

APPROVED  
9-21-12 SF

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

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

**Due: July 9, 2012**

**Revision 1: SMART Goals pp. 16 & 23**

Please complete this application for each school.

**PART I: DIVISION INFORMATION**

School Division Name:		Fairfax County Public Schools			
Division Contact:		Teddi Predaris			
Telephone of Division Contact (include extension if applicable):		571.423.4650	Fax:	571.423.4657	
Email of Division Contact:		<a href="mailto:TGPredaris@fcps.edu">TGPredaris@fcps.edu</a>			
Name of School	<b><u>DOGWOOD ELEMENTARY</u></b>	2012-2013 Grade Span	PK-6	Projected School Membership	809
	Current Percent Identified as Disadvantaged	73.5%	Current Percent Students with Disabilities	12.5%	Current Percent Limited English Proficient
Name of Principal		Robyn Cochran (through July 31, 2012)			
Telephone of Principal		703.262.3100			
Email of Principal		<a href="mailto:RCochran@fcps.edu">RCochran@fcps.edu</a>			

**PART II: GOAL SETTING**

A. 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	Support from the instructional coach allowed for further guidance and development of Dogwood Elementary's twenty-member Leadership Team. The coach created monthly embedded professional learning for the Leadership Team to support their facilitation of grade-level and content-specific Collaborative Learning Teams (CLTs). The development of this Leadership Team created a broader understanding of school and division-level data among team members, thereby informing their decision-making processes. Ongoing reflection and identification of next steps by this team instilled a sense of ownership for school decisions, built efficacy, and strengthened shared leadership.
2	Through coordination with content specialists, Dogwood Academy provided professional learning for teachers on vocabulary development across the content areas. The professional development team spent time learning together before rolling out professional development to all instructional staff through Dogwood Academy. Professional learning focused on vocabulary development extended beyond Dogwood Academy, becoming embedded into CLTs. CLT dialogues strengthened team members' strategies and commitments for specific vocabulary instructional strategies. As a result of this professional learning, teachers implemented a range of focused vocabulary development strategies and productively reflected on their outcomes to inform further support for students' vocabulary growth.
3	Grade-level teams continued their commitment to quarterly data analysis and planning during 2011-2012. Further refinements to data protocols and analysis tools made this time meaningful and valued by teachers for focusing their

	instructional plans. Maintaining an ongoing focus on intensive data analysis and planning over multiple years has resulted in grade-level teams developing independence and taking ownership for the quarterly data sessions, as well as seeking out ways to integrate more frequent data dialogues into CLTs.
4	For the first time in 2011-2012, Dogwood implemented online Standards of Learning (SOL) assessments for all tested grade levels and content areas. This required teachers to make a shift in the test-taking strategies they taught in order to prepare students for online testing. Instigation of teacher conversations around test-taking strategies and meeting specific student needs, along with the purchase of additional mobile computer labs, allowed teachers to establish a testing environment within students' normal classroom settings that lowered test anxiety while addressing needs for various accommodations. A further outcome of this year's focus on online testing preparations was a gradual shift in teachers' thinking about ways in which technology can be used outside of testing to enhance their teaching of the standards.

B. 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 Specific Measurable Attainable Results-focused Timebound (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.)

SMART goal 1	Spring 2013 Mathematics SOL assessment results will show a reduction in failure rates of at least 10% for each grade level 3-6 when compared to Spring 2012 results.
SMART goal 2	Spring 2013 English: Reading SOL assessments will show a reduction in failure rates of at least 10% for each grade level 3-6 when compared to Spring 2012 results.
SMART goal 3	By Spring 2013, Mathematics SOL assessment results will show a 20% increase for students with disabilities and a 15% increase for English learners and disadvantaged students.
SMART goal 4	At least 85% percent of students in grades 1-2 will score pass proficient or pass advanced on the Mathematics Reasoning Assessment (MRA) in Spring 2013.
SMART goal 5	Ninety percent or more of students in grades K-6 will demonstrate at least one year's growth in reading based on Developmental Reading Assessment (DRA2) and DRA2-Word Analysis results when comparing Fall 2012 to Spring 2013.
Objective 1	Grade-level teams will increase integration of technology in content instruction. <u>Tasks:</u> <ul style="list-style-type: none"> <li>• Content specialists will support grade-level teams to apply strategies for online testing they developed in 2011-2012 in order to establish methods for technology-based, differentiated instruction during 2012-2013.</li> <li>• Technology specialists will provide professional development for content specialists and grade-level teachers on how to effectively utilize technology resources for instruction.</li> </ul>
Objective 2	Grade-level teams will apply the FCPS Responsive Instruction (RI) model to strengthen core instructional practices. <u>Tasks:</u> <ul style="list-style-type: none"> <li>• Administrators will develop a RI core team to establish a vision for aligning implementation of RI at Dogwood.</li> <li>• The instructional coach and content specialists will conduct professional development within CLTs and Dogwood Academy to build capacity for RI among grade-level teams.</li> <li>• The instructional coach and content specialists will support teachers and teams to strengthen core instruction and further differentiate for learners within their instructional blocks in order to minimize the number of students who require intensive interventions.</li> <li>• The Leadership Team will refine the system of interventions and the use of the Dragon Time intervention block</li> </ul>

	to better align with the RI model.
Objective 3	<p>Teachers will apply DRA2 data to plan daily guided reading instruction for all students.</p> <p><u>Tasks:</u></p> <ul style="list-style-type: none"> <li>• Teachers in grades 1-6 will assess using the DRA2 at least twice per year.</li> <li>• Within the CLT process, grade-level teams will examine best practices for differentiated reading instruction and hold planning conversations around the focus for instruction identified in DRA2 student results.</li> <li>• Teachers will form guided reading groups based on student-specific needs beyond their overall reading level.</li> <li>• Teachers and content specialists will provide additional supports beyond daily guided reading for students with disabilities and other students who require more time for developing literacy skills.</li> </ul>
Objective 4	<p>Grade-level teams and the special education team will engage in strategic planning for meeting the needs of students with disabilities.</p> <p><u>Tasks:</u></p> <ul style="list-style-type: none"> <li>• Quarterly, the special education CLT will review and adjust their models for supporting students with disabilities in order to adjust to needs evident in student data.</li> <li>• Special education teachers, content specialists, and the instructional coach will support students and teachers in adjusting to new state standards, increased rigor in expectations, and the elimination of alternative assessments in mathematics and literacy in order to ensure all students have opportunities to achieve according to state, division, and school expectations.</li> </ul>

**Part III: BUDGET (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 III (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><u>DOGWOOD ELEMENTARY</u></b>			
Year 3: 2012-2013			
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$155,164
	School Expenses \$N/A	School Expenses \$133,253	
2000 – Personnel	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$55,208
	School Expenses \$N/A	School Expenses \$43,785	
3000 – Purchased Services	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$0
	School Expenses \$N/A	School Expenses \$0	
4000 - Internal Services	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$0
	School Expenses \$N/A	School Expenses \$0	

5000 - Other Charges	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$0
	School Expenses	\$N/A	School Expenses	\$2,125		
6000 - Materials and Supplies	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$2,825
	School Expenses	\$N/A	School Expenses	\$3		
8000 – Equipment/ Capital Outlay	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$0
	School Expenses	\$N/A	School Expenses	\$0		
Total	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$213,197
	School Expenses	\$N/A	School Expenses	<b>\$179,166</b>		
					Total Division Expenses	\$N/A
					Total School Expenses	<b>\$179,166</b>
					TOTAL (Do not include "Other")	<b>\$179,166</b>

**Part III (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.

<p><b>SCHOOL NAME: SAMPLE</b></p> <p>1000 – Personnel (Use as much space as necessary.)                  Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 ( 1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)                  Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI and \$15,000 local match)</p>
<p><b>SCHOOL NAME: DOGWOOD ELEMENTARY</b></p> <p><b>1000 – Personnel (Use as much space as necessary.)</b>                  An <u>instructional coach</u> will support school improvement efforts. 218-day MA+30 Step 14 (\$77,246)                  A <u>0.8 FTE supplemental school counselor</u> will support a positive school environment and develop student academic success. The counselor will support individuals and groups in the areas of behavior management, test taking skills, organizational skills, checking in/out, and emotional support. This counselor will also support student recognition programs and will facilitate a bully prevention program to help students be available for learning. 194-day MA Step 2 (\$41,240)  <u>Hourly teacher funds</u> will allow a retired teacher to support intervention for reading and mathematics during the school day in grades K-2. Pay band 11 (\$35.93 per hour) for 411 total hours (\$14,767)  <i>FCPS will apply Title III, Part A funds to provide <u>hourly salaries for parent training</u> through the Family Literacy Program (\$21,200).</i>  <i>FCPS will apply local resources to fund <u>additional resource teachers</u> to support school improvement efforts. (\$133,964)</i></p> <p><b>2000 -Employee Benefits (Use as much space as necessary.)</b>  <u>Instructional coach benefits</u> (\$27,809)  <u>0.8 FTE school counselor benefits</u> (\$14,846)  <u>Taxes for hourly teacher pay</u> for intervention within the school day (\$1,130)  <i>FCPS will apply Title III, Part A funds to pay <u>taxes on hourly salaries</u> (\$1,622)</i>  <i>FCPS will apply local resources to fund <u>resource teacher benefits</u>. (\$53,586)</i></p> <p><b>3000 - Purchased Services (Use as much space as necessary.)</b></p> <p><b>4000 - Internal Services (Use as much space as necessary.)</b></p> <p><b>5000 - Other Charges (Use as much space as necessary.)</b>  <u>Indirect costs</u> (\$2,125)</p> <p><b>6000 - Materials and Supplies (Use as much space as necessary.)</b>  <u>Instructional materials and supplies</u> will be purchased to support core instruction and intervention. (\$3)  <i>FCPS will apply Title III, Part A funds to provide <u>materials</u> to differentiate for English learners (\$2,500) and <u>materials</u> for the Family Literacy Program (\$325). Total Title III, Part A (\$2,825)</i></p> <p><b>8000 – Equipment/Capital Outlay (Use as much space as necessary.)</b></p>

**PART I: DIVISION INFORMATION**

School Division Name:	Fairfax County Public Schools					
Division Contact:	Teddi Predaris					
Telephone of Division Contact (include extension if applicable):	571.423.4650	Fax:	571.423.4657			
Email of Division Contact:	<a href="mailto:TGPredaris@fcps.edu">TGPredaris@fcps.edu</a>					
Name of School	<b><u>HYBLA VALLEY ELEMENTARY</u></b>	2012-2013 Grade Span	PK-6	Projected School Membership	891	
	Current Percent Identified as Disadvantaged	88.4%	Current Percent Students with Disabilities	10.5%	Current Percent Limited English Proficient	76.9%
Name of Principal	Dr. Lauren Sheehy					
Telephone of Principal	703.718.7000					
Email of Principal	<a href="mailto:LESheehy@fcps.edu">LESheehy@fcps.edu</a>					

**PART II: GOAL SETTING**

C. 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	Instructional coaches facilitated school-wide improvement efforts through customized support for teachers, collaborative teams, and school leadership. The coaches planned and facilitated biweekly meetings of the School Improvement Committee, facilitated Collaborative Learning Team (CLT) meetings, and trained other staff to support these meetings. Additionally, the coaches modeled lessons and coached teachers to strengthen literacy instruction. These efforts resulted in more strategic planning for school-wide reforms, stronger collaboration among teachers, and development of teachers' proficiency with effective approaches for literacy instruction.
2	CLTs regularly reviewed a variety of reading data, including results from the Developmental Reading Assessment (DRA2) and <i>istation's Indicators of Progress</i> (ISIP), to make formative decisions about students' instructional needs. These data informed planning for instruction and intervention, ensuring that students were accessing grade-level standards and achieving their learning targets.
3	Staff members participated in eight professional development workshops related to Responsive Classroom (RC) during 2011-2012. A consultant worked with the Responsive Classroom Committee on a monthly basis and held workshops to support teachers in cultivating healthy social development for students. This focus supported instructional best practices, increased student engagement, and contributed to student academic growth.
4	Over 275 students participated in intervention programs before and after school, during the summer, and throughout the school day. These extended learning opportunities gave students additional learning time and allowed teachers to better address specific learning needs for students, resulting in increased student progress toward grade-level objectives.
5	<i>Imagine Learning</i> software was utilized across all grade levels during 2011-2012 to support students' growth with specific literacy strategies. As a result of intervention with this tool, struggling readers showed increased development of vocabulary, literacy, and language skills.



D. 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 Specific Measurable Attainable Results-focused Timebound (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.)

SMART goal 1	Grade 3-6 English: Reading Standards of Learning (SOL) assessment results will show a reduction in failure rates of at least 10% for all students by Spring 2013.
SMART goal 2	By June 2013, the number of first grade students who fail to meet or exceed the end-of-year reading benchmark (level 16) on the DRA2 assessment will decrease by a minimum of 10%.
SMART goal 3	By June 2013, the number of second grade students who fail to meet or exceed the end-of-year reading benchmark (level 28) on the DRA2 assessment will decrease by a minimum of 10%.
SMART goal 4	Grade 3-6 Mathematics SOL assessment results will show a reduction in failure rates of at least 10% for all students by Spring 2013.
SMART goal 5	Grade 3-6 Science SOL assessment results and History and Social Science SOL assessment results will show a reduction in failure rates of at least 10% for all students by Spring 2013.
Objective 1	Grade-level teams will increase student achievement in reading by strengthening data analysis and professional learning within CLTs. <u>Tasks:</u> <ul style="list-style-type: none"> <li>• Teachers will continue implementation of the Balanced Literacy framework for the daily language arts block and will consistently provide guided reading instruction to all students in grades K-6.</li> <li>• Reading specialists and instructional coaches will continue to provide ongoing professional development and support for teachers' and CLTs' implementation of the Balanced Literacy framework and guided reading instruction.</li> <li>• Teachers will assess their students in both fall and spring using the DRA2 or DRA2-Word Analysis assessment to identify individual students' strengths and focus for instruction.</li> <li>• Teachers will regularly assess their students' reading progress using running records and common assessments in order to monitor continuous progress toward grade-level benchmarks.</li> <li>• Grade-level teams will identify students in grades K-6 who are at risk of failing to meet grade-level benchmarks in reading. These students will receive reading intervention before, after, and during the school day.</li> </ul>
Objective 2	Grade-level teams will increase student achievement in mathematics by strengthening data analysis and professional learning within CLTs. <u>Tasks:</u> <ul style="list-style-type: none"> <li>• All grade levels will create, administer, and analyze common pre- and post-assessments for each mathematics unit in order to differentiate instruction and provide targeted intervention.</li> <li>• Mathematics resource teachers will organize professional development based on identified grade-level needs in order to strengthen best practices in mathematics instruction.</li> <li>• Grade-level teams will identify students in grades K-6 who are at risk of failing to meet grade-level benchmarks in mathematics. These students will receive mathematics intervention before or after school.</li> </ul>
Objective 3	Grade-level teams will increase student achievement in science and social studies by strengthening data analysis and professional learning within CLTs. <u>Tasks:</u> <ul style="list-style-type: none"> <li>• Teachers in grades K-6 will use quarterly common assessments focused on essential science and social studies content to monitor student achievement toward grade-level content standards.</li> </ul>

	<ul style="list-style-type: none"> <li>• CLTs will engage in professional development that will include data conversations, exploration of instructional strategies, and identification of resources for building students' background knowledge and enhancing vocabulary development.</li> <li>• Teachers will apply instructional strategies and resources to build students' background knowledge and enhance vocabulary development to support science and social studies achievement for all students.</li> </ul>
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**Part III: BUDGET (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:

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- 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 III (a): School Budget Summary**

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

School Name <u>HYBLA VALLEY ELEMENTARY</u>			
Year 3: 2012-2013			
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$216,265
	School Expenses \$N/A	School Expenses \$65,516	
2000 – Personnel	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$71,410
	School Expenses \$N/A	School Expenses \$23,586	
3000 – Purchased Services	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$0
	School Expenses \$N/A	School Expenses \$0	
4000 - Internal Services	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$0
	School Expenses \$N/A	School Expenses \$0	

5000 - Other Charges	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$0
	School Expenses	\$N/A	School Expenses	\$2,125		
6000 - Materials and Supplies	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$3,475
	School Expenses	\$N/A	School Expenses	\$87,939		
8000 – Equipment/ Capital Outlay	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$0
	School Expenses	\$N/A	School Expenses	\$0		
Total	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$291,150
	School Expenses	\$N/A	School Expenses	<b>\$179,166</b>		
					Total Division Expenses	\$N/A
					Total School Expenses	<b>\$179,166</b>
					TOTAL (Do not include "Other")	<b>\$179,166</b>

**Part III (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, SIG) 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: <b>HYBLA VALLEY ELEMENTARY</b>
<b>1000 – Personnel (Use as much space as necessary.)</b> An <u>instructional coach</u> will support school improvement efforts. 218-day MA Step 9 (\$65,516) <i>FCPS will apply Title III, Part A funds to provide <u>hourly salaries for parent training</u> through the Family Literacy Program (\$21,200), the Home Instruction for Parents of Pre-school Youngsters (HIPPY) Program (\$6,820), and the Early Literacy Program (\$18,640). Total Title III, Part A (\$46,660)</i> <i>FCPS will apply local resources to fund an <u>instructional coach</u> (\$62,723) and <u>additional resource teachers</u> (\$106,882) to support school improvement efforts. Total local resources (\$169,605)</i>
<b>2000 -Employee Benefits (Use as much space as necessary.)</b> <u>Instructional coach benefits</u> (\$23,586) <i>FCPS will apply Title III, Part A funds to pay <u>taxes on hourly salaries</u> (\$3,569)</i> <i>FCPS will apply local resources to fund <u>instructional coach benefits</u> (\$25,089) and <u>resource teacher benefits</u> (\$42,752). Total local resources (\$67,841)</i>
<b>3000 - Purchased Services (Use as much space as necessary.)</b>
<b>4000 - Internal Services (Use as much space as necessary.)</b>
<b>5000 - Other Charges (Use as much space as necessary.)</b> <u>Indirect costs</u> (\$2,125)

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

Reading materials will be purchased to support guided reading instruction and to improve classroom libraries in grades K-6. Books will be selected to support literacy development as well as content standards. (\$25,000)

Mathematics manipulatives and resources will be purchased to support core instruction and intervention in mathematics in grades K-6. (\$10,000)

Instructional materials and supplies will be purchased to support school-wide core instruction and intervention. These materials will allow for balanced literacy and differentiated mathematics instruction and will include shelves and organizational tubs to enhance classroom libraries and allow for ready access to mathematics manipulatives, as well as other materials identified for instruction and intervention in reading and mathematics (\$14,248)

Shipping costs (\$2,462)

Closed circuit converters (8) will be purchased to enable teachers to access to closed circuit programming in order to retrieve instructional media that will enhance instruction. (\$1,440)

LCD projectors (5) will be purchased to project instructional content onto SMART Boards to enhance classroom instruction and student engagement. (\$2,500)

SMART Boards (5) and stands (2) will be purchased to enhance classroom instruction and support student engagement in all content areas. 5 boards @ \$920 = \$4,600 and 2 stands @ \$300 = \$600. (\$5,200)

*VDOE questions that must be answered for purchases of electronic resources with school improvement funds: 1) Are the resources for teacher or student use? 2) What applications will be used? 3) Approximately how many students will access the resources? 4) How and by whom will the intervention be monitored?*

SMART Boards will be used by both teachers and students. Teachers will design and implement interactive focus lessons, and students will have opportunities to interact with content and practice skills using SMART technology. Approximately 125 students will have access to these SMART Boards. Classroom teachers and resource teachers will monitor student learning through ongoing formative assessments of progress toward learning objectives.

Document cameras (5) will be purchased to support classroom instruction in reading, writing, and mathematics. (\$2,750)

*VDOE questions that must be answered for purchases of electronic resources with school improvement funds: 1) Are the resources for teacher or student use? 2) What applications will be used? 3) Approximately how many students will access the resources? 4) How and by whom will the intervention be monitored?*

Document cameras will be used by both teachers and students. Teachers will model reading, writing, and mathematics strategies to deepen student understanding. Students will use the document cameras to share their problem solving strategies and solidify their own learning by projecting their work and explaining their thinking with other students. Approximately 125 students will access these document cameras. Classroom teachers and resource teachers will monitor student learning as they explain their thinking and will use the tool to enhance feedback for students regarding their progress toward learning objectives.

Dell 6420 laptop computers (19) will be purchased to support student learning and testing in reading and mathematics. (\$24,339)

*VDOE questions that must be answered for purchases of electronic resources with school improvement funds: 1) Are the laptops for teacher or student use? 2) What applications will be used? 3) Approximately how many students will use the laptops? 4) How and by whom will the intervention be monitored?*

These laptops will be used by students for intervention programs such as *Imagine Learning* and will allow for more hands-on interactive learning through resources such as electronic books. Additionally, the laptops will be used to support online testing for formative and summative assessment purposes with electronic common assessments, online test practice, and online Standards of Learning (SOL) assessments. Approximately 300 students will have access to the laptops on a regular basis. Classroom teachers and resource teachers will monitor student use of the interventions through weekly collaborative team meetings and quarterly intensive data discussions where individual student results, strengths, and needs will be reviewed and plans established for next steps.

FCPS will apply Title III, Part A funds to provide materials to differentiate for English learners (\$2,500), materials for the Family Literacy Program (\$325), materials for the HIPYPY Program (\$325), and materials for the Early Literacy Program (\$325). Total Title III, Part A (\$3,475)

**8000 – Equipment/Capital Outlay (Use as much space as necessary.)**

**PART I: DIVISION INFORMATION**

School Division Name:	Fairfax County Public Schools					
Division Contact:	Teddi Predaris					
Telephone of Division Contact (include extension if applicable):	571.423.4650			Fax:	571.423.4657	
Email of Division Contact:	<a href="mailto:TGPredaris@fcps.edu">TGPredaris@fcps.edu</a>					
Name of School	<b><u>MOUNT VERNON WOODS ELEMENTARY</u></b>		2012-2013 Grade Span	PK-6	Projected School Membership	622
	Current Percent Identified as Disadvantaged	86.1%	Current Percent Students with Disabilities	10.1%	Current Percent Limited English Proficient	65.9%
Name of Principal	Marie Lemmon					
Telephone of Principal	703.619.2800					
Email of Principal	<a href="mailto:MMLemmon@fcps.edu">MMLemmon@fcps.edu</a>					

**PART II: GOAL SETTING**

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

**Please describe in detail the 2011-2012 outcomes below.**

1	Teachers and content specialists applied ideas generated during quarterly grade-level data analysis sessions and school-wide monitoring meetings to develop and adjust long- and short-term intervention plans for students demonstrating areas of academic need. By considering a broad range of data points when establishing student intervention targets—attendance history, health issues, family situation, and academic performance—teachers, counselors, and administrators recognized the needs of the whole child and ensured that each student was given the supports he or she needed to have opportunities for academic success at Mount Vernon Woods Elementary.
2	Grade-level teams engaged in quarterly planning meetings that promoted alignment among teachers regarding the content they taught, their understanding of each standard, and their proficiency with using appropriate instructional strategies. As a result, teaching practice improved and had a positive impact on student achievement.
3	After-school intervention and tutoring allowed teachers to address the individual needs of each student in a timely manner based on classroom assessment data. Student progress during after-school support sessions was tracked and monitored through the use of anecdotal records in <i>OneNote</i> . The students involved in after-school support made significant progress in reaching grade-level standards due to this careful monitoring.
4	Identified students were invited to attend a summer enrichment and intervention program. Invitations were offered to Young Scholars, students whose end-of-year assessments demonstrated needs in reading or mathematics, and students whose teachers recommended additional learning time. Among the students who participated, rising kindergarteners experienced a smoother transition into kindergarten and students in grades 1-2 saw less summer regression in their Developmental Reading Assessment (DRA2) levels. Additionally, eight of the Young Scholars who participated in the summer enrichment program qualified for Level 4 Advanced Academic Program (AAP) center services.
5	Professional development focusing on <i>StrengthsFinder 2.0</i> supported teachers in understanding their own strengths and applying them to develop more effective collaborative learning teams. This year-long professional development focus led to more intentional and productive collaboration within each grade-level team. Heightened empathy and unity were evident as team members analyzed and shared data and as they worked together to unpack standards.

F. 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 Specific Measurable Attainable Results-focused Timebound (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.)

SMART goal 1	By June 2013, at least 90% of all students in grades K-2 will meet or exceed end-of-year reading benchmarks on the DRA2 and DRA2-Word Analysis assessments.
SMART goal 2	Spring 2013 English: Reading Standards of Learning (SOL) assessment results will show a reduction in failure rates of at least 10% for each grade level 3-6 when compared to Spring 2012 results.
SMART goal 3	Spring 2013 Mathematics SOL assessment results will show a reduction in failure rates of at least 10% for each grade level 3-6 when compared to Spring 2012 results.
SMART goal 4	School-wide, Spring 2013 English: Reading and Mathematics SOL assessment results will show a reduction in failure rates of at least 10% for each of Virginia's proficiency gap groups and subgroups when compared to Spring 2012 results.
SMART goal 5	By June 2013, grade-level compression and elevation graphs in mathematics and reading will show a 10% increase in the mean average for each team, with teachers' class scores more closely aligning to those of their teammates.
Objective 1	Instructional coaches, content specialists, and classroom teachers will work collaboratively to develop high-quality core instruction at all grade levels through a focus on team instructional planning. <u>Tasks:</u> <ul style="list-style-type: none"> <li>• Instructional coaches and content specialists will identify structures and protocols for grade-level teams to use as a way to share instructional strategies.</li> <li>• Grade-level teams will evaluate the effectiveness of specific instructional strategies based on common formative assessment data.</li> <li>• Instructional coaches and content specialists will regularly support grade-level teams' instructional planning.</li> </ul>
Objective 2	All grade-level teams will implement a modified lesson study structure for reading and mathematics as a way to strengthen teaching practices and student learning outcomes. <u>Tasks:</u> <ul style="list-style-type: none"> <li>• Instructional coaches and content specialists will provide professional development for all grade-level teams focused on the lesson study approach.</li> <li>• Each grade-level team will conduct at least one lesson study during the 2012-2013 school year.</li> <li>• Grade-level teams will maintain reflection journals within <i>OneNote</i> to analyze instructional strategies and compare the results they produce. These results will inform team decisions about which instructional strategies to continue, which to refine, and which to discard.</li> </ul>
Objective 3	Grade-level teams and content specialists will continue consistent monitoring of targeted students through anecdotal records and intervention planning dialogues. <u>Tasks:</u> <ul style="list-style-type: none"> <li>• Administrators will establish an intervention monitoring team for 2012-2013.</li> <li>• Each teacher will identify five to ten students who are below grade-level to receive intensive monitoring and support.</li> <li>• With support from content specialists, teachers will work collaboratively to design individual long- and short-term intervention plans for each identified student.</li> <li>• Teachers will review student progress after each common assessment and will regularly adjust intervention plans, as needed.</li> <li>• For each targeted student, teachers will keep a folder to log student assessment data, records of the interventions implemented, and notes from teacher dialogues regarding students' needs and progress.</li> </ul>



Objective 4	Teachers will reflect on what they have learned from each other as a way to continue building teams' strengths. <u>Tasks:</u> <ul style="list-style-type: none"> <li>• Grade-level teams will review and identify strengths of new team members during beginning-of-year norming and relationship building.</li> <li>• Grade-level teams will use compression and elevation data to monitor their performance. This data will be used to support dialogues in which team members explore and learn from each other's strengths and make decisions about how they might adjust their practices.</li> </ul>
Objective 5	All teachers will apply the FCPS Responsive Instruction (RI) model. <u>Tasks:</u> <ul style="list-style-type: none"> <li>• Teachers will participate in FCPS professional development for RI.</li> <li>• Administrators in collaboration with the RI team will adapt existing School Support Team processes to fit into the RI framework.</li> </ul>

### Part III: BUDGET (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 LE

**Part III (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><u>MOUNT VERNON WOODS ELEMENTARY</u></b>			
Year 3: 2012-2013			
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$175,748
	School Expenses \$N/A	School Expenses \$118,728	
2000 – Personnel	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$57,411
	School Expenses \$N/A	School Expenses \$42,742	
3000 – Purchased Services	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$0
	School Expenses \$N/A	School Expenses \$0	
4000 - Internal Services	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$0
	School Expenses \$N/A	School Expenses \$0	

5000 - Other Charges	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$0
	School Expenses	\$N/A	School Expenses	\$2,125		
6000 - Materials and Supplies	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$3,150
	School Expenses	\$N/A	School Expenses	\$15,571		
8000 – Equipment/ Capital Outlay	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$0
	School Expenses	\$N/A	School Expenses	\$0		
Total	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$236,309
	School Expenses	\$N/A	School Expenses	<b>\$179,166</b>		
					Total Division Expenses	\$N/A
					Total School Expenses	<b>\$179,166</b>
					TOTAL (Do not include "Other")	<b>\$179,166</b>

**Part III (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.

<p><b>SCHOOL NAME: SAMPLE</b></p> <p>1000 – Personnel (Use as much space as necessary.)            Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 ( 1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)            Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI and \$15,000 local match)</p>
<p><b>SCHOOL NAME: MOUNT VERNON WOODS ELEMENTARY</b></p> <p><b>1000 – Personnel (Use as much space as necessary.)</b>            An <u>instructional coach</u> will support school improvement efforts. 218-day MA Step 8 (\$63,737)            A <u>0.5 FTE literacy resource teacher</u> will support Reading Recovery student intervention for identified first graders performing below benchmark. 194-day MA Step 8 (\$28,360)            A <u>0.5 FTE supplemental school counselor</u> will support a positive school environment and develop student academic success. The counselor will support individuals and groups in the areas of behavior management, test taking skills, organizational skills, checking in/out, and emotional support. This counselor will also support student recognition programs and will facilitate a bully prevention program to help students be available for learning. 194-day MA Step 5 (\$26,631)  <i>FCPS will apply Title III, Part A funds to provide <u>hourly salaries for parent training</u> through the Family Literacy Program (\$21,200) and the Early Literacy Program (\$18,640). Total Title III, Part A (\$39,840)</i>  <i>FCPS will apply local resources to fund an <u>instructional coach</u> (\$82,467) and an <u>additional resource teacher</u> (\$53,441) to support school improvement efforts. Total local resources (\$135,908)</i></p> <p><b>2000 -Employee Benefits (Use as much space as necessary.)</b>  <u>Instructional coach benefits</u> (\$22,945)  <u>0.5 FTE literacy resource teacher benefits</u> (\$10,210)  <u>0.5 FTE school counselor benefits</u> (\$9,587)  <i>FCPS will apply Title III, Part A funds to pay <u>taxes on hourly salaries</u> (\$3,048)</i>  <i>FCPS will apply local resources to fund <u>instructional coach benefits</u> (\$32,987) and <u>resource teacher benefits</u> (\$21,376). Total local resources (\$54,363)</i></p> <p><b>3000 - Purchased Services (Use as much space as necessary.)</b></p> <p><b>4000 - Internal Services (Use as much space as necessary.)</b></p> <p><b>5000 - Other Charges (Use as much space as necessary.)</b>  <u>Indirect costs</u> (\$2,125)</p>

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

Books and magazines will be purchased for students to take home and keep. These reading materials will allow for book distributions during the school year to supplement what students receive through Reading is Fundamental (RIF) and will provide additional take-home reading materials to develop reading strategies and prevent reading loss over the summer. (\$14,155)

Shipping costs (\$1,416)

*FCPS will apply Title III, Part A funds to provide materials to differentiate for English learners (\$2,500), materials for the Family Literacy Program (\$325), and materials for the Early Literacy Program (\$325). Total Title III, Part A (\$3,150)*

**8000 – Equipment/Capital Outlay (Use as much space as necessary.)**

**PART I: DIVISION INFORMATION**

School Division Name:	Fairfax County Public Schools					
Division Contact:	Teddi Predaris					
Telephone of Division Contact (include extension if applicable):	571.423.4650		Fax:	571.423.4657		
Email of Division Contact:	<a href="mailto:TGPredaris@fcps.edu">TGPredaris@fcps.edu</a>					
Name of School	<b>WASHINGTON MILL ELEMENTARY</b>		2012-2013 Grade Span	PK-6	Projected School Membership	639
	Current Percent Identified as Disadvantaged	58.9%	Current Percent Students with Disabilities	17.6%	Current Percent Limited English Proficient	44.6%
Name of Principal	Dr. Tish Howard					
Telephone of Principal	703.619.2500					
Email of Principal	<a href="mailto:TYHoward@fcps.edu">TYHoward@fcps.edu</a>					

**PART II: GOAL SETTING**

G. 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	In 2011-2012, the instructional coach provided professional development for teachers and teams focuses on constructing consistent, academically sound lessons to ensure rigorous instruction meeting the needs of all learners. This professional development enabled all teachers to better support students' understanding and application of grade-level standards, which in turn reduced the number of students needing frequent interventions.
2	Implementation of Reading Recovery for targeted first grade students allowed for focused early intervention aimed at closing gaps in literacy development. A commitment to regular communication between the Reading Recovery teacher and classroom teachers ensured Reading Recovery students experienced similar expectations in both settings, allowing them to more confidently apply literacy strategies and progress at a more consistent pace.
3	A Saturday intervention program provided individualized support for seventy at-risk students in grades 3-6 who were monitored on a quarterly basis. Students had the opportunity to continue developing academically while strengthening relationships with school staff members. The Saturday intervention program increased participating students' interest in learning and becoming a productive member of the school community, factors that had a direct impact on their academic achievement.
4	Additional leveled reading materials tied to social studies and science standards facilitated integration of these content areas into the language arts instructional block. These resources enabled students regardless of reading level to access the social studies and science curricula while also developing their reading skills.
5	A variety of regular assessments, including <i>istation's Indicators of Progress (ISIP)</i> , provided consistent monitoring of progress in reading for at-risk students. Teachers used this monitoring data to plan instruction at appropriate literacy levels and to focus their intervention, resulting in customized support for students and measurable academic gains.

H. 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 Specific Measurable Attainable Results-focused Timebound (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.)

SMART goal 1	Ninety-two percent or more of students in grades K-6 will demonstrate at least one year's growth in reading based on Developmental Reading Assessment (DRA2) and DRA2-Word Analysis results when comparing Fall 2012 to Spring 2013.
SMART goal 2	By June 2013, the number of students in grades K-2 who fail to meet or exceed the end-of-year reading benchmarks on the DRA2 and DRA2-Word Analysis assessments will decrease by a minimum of 10%.
SMART goal 3	School-wide, Spring 2013 Mathematics Standards of Learning (SOL) assessments will show a reduction in failure rates of at least 10% for each of Virginia's proficiency gap groups and subgroups when compared to Spring 2012.
SMART goal 4	By June 2013, the number of students in grades 1-2 who fail to show proficiency on the Mathematics Reasoning Assessment (MRA) will decrease by a minimum of 10%.
SMART goal 5	School-wide, Spring 2013 English: Reading SOL assessments will show a reduction in failure rates of at least 10% for each of Virginia's proficiency gap groups and subgroups when compared to Spring 2012.
Objective 1	<p>A Push in Partners strategies (PIPs) approach will be used to identify all at-risk students, disaggregate their data to design an appropriate service model, and assign appropriate staff members to meet needs for accommodations.</p> <p><u>Tasks:</u></p> <ul style="list-style-type: none"> <li>• A resource teacher will function as the PIPs team director in order to coordinate special education teachers and PIPs team members for the implementation of the PIPs approach.</li> <li>• The special education team will review the current delivery model of instruction for all students with and without Individualized Education Programs (IEPs) to determine the least restrictive environment for instructional delivery.</li> <li>• Special education teachers will write addendums to address changes in service provisions for identified special education students that will be part of the PIPs approach.</li> <li>• The special education team and administrators will develop a schedule for integrating special education teachers and PIPs team members in order to provide enhanced instruction for identified students through the established models.</li> </ul>
Objective 2	<p>All fourth grade teachers will utilize new mathematics resources to ensure a continuum of support for students.</p> <p><u>Tasks:</u></p> <ul style="list-style-type: none"> <li>• Administrators will purchase <i>Investigations in Number, Data, and Space</i> kits for all fourth grade teachers.</li> <li>• Teachers will use the new FCPS online mathematics textbook, <i>enVisionMATH</i>, in combination with <i>Investigations in Number, Data, and Space</i> to address the FCPS Mathematics Program of Studies.</li> <li>• The mathematics resource teacher will provide focused professional development for fourth grade teachers in effectively using these mathematics resources to support students in mastering grade-level standards.</li> </ul>
Objective 3	<p>Classroom teachers, in collaboration with resource teachers and reading specialists, will provide rigorous guided reading instruction to all students at least four days per week.</p> <p><u>Tasks:</u></p> <ul style="list-style-type: none"> <li>• Literacy team members will survey staff to determine needs for further professional development in guided reading practices.</li> </ul>

	<ul style="list-style-type: none"> <li>• Reading specialists will provide ongoing professional development focused on enhanced guided reading instruction for those teachers needing or requesting support in this area.</li> <li>• Reading specialists assigned to grades K-1, PIPs team members in grades 2-4, and reading specialists assigned to grades 5-6 will support classroom teachers in planning and carrying out daily guided reading instruction tied to specific student needs.</li> <li>• A Reading Recovery teacher and an hourly intervention teacher will provide additional literacy support for identified students in grades K-1 to ensure a solid early foundation for literacy development.</li> </ul>
Objective 4	<p>All classrooms, whether general education or special education, will provide a healthy and rigorous core instructional learning environment.</p> <p><u>Tasks:</u></p> <ul style="list-style-type: none"> <li>• All staff members will complete a reflective narrative centering on the four components of a healthy core instructional learning environment in order to raise awareness of these components and provide data on current practices.</li> <li>• Administrators will conference with grade-level teams to address areas where the learning environment needs improvement and to determine a course of action.</li> <li>• The instructional coach will conduct quarterly learning environment observations in each classroom to evaluate strengths and needs and will provide coaching support to ensure rigorous core instruction within a supportive learning environment in all classrooms.</li> <li>• All staff members will have opportunities for professional development through a variety of sources, including peer observations, FCPS Academy courses, in-house professional development, and online resources.</li> </ul>
Objective 5	<p>All staff members will implement the Responsive Classroom (RC) approach to create enhanced opportunities for high-quality instruction supporting social and academic development.</p> <p><u>Tasks:</u></p> <ul style="list-style-type: none"> <li>• To increase consistency in school-wide implementation of RC, all instructional assistants will receive RC professional development.</li> <li>• The instructional coach will support staff members in identifying RC classes offered throughout summer 2012.</li> <li>• The principal will assess areas of need for continued improvements in RC implementation across the school and will secure outside support to provide additional RC professional development, as needed.</li> <li>• All staff members will have the opportunity to receive initial or follow-up professional development in the RC approach to ensure they have the skills and support they need to fully implement RC for enhanced social and academic outcomes.</li> </ul>

### Part III: BUDGET (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.
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See following pages for budget form(s).



## Budget Expenditure Code Definitions

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- 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 III (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>WASHINGTON MILL ELEMENTARY</b>			
Year 3: 2012-2013			
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$53,441
	School Expenses \$N/A	School Expenses \$135,571	
2000 – Personnel	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$21,376
	School Expenses \$N/A	School Expenses \$41,454	
3000 – Purchased Services	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$0
	School Expenses \$N/A	School Expenses \$0	
4000 - Internal Services	Division Expenses \$N/A	Division Expenses \$N/A	Other: \$0
	School Expenses \$N/A	School Expenses \$0	

5000 - Other Charges	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$0
	School Expenses	\$N/A	School Expenses	\$2,125		
6000 - Materials and Supplies	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$2,500
	School Expenses	\$N/A	School Expenses	\$16		
8000 - Equipment/ Capital Outlay	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$0
	School Expenses	\$N/A	School Expenses	\$0		
Total	Division Expenses	\$N/A	Division Expenses	\$N/A	Other:	\$77,317
	School Expenses	\$N/A	School Expenses	<b>\$179,166</b>		
					Total Division Expenses	\$N/A
					Total School Expenses	<b>\$179,166</b>
					TOTAL (Do not include "Other")	<b>\$179,166</b>

**Part III (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.

<p>SCHOOL NAME: SAMPLE</p> <p>1000 – Personnel (Use as much space as necessary.)                  Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 ( 1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)                  Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI and \$15,000 local match)</p>
<p>SCHOOL NAME: <b>WASHINGTON MILL ELEMENTARY</b></p> <p><b>1000 – Personnel (Use as much space as necessary.)</b>                  An <u>instructional coach</u> will support school improvement efforts. 218-day MA Step 12 (\$71,378)                  A <u>0.1 FTE resource teacher</u> will coordinate the PIPs approach to address achievement outcomes for identified students. 194-day BA Step 3 (\$4,629).                  A <u>0.6 FTE literacy resource teacher</u> will provide Reading Recovery student intervention for identified first graders performing below benchmark. 194-day BA Step 11 (\$33,635)  <u>Hourly teacher funds</u> will allow for extra support for kindergarten students who demonstrate a lack of school-ready literacy skills. 20 hours per week at pay band 15 (\$31.09 per hour) for 18 weeks (\$11,192)  <u>Hourly teacher funds</u> will allow for intervention during and outside the school day in reading and mathematics for targeted students in grades K-6. Pay band 15 (\$31.09 per hour) for 474 total hours (\$14,737)  <i>FCPS will apply local resources to fund an <u>additional resource teacher</u> (\$53,441)</i></p> <p><b>2000 -Employee Benefits (Use as much space as necessary.)</b>  <u>Instructional coach benefits</u> (\$25,696)  <u>0.1 FTE resource teacher benefits</u> (\$1,666)  <u>0.6 FTE literacy resource teacher benefits</u> (\$12,109)  <u>Taxes for hourly teacher pay</u> for kindergarten intervention. (\$856)  <u>Taxes for hourly teacher pay</u> for intervention in grades K-6. (\$1,127)  <i>FCPS will apply local resources to fund <u>resource teacher benefits</u> (\$21,376)</i></p> <p><b>3000 - Purchased Services (Use as much space as necessary.)</b></p> <p><b>4000 - Internal Services (Use as much space as necessary.)</b></p> <p><b>5000 - Other Charges (Use as much space as necessary.)</b>  <u>Indirect costs</u> (\$2,125)</p> <p><b>6000 - Materials and Supplies (Use as much space as necessary.)</b>  <u>Instructional materials and supplies</u> will be purchased to support core instruction and intervention. (\$15)  <u>Shipping costs</u> (\$1)  <i>FCPS will apply Title III, Part A funds to provide <u>materials</u> to differentiate for English learners (\$2,500)</i></p> <p><b>8000 – Equipment/Capital Outlay (Use as much space as necessary.)</b></p>

**IV. 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 IV: 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	\$N/A	\$453,068	\$600,618
2000 - Employee Benefits	\$N/A	\$151,567	\$205,405
3000 - Purchased Services	\$N/A	\$0	\$0
4000 - Internal Services	\$N/A	\$0	\$0
5000 - Other Charges	\$N/A	\$8,500	\$0
6000 - Materials and Supplies	\$N/A	\$103,529	\$11,950
8000 - Equipment/ Capital Outlay	\$N/A	\$0	\$0
Total	\$N/A	<b>\$716,664</b>	\$817,973
			TOTAL SIG and ARRA Funds <b>\$716,664</b>

**PART V: 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. (USED requirement if the waiver is approved) Attends UVA technical assistance sessions provided for school principals and division staff;
3. Collaborates with any assigned VDOE contractor(s) and/or the OSI to ensure the division and school maintain the fidelity of implementation necessary for reform;
4. Ensures division improvement plan supports the school-level improvement plan and is monitored monthly; and
5. Reports to the SEA the school-level data required under the final requirements of this SIG grant.
6. This school will be a Title I school next year.
7. Uses a strategic school improvement planning 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.

\* See also [LEA Assurances to VDOE that follow](#)

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:	Jack D. Dale
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, if approved, the following 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.

## Assurances for School Improvement 1003(g) Grants

### Fairfax County Public Schools (FCPS) and Virginia Department of Education (VDOE)

**Note: These assurances will serve as a revision to those included in the 2010-2011 (Federal FY2009) and 2011-2012 (Federal FY2010) 1003(g) grant applications.**

Fairfax County Public Schools will use its Priority Schools Initiative to apply “other school improvement strategies” that will meet VDOE requirements for Title I schools receiving School Improvement 1003(g) grants in 2012-2013. Through the Priority Schools Initiative and other resources, FCPS commits to sustained improvement efforts in schools receiving School Improvement 1003(g) grants.

The following is a summary of how the VDOE School Improvement 1003(g) grant requirements will be met or supplemented by FCPS. The chart that follows is aligned with the format of this summary and provides details regarding specific requirements. FCPS supplements and substitutions are indicated in green on this chart.

#### FCPS Title I Division Leadership Support Team

The Division Leadership Support Team (DLST) will work collaboratively with the FCPS Priority School Support Team (SST) for each school receiving a School Improvement 1003(g) grant to fulfill all requirements delineated by VDOE. Examples of collaboration will include monthly DLST meetings, quarterly SST meetings with principals, and regular involvement of DLST representatives with school improvement planning teams. DLST representatives will attend the College of William and Mary’s School-University Research Network (SURN) Leadership Academy on June 25-26, 2012 to ensure that essential components of the VDOE model are met.

#### VDOE Division-Level Liaison

A VDOE division-level liaison will collaborate with the DLST and the Office of School Improvement to ensure fidelity of implementation for reform efforts. The division-level liaison will provide VDOE with requested FCPS Priority Schools Initiative quarterly report information for schools receiving School Improvement 1003(g) grants.

#### Principals

Principals and division leadership will participate in technical assistance through the FCPS Priority Schools Initiative, continuing the leadership development focus established through partnership with the University of Virginia (UVA) Turnaround Specialist Program. This technical assistance will address themes including change management and effective school improvement strategies. Principals will develop and implement a school improvement planning team made up of school-based staff to implement the school’s improvement plan. Principals will apply School Improvement 1003(g) grant funds to support effective implementation of school improvement practices.

#### School Improvement Planning Teams

The school improvement planning team will meet monthly and will include participation by representatives of the DLST and/or Title I office. School improvement planning teams will develop and monitor a strategic school improvement plan and will review regular formative assessment data to establish and monitor specific measurable goals for student achievement. Minutes from monthly meetings will be submitted to the DLST.



## Accountability

FCPS will implement the FCPS Priority Schools Initiative in order to meet VDOE requirements, and the DLST will collaborate with the VDOE division-level liaison and the Office of School Improvement to ensure fidelity of implementation for reform efforts. The division will use the Center on Innovation and Improvement's online tool, *Indistar*, to fulfill grant expectations for goal setting and monitoring of a division improvement plan that supports school-level improvement plans.

All schools receiving School Improvement 1003(g) grants will fulfill grant expectations for goal-setting and monitoring using a FCPS School Improvement Plan (SIP) model as their strategic school improvement planning tool. The DLST will monitor professional development activities, indicators of effective leadership and instructional practice, and other activities within each school to fulfill grant expectations.

FCPS will use its own Priority Schools Initiative quarterly report schedule and format for quarterly reporting and data analysis requirements to ensure strategic, data-driven decisions within school improvement planning team meetings and DLST meetings. These quarterly reports will not be submitted to VDOE unless the Office of School Improvement requires more information than can be provided by the division-level liaison. FCPS will report to VDOE all school-level data required under the School Improvement 1003(g) grants.

Literacy and mathematics assessments will be used regularly to monitor students' progress in schools receiving School Improvement 1003(g) grants.

- The *Algebra Readiness Diagnostic Test (ARDT)* will be administered at the beginning of each quarter for targeted students in grades 5-6. Targeted students for monitoring in mathematics will be defined as students in grades 5-6 who failed their last mathematics SOL assessment.
- The *Developmental Reading Assessment (DRA2) Progress Monitoring* tool will be used monthly for targeted students in grades 1-6. Reporting of *DRA2 Progress Monitoring* results will begin within the first two months of school for students in grades 2-6 and by November for students in grade 1. Reporting of *DRA2 Progress Monitoring* results will discontinue prior to the beginning of SOL assessments. Targeted students for monitoring in reading will be defined as:
  - Students in grades 4-6 who failed their last English: Reading SOL assessment
  - Students in grades 1-3 who fall within the intervention range for the Early Intervention Reading Initiative (EIRI)

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Signature – Dr. Kathleen Smith Director, Office of School Improvement Virginia Department of Education	Date
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Signature – Dr. Jack D. Dale Superintendent Fairfax County Public Schools	Date
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## 2012-13 Requirements for Schools Receiving Title I School Improvement 1003(g) Grants\*

	Title I Requirements VDOE MODEL	Title I Requirements FCPS MODEL
Personnel	Activities	Activities
<b>FCPS Title I Division Leadership Support Team (DLST)</b> <ul style="list-style-type: none"> <li>• Title I and Instruction                             <ul style="list-style-type: none"> <li>- Teddi Predaris</li> <li>- Catherine Wagner</li> <li>- Beth Rodriguez</li> <li>- Bettrys Huffman</li> </ul> </li> <li>• Special Education                             <ul style="list-style-type: none"> <li>- Kathy McQuillan (DSS)</li> </ul> </li> <li>• ESOL                             <ul style="list-style-type: none"> <li>- Karen Hensley (ISD)</li> </ul> </li> <li>• Cluster Representatives                             <ul style="list-style-type: none"> <li>- Jay McClain (III)</li> <li>- Debi Tyler (IV)</li> <li>- Jane Dreyfuss (VIII)</li> </ul> </li> <li>• Others                             <ul style="list-style-type: none"> <li>- Kathleen Walts (PLA)</li> <li>- Kathy Oliver (PLA)</li> </ul> </li> <li>• VDOE Division-Level Liaison</li> </ul>	<ul style="list-style-type: none"> <li>• Develops and implements division plan using <i>Indistar</i> with monthly monitoring</li> <li>• Attends required VDOE technical assistance</li> <li>• Collaborates with VDOE and division-level liaison to ensure fidelity of implementation for reform efforts</li> <li>• Division team members who are school liaisons attend VDOE summer institute</li> <li>• Division team member(s) monitor reform efforts in schools</li> <li>• Reports school-level data</li> <li>• Division team member liaison reviews quarterly reports with principals</li> </ul>	<ul style="list-style-type: none"> <li>• (same as VDOE)</li> <li>• (same as VDOE)</li> <li>• (same as VDOE)</li> <li>• DLST representative(s) attend VDOE summer SURN Leadership Academy</li> <li>• Cluster representative serves as liaison for each of the cluster's schools to support DLST monitoring of reform efforts</li> <li>• Representatives from DLST and/or Title I office attend schools' monthly school improvement planning meetings and report to the DLST on schools' progress</li> <li>• (same as VDOE)</li> <li>• Cluster representative reviews school's FCPS Priority Schools Initiative quarterly report with the principal and school improvement planning team</li> <li>• DLST monitors school progress using FCPS Priority Schools Initiative quarterly reports</li> </ul>
<b>VDOE Division-Level Liaison</b>	<ul style="list-style-type: none"> <li>• Collaborates with the DLST to ensure fidelity of implementation of reform efforts</li> </ul>	<ul style="list-style-type: none"> <li>• (same as VDOE)</li> <li>• Provides VDOE with requested FCPS Priority Schools Initiative quarterly report information</li> </ul>

\* FCPS will meet the requirements delineated in the Title I Requirements FCPS Model column.

Note: Activities in green supplement or serve as substitution for VDOE-required activities.

## 2012-13 Requirements for Schools Receiving Title I School Improvement 1003(g) Grants\*

	Title I Requirements VDOE MODEL	Title I Requirements FCPS MODEL
Personnel	Activities	Activities
<b>Principal</b>	<ul style="list-style-type: none"> <li>• Attends VDOE required technical assistance</li> <li>• Applies School Improvement funds for effective implementation of reform practices</li> <li>• Develops School-(based) Improvement Team, including members from:                             <ul style="list-style-type: none"> <li>- Title I</li> <li>- Instruction</li> <li>- Special Education</li> <li>- ESOL</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participates in FCPS Priority Schools Initiative principal technical assistance and quarterly FCPS Priority School Support Team meetings</li> <li>• (same as VDOE)</li> <li>• (same as VDOE)</li> </ul>
<b>School Improvement Planning Team</b> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Instructional coach</li> <li>• Representative from DLST and/or Title I office</li> <li>• Pertinent school-based members, including representatives from:                             <ul style="list-style-type: none"> <li>- Title I</li> <li>- Instruction</li> <li>- Special Education</li> <li>- ESOL</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develops school improvement plan using <i>Indistar</i></li> <li>• Meets monthly to monitor progress and submits meeting minutes and other data, including professional development activities, etc., using <i>Indistar</i></li> <li>• Prepares data analysis quarterly report</li> <li>• Develops and shares formative assessments</li> <li>• Uses ISIP (monthly) and ARDT (quarterly) to monitor targeted students' progress</li> </ul>	<ul style="list-style-type: none"> <li>• Develops strategic school improvement plan using a FCPS School Improvement Plan (SIP) model</li> <li>• Meets monthly to monitor progress and submits meeting minutes and other requested data to DLST</li> <li>• Analyzes school data using FCPS Priority Schools Initiative quarterly report</li> <li>• Reviews data from regular formative assessments developed in HORIZON, the assessment component of the FCPS electronic Curriculum Assessment Resource Tool (eCART)</li> <li>• Uses the <i>DRA2 Progress Monitoring</i> tool (monthly) and <i>ARDT</i> (quarterly) to monitor targeted students' progress</li> </ul>

\* FCPS will meet the requirements delineated in the Title I Requirements FCPS Model column.

Note: Activities in green supplement or serve as substitution for VDOE-required activities.

**Assurances for School Improvement 1003(g) Grants**

**Fairfax County Public Schools (FCPS) and  
Virginia Department of Education (VDOE)**

**Principals' Commitment to 2012-2013 Assurances**

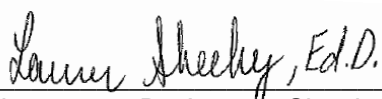
**Schools Applying for Federal FY2009 1003(g) Grant Continuation**



\_\_\_\_\_  
Signature – Robyn Cochran  
Principal, Dogwood Elementary  
Fairfax County Public Schools

June 28, 2012

Date



\_\_\_\_\_  
Signature – Dr. Lauren Sheehy  
Principal, Hybla Valley Elementary  
Fairfax County Public School

June 27, 2012

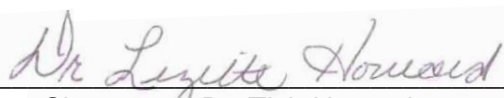
Date



\_\_\_\_\_  
Signature – Marie Lemmon  
Principal, Mount Vernon Woods Elementary  
Fairfax County Public Schools

June 28, 2012

Date



\_\_\_\_\_  
Signature – Dr. Tish Howard  
Principal, Washington Mill Elementary  
Fairfax County Public Schools

June 28, 2012

Date

**PART VI: 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 to Janice Garland by SSWS Drop Box if the division selects 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:	n/a
Superintendent's Name:	n/a
Date:	n/a

The entire 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 Monday, 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.