academics are important.

## L. Staffing and Relationships

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

Teachers provide input into possible grade level changes and are given positions in leadership based on multiple factors. Teachers in current and upcoming grade levels work together to help create classroom placements for the new school year. Our walk to read model and math classes are based on student data points and programming needs. We work diligently to get the best teachers with students and continue to retain and build teacher skills. We have worked to improve teacher input in our class placement process and have received positive feedback from staff on the new procedures.

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

improved?

The state assigned division liaison and division work and communicate well with the school. We meet monthly as a group and for individual meetings.

### M. Decision-making Process and Autonomy

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

The school based Team Leadership Meetings include the division representative from Central Office. At our monthly data and alternative governance meetings, input is garnered and shared regarding school improvement efforts, strategic vision and overall decisions. **Changes made to the strategic plan on Indistar are made collaboratively to ensure alignment with the district plan.**

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

Pearl Sample had preferential hiring choices when more than one school had an interest in a new hire or transfer. All staff attended county and school based professional development sessions. Please describe how division policies were changed. **For the preferential hiring practices: If a highly qualified and desired applicant was interviewed by schools within Culpeper with vacancies, Pearl Sample would be the job location offered to the applicant instead of the other school(s). Pearl Sample also had more flexibility in planning PD opportunities to best align with VA DOE improvement initiatives.**

7. What policy barriers still exist to truly getting the school what it needs to succeed? What is the process to remove those barriers? Please note where the policies originate (i.e. state code or division policy).

The policies regarding funding sources and what monies can be spent on can cause delays in the purchase and implementation of PD, materials, positions etc. Please describe if funding policies are state or local or both, and if local, how they are being addressed. **Pearl Sample receives 1003(g) funds and uses that money according to grant guidelines. Title I, Part A funds support technical assistance required for Focus schools. Culpeper County Public Schools uses federal funds to supplement local funds to enhance instructional practices.**

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

Culpeper County Public Schools has implemented an Alternate Governance Committee at Pearl Sample to increase Division control, oversight and monitoring of the school's operation. It is made up of a Lead Committee and a Subcommittee.

The Lead Alternate Governance Committee works collaboratively with the principal to manage the instructional program at the school. This committee consists of the Director of Instruction, Director of Special Education, Director of Human Resources, Supervisor of Federal Programs, Principal, Virginia DOE Liaison, E.P.I.C. and Ronnis Systems (outside entities). The Supervisor of Federal Programs will communicate with Division leaders within the division to solicit support. Please see the list of assigned responsibilities for Division leaders. Division leaders will attend meetings that specifically pertain to their area of expertise and will receive monthly updates at Directors' Meetings. A parent and a School Board member are invited to attend meetings twice a year. Additionally, a committee representative reports to staff and parents monthly at each PTO meeting.

The Subcommittee will consist of the Director of Instruction, Supervisor of Federal Programs, SPED Curriculum Specialist, Principal, Reading Coach, Ronnis Systems and E.P.I.C. This committee focuses solely on analyzing student achievement data.

**N. Phase Out**

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

Staff hired with SIG funds will train and work with current staff to help transition duties in an effort to create sustainability of supports ending in 2013. We are discussing within the Alternate Governance and Leadership Team ways we can continue needed services and supports with alternate funds and which services and supports can be absorbed and continued by current staff in place.

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

The principal and the Lead Alternate Governance Committee will work together in determining the phase out of funds, supports and services.

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

If the state could share ideas from other schools on how they plan to sustain the work and progress made, other schools could benefit from their ideas.

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

Guidance and additional ideas on how to maintain the momentum gained once funds are no longer available.

**PART III: GOAL SETTING**

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

Please describe in detail the 2011-2012 outcomes below.

1	The English/Reading performance scores for the African American (Black) subgroup went from a 71.11% to an 84% pass rate. (Our goal for safe harbor was to score 74% or better)
2	We recovered 50% of our 5 <sup>th</sup> grade students on the reading SOL who failed their SOL in 4 <sup>th</sup> grade.
3	We recovered 38% of our 4 <sup>th</sup> grade students who failed their Reading SOL in 3 <sup>rd</sup> grade.
4	3 <sup>rd</sup> grade increased Tier 1 students by 7%, decreased Tier 2 by 5% and Tier 3 by 2%
5	4 <sup>th</sup> grade Tier 2 decreased by 2% Tier 3 increased by 5 %
6	5 <sup>th</sup> grade Tier 2 increased by 8% and Tier 3 decreased by 1%
7	Math SOL scores -decreased by 21%-continued PD and focus needed

D. 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	<p>By June 2013 SOL reading scores in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade will increase from 78% to 81% or better. This will be accomplished by uninterrupted core reading time, using AIMS Web progress monitoring data, reading remediation during an intervention/enrichment 30 minute daily period, a walk to read model, a specific and targeted extended day remediation plan,</p> <p>Indistar indicators ID03, IE09, IIB01, IIB02, IIB03, IIB05, IID09, IIIA05, VC03</p> <ul style="list-style-type: none"> <li>● Plan professional development to include monthly coaching dates and in-services through Ronnis Systems, EPIC, and Teach First.</li> <li>● Meet to share results and discuss strategies for formative assessments and instruction.</li> <li>● The principal will meet with the instructional coaches to outline the procedures for making instructional decisions, specifically those regarding placement of students in reading and math classes.</li> <li>● Implement Friday Data Day to discuss formative/summative assessment data and make instructional decisions.</li> <li>● AIMSweb progress monitoring probes will be administered to students identified as tier 2 and tier 3 students bi-weekly. Student progress will be entered into the AIMSweb database and graphed by students.</li> <li>● Student progress monitoring data will be recorded and reviewed by teachers and the reading specialists in real time [as assessments are completed: Weekly - bi-Weekly] to assist in determining staff professional development needs, remediation, or acceleration for students</li> <li>● During monthly data meetings student progress as measured by program lesson progress, program mastery measures, and additional validating assessments AIMSweb, Interactive Achievement, and PALS] will be discussed and corresponding action plans to address student progress [including remediation and acceleration] will be presented by the reading coordinator and administrative staff for additional discussion.</li> <li>● All student data will be scrutinized and reviewed to determine where enrichment, interventions or additional activities can be beneficial.</li> <li>● Reading coach will continue to provide monthly in-service sessions for teachers of core reading classes.</li> <li>● The Leadership team, STRIDES Team, Administration, Restructuring Team and staff will use student data and progress monitoring information to make informed research based decisions.</li> <li>● Teachers will be able to articulate precise areas of concerns based on students' formative and summative assessment scores. They will be able to describe the objective the assessment questions measured and coordinate the skill/strategy to one of the 5 components of effective reading instruction. This information will be used to generate a meaningful and targeted intervention/remediation plan using evidence-based practices/elements from within the identified Big Idea.</li> <li>● Students identified as Tier 2 and Tier 3 scheduled for weekly/bi-monthly progress monitoring will chart their own progress toward individual goals.</li> </ul>
2	<p>By June 2013 Math SOL scores in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade will increase from 58% to 63% or better. This will be accomplished by uninterrupted core math instruction, using AIMS Web progress monitoring data, math remediation during an intervention/enrichment 30 minute daily period, a specific and targeted extended day remediation plan, and adoption of a new math series (EnVision) accompanied with Investigations.</p> <p>Indistar indicators ID03, IE09, IIB01, IIB02, IIB03, IIB05, IID09, IIIA05, VC03</p> <ul style="list-style-type: none"> <li>● Plan professional development to include monthly coaching dates and in-services through Ronnis Systems, EPIC, and Teach First.</li> <li>● Meet to share results and discuss strategies for formative assessments and instruction.</li> <li>● The principal will meet with the instructional coaches to outline the procedures for making instructional decisions, specifically those regarding placement of students in reading and math classes.</li> <li>● Implement Friday Data Day to discuss formative/summative assessment data and make instructional decisions.</li> <li>● All student data will be scrutinized and reviewed to determine where enrichment, interventions or additional activities can be beneficial.</li> <li>● The Leadership team, STRIDES Team, Administration, Restructuring Team and staff will use student data and progress monitoring information to make informed research based decisions.</li> <li>● Teachers will be able to articulate precise areas of concerns based on students' formative and summative assessment scores. They will be</li> </ul>

	able to describe the objective the assessment questions measured and coordinate the skill/strategy to one of the 5 components of effective reading instruction. This information will be used to generate a meaningful and targeted intervention/remediation plan using evidence-based practices/elements from within the identified Big Idea
3	<p>By June 2013, science SOL scores will improve by 10% or more in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades. This will be by establishing utilizing a laser-like focus on the monitoring of science instruction, design remediation content, establish a timeline for remediation services, and record strand assessments results.</p> <p>Indistar indicators VC03, IIIA05, IID09,</p> <ul style="list-style-type: none"> <li>• All students receive feedback regarding progress toward SOL objectives through the use of released SOL test items. The feedback that is provided includes discussion on where the student currently scored relative to learning goals and targets, and what they need to continue to focus on to close the gap.</li> <li>• Teachers will be able to articulate precise areas of concerns based on students' formative and summative assessment scores. They will be able to describe the objective the assessment questions measured and coordinate the skill/strategy to one of the 5 components of effective reading instruction. This information will be used to generate a meaningful and targeted intervention/remediation plan using evidence-based practices/elements from within the identified Big Idea.</li> <li>• Utilize information from assessments to make changes to instruction</li> </ul>
4	<p>By June 2013 reading data in K, 1, &amp; 2 grades will show a decrease of Tier 2 &amp; 3 students by 10% or more. This will be accomplished by uninterrupted core reading time, using AIMS Web progress monitoring data, reading remediation during an intervention/enrichment 30 minute daily period, a walk to read model, a specific and targeted extended day remediation plan,</p> <p>Indistar indicators ID03, IE09, IIB01, IIB02, IIB03, IIB05, IID09, IIIA05, VC03</p> <ul style="list-style-type: none"> <li>• Plan professional development to include monthly coaching dates and in-services through Ronnis Systems, EPIC, and Teach First.</li> <li>• Meet to share results and discuss strategies for formative assessments and instruction.</li> <li>• The principal will meet with the instructional coaches to outline the procedures for making instructional decisions, specifically those regarding placement of students in reading and math classes.</li> <li>• Implement Friday Data Day to discuss formative/summative assessment data and make instructional decisions.</li> <li>• AIMSweb progress monitoring probes will be administered to students identified as tier 2 and tier 3 students bi-weekly. Student progress will be entered into the AIMSweb database and graphed by students.</li> <li>• Student progress monitoring data will be recorded and reviewed by teachers and the reading specialists in real time [as assessments are completed: Weekly - bi-Weekly] to assist in determining staff professional development needs, remediation, or acceleration for students</li> <li>• During monthly data meetings student progress as measured by program lesson progress, program mastery measures, and additional validating assessments AIMSweb, Interactive Achievement, and PALS] will be discussed and corresponding action plans to address student progress [including remediation and acceleration] will be presented by the reading coordinator and administrative staff for additional discussion.</li> <li>• All student data will be scrutinized and reviewed to determine where enrichment, interventions or additional activities can be beneficial.</li> <li>• Reading coach will continue to provide monthly in-service sessions for teachers of core reading classes.</li> <li>• The Leadership team, STRIDES Team, Administration, Restructuring Team and staff will use student data and progress monitoring information to make informed research based decisions.</li> <li>• Teachers will be able to articulate precise areas of concerns based on students' formative and summative assessment scores. They will be able to describe the objective the assessment questions measured and coordinate the skill/strategy to one of the 5 components of effective reading instruction. This information will be used to generate a meaningful and targeted intervention/remediation plan using evidence-based practices/elements from within the identified Big Idea.</li> <li>• Students identified as Tier 2 and Tier 3 scheduled for weekly/bi-monthly progress monitoring will chart their own progress toward individual goals.</li> </ul>
5	<p>By June 2013 Math data for K, 1 &amp; 2 will indicate a 10% increase from Fall to Spring on AIMS Web. This will be accomplished by uninterrupted core math instruction, using AIMS Web progress monitoring data, math remediation during an intervention/enrichment 30 minute daily period, a specific and targeted extended day remediation plan, and adoption of a new math series (EnVision) accompanied with Investigations.</p> <p>Indistar indicators ID03, IE09, IIB01, IIB02, IIB03, IIB05, IID09, IIIA05, VC03</p> <ul style="list-style-type: none"> <li>• Plan professional development to include monthly coaching dates and in-services through Ronnis Systems, EPIC, and Teach First.</li> </ul>

	<ul style="list-style-type: none"> <li>• Meet to share results and discuss strategies for formative assessments and instruction.</li> <li>• The principal will meet with the instructional coaches to outline the procedures for making instructional decisions, specifically those regarding placement of students in reading and math classes.</li> <li>• Implement Friday Data Day to discuss formative/summative assessment data and make instructional decisions.</li> <li>• All student data will be scrutinized and reviewed to determine where enrichment, interventions or additional activities can be beneficial.</li> <li>• The Leadership team, STRIDES Team, Administration, Restructuring Team and staff will use student data and progress monitoring information to make informed research based decisions.</li> <li>• Teachers will be able to articulate precise areas of concerns based on students' formative and summative assessment scores. They will be able to describe the objective the assessment questions measured and coordinate the skill/strategy to one of the 5 components of effective reading instruction. This information will be used to generate a meaningful and targeted intervention/remediation plan using evidence-based practices/elements from within the identified Big Idea</li> </ul>
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**PART IV: SCHOOL PLAN TO MONITOR INTERVENTIONS AT THE SCHOOL-LEVEL**

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

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

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

<b>Part IV (a): Interventions for students who are at-risk of failing a reading SOL</b>	
Tier 2	3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade teachers will work collaboratively with their colleagues to plan targeted remediation and activities during the daily 30 minute intervention/enrichment period. Reading interventions will also be in place for at promise students during "Tiger Days" which are rotated into our resource schedule rotation and are a 40 minute block once a month. Interventions will be provided by grade level teachers, reading specialists, and resource staff. At Promise students will be identified by prior SOL scores, Interactive Achievement scores, benchmark scores, classroom performance, and report card grades. Teachers will review student data weekly with their grade level and meet monthly with administration and the reading specialists and school improvement coach. Additionally, students will be invited to participate in the extended day program.
Tier 3	3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade teachers will work collaboratively with their colleagues to plan targeted remediation and activities during the daily 30 minute intervention/enrichment period. Reading interventions will also be in place for at promise students during "Tiger Days" which are rotated into our resource schedule rotation and are a 40 minute block. Once a month interventions will be provided by grade level teachers, reading specialists, and resource staff. At Promise students will be identified by prior SOL scores, Interactive Achievement scores, benchmark scores, classroom performance, and report card grades. Teachers will review student data weekly with their grade level and meet monthly with administration and the reading specialists with the school improvement coach. Additionally, students will be invited to participate in the extended day program. The reading specialists/special education teachers will also work with small groups of Tier 3 students daily. The strongest reading teachers will be placed with the Tier 3 students.
<b>Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL</b>	

Tier 2	3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade teachers will work collaboratively with their colleagues to plan targeted remediation and activities during the daily 30 minute intervention/enrichment period. Math interventions will also be in place for at promise students during "Tiger Days" which are rotated into our resource schedule rotation and are a 40 minute block once a month. Interventions will be provided by grade level teachers, math specialist, and resource staff. At Promise students will be identified by prior SOL scores, Interactive Achievement scores, benchmark scores, classroom performance, and report card grades. Teachers will review student data weekly with their grade level and meet monthly with administration and the math specialist. Additionally, students will be invited to participate in the extended day program.
Tier 3	3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade teachers will work collaboratively with their colleagues to plan targeted remediation and activities during the daily 30 minute intervention/enrichment period. Math interventions will also be in place for at promise students during "Tiger Days" which are rotated into our resource schedule rotation and are a 40 minute block. Once a month interventions will be provided by grade level teachers, math specialist, and resource staff. At Promise students will be identified by prior SOL scores, Interactive Achievement scores, benchmark scores, classroom performance, and report card grades. Teachers will review student data weekly with their grade level and meet monthly with administration and the math specialist. Additionally, students will be invited to participate in the extended day program. The math specialist/special education teachers will also work with small groups of Tier 3 students daily. The strongest math teachers will be placed with the Tier 3 students.
<b>Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable</b>	
Tier 2	K, 1 & 2 teachers will work collaboratively with their colleagues to plan targeted remediation and activities during the daily 30 minute intervention/enrichment period. Interventions will be provided by grade level teachers, reading specialists, and resource staff. At Promise students will be identified by PALS, benchmark scores, classroom performance, and report card grades. Teachers will review student data weekly with their grade level and meet monthly with administration and the reading specialists and school improvement coach.
Tier 3	K, 1 & 2 teachers will work collaboratively with their colleagues to plan targeted remediation and activities during the daily 30 minute intervention/enrichment period. Interventions will be provided by grade level teachers, reading specialists, and resource staff. At Promise students will be identified by PALS, benchmark scores, classroom performance, and report card grades. Teachers will review student data weekly with their grade level and meet monthly with administration and the reading specialists and school improvement coach. Reading specialists will work with Tier 3 students and they will be placed with the strongest reading teachers.
<b>Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above</b>	
Tier 2	In addition to in school interventions and remediation, our extended day program will be utilized.
Tier 3	In addition to in school interventions and remediation, our extended day program will be utilized.
<b>Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above</b>	
Tier 2	In addition to in school interventions and remediation, our extended day program will be utilized.
Tier 3	In addition to in school interventions and remediation, our extended day program will be utilized.

IV. A-C For Tier 3 students, please describe frequency and duration of work with math and reading specialists. Depending on the grade level, in Reading Tier 3 students may: 1) receive their entire reading instruction from a reading specialist; 2) may receive partial reading instruction from a reading specialist (Part instruction by classroom teacher part by reading specialist); 3) receive additional instruction/intervention during our 30 minute Intervention/Enrichment period. Reading instruction in grades K-3 is a 2.5 hour block with a daily 30 minute Intervention/Enrichment period (can be for math OR reading or a combination of 2 days math, 3 days reading depending on student need). Reading instruction in grades 4-5 is a 2 hour plus block with the daily 30 minute Intervention/Enrichment period.

In math all instruction is provided by the classroom teacher. The math specialist rotates through grade level classrooms co-teaching, modeling, and supporting teachers and students. The math specialist plans with teachers and helps provide ideas and resources. During our 40 minute "Tiger Day" opportunities the math specialist provided math remediation during the resource time for grade levels. Tiger Days are days added into the regular resource rotation schedule each quarter. There is approximately one per month.

IV. D-F Please describe the length, duration, and frequency of extended day program interventions. Our extended day program ran from January through April, the hours were from 3:15p.m. - 5:00 p.m. once a week. Students received both math and reading intervention.

## Part V: BUDGET (DIVISION/SCHOOL)

### Budget Summary

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

- c. For the school served with SIG funds, a budget summary detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies.
- d. For the school served with SIG funds, a detailed narrative describing the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives.

See following pages for budget form(s).

### Budget Expenditure Code Definitions

These expenditure codes are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are 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: <b>Pearl Sample Elementary</b>			
Year 3: 2012-2013			
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses \$0	Division Expenses \$0	Other:
	School Expenses \$51,316	School Expenses \$0	
2000 – Personnel	Division Expenses \$0	Division Expenses \$0	Other:
	School Expenses \$6,873	School Expenses \$0	
3000 – Purchased Services	Division Expenses \$0	Division Expenses \$0	Other: \$0
	School Expenses \$112,950	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	\$357	School Expenses	\$0		
6000 - Materials and Supplies	Division Expenses	\$0	Division Expenses	\$0	Other:	\$0
	School Expenses	\$7,671	School Expenses	\$0		
8000 – Equipment/ Capital Outlay	Division Expenses	\$0	Division Expenses	\$0	Other:	\$0
	School Expenses	\$0	School Expenses	\$0		
Total	Division Expenses	\$0	Division Expenses	\$0	Other:	\$0
	School Expenses	\$179,167	School Expenses	\$0		
					Total Division Expenses	\$
					Total School Expenses	\$179,167
					TOTAL (Do not include "Other")	\$179,167

Part V (b): School Budget Narrative

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

SCHOOL NAME: <b>Pearl Sample Elementary</b>
1000 – Personnel (Use as much space as necessary.) School Improvement facilitator (\$14,000), parent coordinator (\$15,000), and highly qualified paraprofessional (\$22,316)
2000 -Employee Benefits (Use as much space as necessary.) School Improvement facilitator (\$1,000), Parent Coordinator (\$1,148), and Paraprofessional (\$4,725)
3000 - Purchased Services (Use as much space as necessary.) E.P.I.C. Behavior Consulting, Inc. will provide professional development services with coaching as it relates to classroom management. School-wide implementations seek to improve teacher skills in using positive behavior supports through a Response to Intervention approach. Pearl Sample demonstrated significant teacher and student progress in the Year One School-Wide Implementation. Year Two School-Wide Implementation focused on developing the internal team for sustainability while continuing supports similar to year one and two. The goal for year three implementation is to transition external coaching to the internal team. (\$31,000) Ronnis Systems, Inc. Title I Intervention specialist service, Aug. 1 - June 29, 2013, 200 days, (\$78,000) Editure License renewal (\$1,950) and BRIM training (\$2,000) Further clarification is needed about the nature of work by E.P.I.C. Behavior Consulting and Ronnis Systems. Please provide a copy of these two scopes of work. <a href="#">A copy of E.P.I.C.'s End of Year summary, goals and description of services is attached. Ronnis Systems, Inc. (independent contractor) provides on-site instruction and professional development, serving 221 school days for the year. Goals were set to increase percentage of students receiving instruction, increase SOL reading test scores across all GAP groups, schedule, supervise, assist and coordinate progress monitoring for students in Tier II and III instruction using AIMSweb. Ronnis staff collect, analyzes and interpret data, coordinate Direct Instruction programs and serve on the STRIDES team. Also a copy of the goals for Ronnis Systems, Inc. is attached.</a>
4000 - Internal Services (Use as much space as necessary.) \$0
5000 - Other Charges (Use as much space as necessary.) Travel , lodging, food for conferences as required by SEA. (\$357)
6000 - Materials and Supplies (Use as much space as necessary.) VMath (\$4,171), and Ticket to Read (\$3,500)
8000 – Equipment/Capital Outlay (Use as much space as necessary.) \$0

**Part VI: Combined Division-Level Budget Summary for ALL (Tier III) Schools the LEA Commits to Serve**  
**(ONE PER DIVISION, NOT PER SCHOOL) Shown on Sycamore Park’s application.**

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 VII: ASSURANCES**

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

The LEA must assure that it —

10. Uses its SIG funds to implement school improvement practices fully and effectively in each Tier III school that the LEA commits to serve, consistent with the final SIG requirements;
11. Uses Indistar™, an online school improvement tool, for the following:
  - establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics;
  - collecting meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
  - completing analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school; Uses an electronic query system (i.e., Datacation) to provide principals with quarterly data needed to make data driven decisions at the school-level;
12. Uses an electronic query system (i.e., Datacation, or Interactive Achievement’s Snapshot Tool) to provide principals with quarterly data needed to make data driven decisions at the school-level;
13. Attends OSI technical assistance sessions provided for school principals and division staff;
14. Collaborates with assigned VDOE contractor(s) to ensure the division and school maintain the fidelity of implementation necessary for reform;
15. Ensures division improvement plan supports the school-level improvement plan and is monitored monthly; and
16. Reports to the SEA the school-level data required under the final requirements of this SIG grant.
17. The school is a Title I school for the 2012-2013 school year.
18. The principal played a significant role in the development of the budget and the development of responses to Part II, Part III, and Part IV of this application.

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. Bobbi Johnson
Date:	7/9/2012
Principal’s Signature Read # 9 above	Ms. Valeri Meza, Sycamore Park
Date:	7/9/2012
Principal’s Signature Read # 9 above	Ms. Kristin Williams
Date:	7/9/2012

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

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

**PART VIII: OPT OUT CLAUSE**

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

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

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

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

CORE Selection (Weekly Tests)

Grade 4 UNIT 2

Teacher DOODSON

Student Name	Week #1			Week #2			Week #3			IA Practice John Smith	Week #4			Week #5		
	What to Did			Coyote School News			Grace and the Time Machine				Margin of the Great North Woods			So You Want to Be President?		
	Voc %	Comp %	Total %	Voc %	Comp %	Total %	Voc %	Comp %	Total %		Voc %	Comp %	Total %	Voc %	Comp %	Total %
	7	100%	100%	5	100%	100%	7	100%	100%	7	100%	100%	5	100%	100%	
	6	86%	65%	5	100%	73%	6	86%	85%	6	86%	85%	5	100%	100%	
	7	100%	11	85%	93%	100%	7	100%	100%	7	100%	12	92%	95%		
	7	100%	11	85%	93%	100%	7	100%	100%	7	100%	13	90%	100%		
	7	100%	10	77%	85%	100%	7	100%	100%	7	100%	10	67%	70%		
	7	100%	10	77%	85%	100%	7	100%	100%	7	100%	14	93%	95%		
	6	86%	8.5	65%	73%	93%	7	100%	11	85%	90%	14	93%	95%		
	7	100%	9	69%	80%	100%	7	100%	11	85%	90%	14	93%	95%		
	7	100%	10	77%	85%	100%	7	100%	12	92%	95%	15	100%	100%		
	7	100%	12	92%	95%	100%	7	100%	12	92%	95%	15	100%	100%		
	7	100%	8	62%	73%	93%	7	100%	7	54%	70%	11	73%	75%		
	7	100%	13	100%	100%	100%	7	100%	9	69%	80%	12	80%	85%		
	7	100%	8	62%	73%	93%	7	100%	6	86%	90%	13	87%	90%		
	7	100%	11	85%	90%	100%	7	100%	10	77%	85%	13	87%	90%		
	7	100%	10	77%	85%	100%	7	100%	9	69%	80%	11	73%	80%		
	7	100%	11	85%	90%	100%	7	100%	10	77%	85%	13	87%	90%		
	7	100%	11	85%	90%	100%	7	100%	13	100%	100%	13	87%	90%		
	7	100%	8	62%	73%	93%	7	100%	9	69%	80%	11	73%	80%		
	6	86%	8	62%	73%	93%	7	100%	11	85%	90%	13	87%	90%		
	18/18	8/18	12/18	18/18	15/18	17/18	18/18	9/18	17/18	15/18	16/18	13/17	16/17	13/17	16/17	

SF Reading Streets 2008 4<sup>th</sup> Grade

2.1	Fiction What Jo Did SOL 4.4	<ul style="list-style-type: none"> <li>• Cause &amp; Effect SOL 4.4.d</li> <li>• Prior Knowledge SOL 4.4.d</li> <li>• Draw Conclusions SOL 4.4</li> </ul>	Word Structure SOL 4.3.a	Rhythmic Patterns of Language SOL 4.3	Adding -s & -es SOL 4.8.h
2.2	Historical Fiction Coyote School News SOL 4.4	<ul style="list-style-type: none"> <li>• Draw Conclusions SOL 4.4</li> <li>• Prior Knowledge SOL 4.4.e</li> <li>• Setting SOL 4.4</li> </ul>	Dictionary/Glossary SOL 4.3.d	Emotion SOL 4.3	Irregular Plurals SOL 4.8.h
2.3	Play Grace and the Time Machine SOL 4.3.a	<ul style="list-style-type: none"> <li>• Draw Conclusions SOL 4.4</li> <li>• Answer Questions SOL 4.4</li> <li>• Compare &amp; Contrast SOL 4.4.e</li> </ul>	Word Structure SOL 4.3.a	Characterization / Dialogue SOL 4.3	Words with ar, or SOL 4.8.h
2.4	Biography Marven of the Great North Woods SOL 4.5	<ul style="list-style-type: none"> <li>• Fact &amp; Opinion SOL 4.5.h</li> <li>• Monitor &amp; Fix Up SOL 4.5.i</li> <li>• Main Idea SOL 4.5.f</li> </ul>	Dictionary/Glossary SOL 4.3.d	Volume SOL 4.3	Consonant Pairs ng, nk, ph, wh SOL 4.8.h
2.5	Expository NonFiction So You Want to be President SOL 4.5	<ul style="list-style-type: none"> <li>• Main Idea SOL 4.5.f</li> <li>• Summarize SOL 4.5.f</li> <li>• Generalize SOL 4.5.d</li> </ul>	Dictionary/Glossary SOL 4.3.d	Stress/Emphasis SOL 4.3	Words with ear, ir, our, ur SOL 4.8.h

Prepared by Ronnis Systems Inc.