

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

1003(g) School Improvement Grant (SIG) Application

Due: July 9, 2012

Please complete this application for each school.

PART I: DIVISION INFORMATION

School Division Name:	Franklin City Public Schools				
Division Contact:	Beverly W. Rabil				
Telephone of Division Contact (include extension if applicable):	757-569-8111 ext 5602		Fax:	757-569-8078	
Email of Division Contact:	brabil@franklincity.k12.va.us				
Name of School	Franklin High School	2012-2013 Grade Span	9 - 12	Projected School Membership	300
	Current Percent Identified as Disadvantaged	73%	Current Percent Students with Disabilities	18%	Current Percent Limited English Proficient
Name of Principal	TBD – Currently Vacant				
Telephone of Principal	757-562-5187				
Email of Principal					

PART II: PROCESSES IN PLACE

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

A. School Climate

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

The general school climate has been positively impacted by more frequent and transparent communication about who is at risk to graduate and what the barriers and interventions are for these students. The SIG grant has also resulted in more awareness about not letting students "fall through the cracks." Another positive climate change related to the grant has been the development of teacher teams for each cohort. The next step is to strengthen teams so that all staff has the same level of commitment to the New Beginnings cohorts. The cohort teacher, the cohort coach, and the administration will be more clearly define team expectations, next steps, and monitoring of the next steps for meetings in the 2012-13.

B. Process Steps/Atmosphere of Change

- How are all members of the Leadership Team / Improvement Team encouraged to contribute? How are their opinions considered and incorporated? How are responsibilities divided amongst the team members?

For the FHS 1003g SIG grant, a New Beginnings Leadership was identified. It consisted of the principal, assistant principal, cohort coach, cohort teacher, special education inclusion teachers, and the Associate Director of Instruction. Meetings have a set agenda and are held monthly. Each month, academic, attendance, and discipline data are shared for each cohort student. Data are the talking points of each month's meeting. Successes are analyzed for ways to apply to struggling students and interventions are brainstormed for students not experiencing success in all three areas. Team members are encouraged to contribute their strategies and interventions. Next steps are identified and assigned. The classroom level team members address concerns

specific to the day to day classroom: instruction, remediation, organization, motivation. The building administration addresses issues such as discipline, motivation, attendance, encouragement and support for both students and staff. Central Office provides resource, methodology, and financial support.

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

Strategies and practices are monitored through monthly New Beginnings meetings, FCPS Triage (attendance, discipline, and academics), I Can Do Its (charting of frequent student assessments), classroom walkthroughs, observations, and report cards. On a daily basis, the cohort coach and cohort teacher are responsible for monitoring student progress. If strategies or practices don't seem to be working, those issues are brought to the table during monthly New Beginnings meetings and whole school faculty meetings. During these meetings, new strategies and practices are considered for implementation with next steps identified.

C. Instruction

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

Students are identified as needing additional support through data analysis. Data include frequent student assessments, daily informal assessment, grades, and benchmark test results. Teachers differentiate when and if needed through small group instruction, differentiated assignments, targeted instruction before, after, and/or during school. Additionally, the cohort teacher uses the New Beginnings class to provide additional academic support.

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

SOL proficiency rates indicate that English, science, and history curricula are aligned. SOL proficiency rates for math indicate that the taught is not aligned to the tested and written. For math, division staff, school staff, and administrative staff will more closely monitor bell to bell instruction, relevant, real world applications of math, higher order, multi-step problems, lesson plans, and frequent student assessments. Additionally, the math department will have common planning and meet once a week to develop lessons and assessments.

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 supportive of the New Beginnings program. Some parents attend New Beginnings functions and teacher conferences. When contacted individually by school administration, parents are responsive. Parental involvement continues to be a target for improvement. Communication logs, parental visits, and calls need to occur more frequently and be more closely monitored.

E. Staffing and Relationships

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

Teachers are given positions based upon qualifications, certifications, and strengths. Getting the most skilled teachers in front of the right group of students is always the goal. Some challenges we encounter are turnover in the math department, lack of experience, and salary as compared to surrounding areas.

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

We have a good working relationship with our division liaison. Goals and expectations are openly discussed in honest and transparent conversations. We should continue to enhance the current process.

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 and division staff make decisions collaboratively in alignment with the SIG grant. Data are used to adjust as needed. Each decision-making meeting is followed with next steps that identify who does what when.

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

None

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

None

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

Monthly meetings are occurring at the school and division level. Disaggregation of data by school, grade level, subject areas, and subgroups are identified and discussed. Attendance, discipline, and academic data are analyzed monthly at the school and division level. Plans are included in the division and school improvement plans based upon this data analysis and division jointly developed non-negotiables.

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 continuously monitor data from the SIG initiative. As a part of Year 3, FCPS is working with the University of Virginia to develop a research based ninth grade transition for all students. (Years 1 and 2 involved transition for students at risk to graduate.) One component of this is a summer transition program staffed by ninth grade teachers, guidance, and high school administration. This transition staff will be trained to be the staff of the transition program and ninth grade mentors throughout the school year. The transition summer program and ongoing support during the school year are services that should be maintained after SIG funds end.

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?

Preparation for phase out will be ongoing during Year 3. During this year, plans are being developed to continue to build capacity within the existing high school staff in order to deliver the same level of support currently provided by the cohort teacher. The University of Virginia will assist in developing the transition program for all ninth graders and in training existing staff to conduct it in the future. Central Office staff will continue to provide program development assistance and support. Building administrators and staff will be trained as described above. The cohort teacher and coach will assist in providing the same level of service as in previous years to this year's cohorts. They will also provide support and leadership in developing building level capacity for implementation and continuation of the transition program.

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

Ongoing access to resources and data related to transition from middle to high school and programs that have a proven successful record.

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

Ongoing access to resources and data related to transition from middle to high school and programs that have a proven successful record.

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	Three students from the 11 th grade cohort graduated ahead of schedule with a standard diploma. One student graduated with a modified standard diploma and is currently attending Summer SOL Academy to change her graduation status to standard diploma.
2	Only two students in the current 10 th grade cohort (9 th graders in 11-12) received final failing grades.
3	A New Beginnings comprehensive point sheet for academics, attendance, and discipline was created to effectively monitor these areas and to motivate students to self-monitor.
4	The total number of out of school suspensions for the 2012-13 12 th grade cohort decreased from 13 in 2010-11 to 4 in 2011-12. The 4 suspensions were one student.

B. Goals for 2012-2103: Use the current 2011-12 data from Quarterly Reports, Interventions, Datacation, etc. and other data sources collected to respond to the following questions for continued FY2009 1003(g) grant funding.

Please list 5 (SMART) goals for the upcoming school year:

<p>Example: By June 2013 SOL mathematics scores will increase by 15% in grade 7 and by 5% in grade 6, 8 to exceed the state benchmark by 5% by establishing a laser-like focus on the monitoring of math remediation services using the ARDT as a screening tool for all students to identify area of student need, design remediation content, establish a timeline for remediation services, and record strand assessments results. (Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under each indicator to accomplish each goal.)</p>	
1	<p>For the 2012-13 school year, the number of ISS incidents for the 10th grade cohort and the number of ISS incidents for the 11th grade cohort will be reduced by 25% by implementing with fidelity, the New Beginnings point sheet and the required parent conference. IIDO9 Instructional Teams will use student learning data to plan instruction.</p> <ul style="list-style-type: none"> • Triage data will be used to plan student learning. • Teachers will use Triage data, benchmark data, daily assessments, and FSA to create appropriately developed lesson plans.
2	<p>For the 2012-13 school year, the number of OS incidents for the 10th grade cohort and the number of OSS incidents for the 11th grade cohort will be reduced by 25% by implementing with fidelity, the New Beginnings point sheet and the required parent conference. IIDO9 Instructional Teams will use student learning data to plan instruction.</p> <ul style="list-style-type: none"> • Triage data will be used to plan student learning. • Teachers will use Triage data, benchmark data, daily assessments, and FSA to create appropriately developed lesson plans.
3	<p>For the 2012-13 school year, the number of final grade "Fs" for the 11th grade cohort will be reduced by 50% by implementing with fidelity, the New Beginnings point sheet and "I Can Do It" sheets. IIDO9 Instructional Teams will use student learning data to plan instruction</p>

	<ul style="list-style-type: none"> Teachers will use Triage data, benchmark data, daily assessments, and FSA to create appropriately developed lesson plans. Through lesson plan review, observation and walkthrus, rigor has been identified as a focus area. Strategies to address this focus area are scripting of purposeful questioning (such as formulating higher order questions); more closed book formal and informal assessments; more real-world open-ended assignments; and more frequent student self-assessment. <p>IFO5 Professional development for teachers will include self-assessment related to indicators of effective teaching and classroom management.</p> <ul style="list-style-type: none"> Lesson plans are non-negotiable. Beginning in March 2012, teachers will have an opportunity once a month to analyze their own e-walk data.
4	<p>For the 2012-13 school year, the number of combined final grade "Ds" and "Fs" for the 10th grade cohort will be reduced by 50% by implementing with fidelity, the New Beginnings point sheet and "I Can Do It" sheets. IFO5 Professional development for teachers will include self-assessment related to indicators of effective teaching and classroom management.</p> <ul style="list-style-type: none"> Lesson plans are non-negotiable. Beginning in March 2012, teachers will have an opportunity once a month to analyze their own e-walk data.
5	<p>For the 2012-13 school year, the number of "parent note" and "unverified" absences will decrease by 25% for the 10th grade cohort and by 25% for the 11th grade cohort. IIDO9 Instructional Teams will use student learning data to plan instruction.</p> <ul style="list-style-type: none"> Triage data will be used to plan student learning. Teachers will use Triage data, benchmark data, daily assessments, and FSA to create appropriately developed lesson plans.

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:

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

See the sample provided.

SAMPLE RESPONSE

Students who are at-risk of failing a mathematics SOL	
Tier 2	5 th grade math teachers will work collaboratively to develop a list of activities on the math remediation software (intervention description) for the highly qualified paraprofessional (intervention provider) to use with the students identified by grades C-D, low weekly formative assessment performance and scoring 70-80% on 9-weeks assessment (targeted group) during the first 9 weeks in lieu of specials 3 days per week for 40

	minutes (frequency and time). Teachers will review results from remediation software reports bi-weekly (monitoring).
Tier 3	5 th grade math teachers will work collaboratively with math specialist to analyze lesson plans and instructional strategies used during instruction of Measurement and Geometry to develop hands-on activities for daily intervention small group pull-out (intervention description). The licensed Title I teacher (intervention provider) will address specific skills identified in the strand for the targeted population 5 days/week for 40 minutes (frequency and time). Teachers will review results of ARDT strand tests as they are completed in accordance with student's remediation timeline (4 weeks at minimum) (monitoring).

Part IV (a): Interventions for students who are at-risk of failing a reading SOL	
Tier 2	Students are assigned to targeted instruction which is a one hour block that is periodically built into the bell school. Instruction is provided by a licensed English teacher. Student data such as grades, frequent student assessments, and benchmarks are used to plan appropriately differentiated instruction. Students are identified to attend Saturday SOL Academies that are taught by a licensed English teacher using the data identified above. After school tutoring is available through a 21 st Century grant. Students are remediated using a software package that customizes each student's instructional plan. Students are identified to stay after school for additional one-on-one tutoring with a licensed teacher.
Tier 3	A designated teacher works with identified students during non-core class time every other day for the 3 weeks preceding the test. Students are assigned to targeted instruction which is a one hour block that is periodically built into the bell school. Instruction is provided by a licensed English teacher. Student data such as grades, frequent student assessments, and benchmarks are used to plan appropriately differentiated instruction. Students are identified to attend Saturday SOL Academies that are taught by a licensed English teacher using the data identified above. After school tutoring is available through a 21 st Century grant. Students are remediated using a software package that customizes each student's instructional plan. Students are identified to stay after school for additional one-on-one tutoring with a licensed teacher.

Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL	
Tier 2	Math instruction is provided by a combination of software and direct instruction from a licensed teacher. Students are assigned to targeted instruction which is a one hour block that is periodically built into the bell school. Instruction is provided by a licensed math teacher. Student data such as grades, frequent student assessments, and benchmarks are used to plan appropriately differentiated instruction. Students are identified to attend Saturday SOL Academies that are taught by a licensed math teacher using the data identified above. After school tutoring is available through a 21 st Century grant. Students are remediated using a software package that customizes each student's instructional plan. Students are identified to stay after school for additional one-on-one tutoring with a licensed teacher.
Tier 3	Based upon SOL data and student final grades, appropriate students are assigned an additional period of math in their schedule. Math instruction is provided by a combination of software and direct instruction from a licensed teacher. Students are assigned to targeted instruction which is a one hour block that is periodically built into the bell school. Instruction is provided by a licensed math teacher. Student data such as grades, frequent student assessments, and benchmarks are used to plan appropriately differentiated instruction. Students are identified to attend Saturday SOL Academies that are taught by a licensed math teacher using the data identified above. After school tutoring is available through a 21 st Century grant. Students are remediated using a software package that customizes each student's instructional plan. Students are identified to stay after school for additional one-on-one tutoring with a licensed teacher.

Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable	
Tier 2	
Tier 3	

Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above	
Tier 2	Summer SOL Academy is a 5-day program specifically for students who failed the SOL test but passed the

	class. Instruction is provided by a licensed teacher for five hours a day for four days. SPBQ data drive instructional planning for this program. Students retake the SOL test on the fifth day after 2 hours of remediation.
Tier 3	Summer SOL Academy is a 5-day program specifically for students who failed the SOL test but passed the class. Instruction is provided by a licensed teacher for five hours a day for four days. SPBQ data drive instructional planning for this program. Students retake the SOL test on the fifth day after 2 hours of remediation.
Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above	
Tier 2	Summer SOL Academy is a 5-day program specifically for students who failed the SOL test but passed the class. Instruction is provided by a licensed teacher for five hours a day for four days. SPBQ data drive instructional planning for this program. Students retake the SOL test on the fifth day after 2 hours of remediation.
Tier 3	Summer SOL Academy is a 5-day program specifically for students who failed the SOL test but passed the class. Instruction is provided by a licensed teacher for five hours a day for four days. SPBQ data drive instructional planning for this program. Students retake the SOL test on the fifth day after 2 hours of remediation.

Part V: BUDGET (DIVISION/SCHOOL)

Budget Summary

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

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

See following pages for budget form(s).

Budget Expenditure Code Definitions

These expenditure codes are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

- | | |
|------|--|
| 1000 | Personal Services - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period. |
| 2000 | Employee Benefits - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances. |
| 3000 | Purchased Services - Services acquired from outside sources (i.e., private vendors, other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description. |
| 4000 | Internal Services - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intra-governmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. |
| 5000 | Other Charges - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, leases/rental, Indirect Cost, and other. |
| 6000 | Materials and Supplies - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies." |
| 8000 | Equipment/Capital Outlay - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold. |

Part V (a): School Budget Summary

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

School Name Franklin High School			
Year 3: 2012-2013			
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$4200 - Science & English Teachers for curriculum & benchmark development (7x\$30x20) funded by General Fund \$18,000 - teacher signing bonuses (6x\$3000) – pending final Title IIA allocation \$15,000 - new teacher mentors (6x\$2500) – pending final Title IIA allocation \$19,200 – For credit summer school teachers (5x\$30x128) – funded by 21 st Century Entire FHS teaching staff is a part of graduation rate improvement (SIG Grant) \$56,400
	School Expenses \$69,436	School Expenses \$29,788	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: (FICA from above Salary Expenses) \$ 321 – FICA – General Fund \$1377 – FICA – Title IIA \$1148 – FICA – Title IIA \$1469 – FICA – 21 st Century \$4,315
	School Expenses \$11,719	School Expenses \$2,281	
3000 – Purchased Services	Division Expenses \$	Division Expenses \$	Other: Approximately \$5000 – development & training for e-walk math template used for walk-throughs in math classrooms – funded by Title IIA \$3500 – Achieve 3000 Software – funded by 21 st Century \$31,505 – Plato Software & Test Suite – funded by 21 st Century
	School Expenses \$58,752	School Expenses \$14,188	

			Professional Development TBD: Considering instructional rounds, Pearson's Compass Suite, and/or continued leadership training with UVA – funded by local, state & federal sources, final process being investigated & negotiated. \$40,005
<i>4000 - Internal Services</i>	Division Expenses \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$	

5000 - Other Charges	Division Expenses	\$	Division Expenses	\$	Other: \$2700 – Professional development via conferences such as JMU Content Academy, ASCD offerings, state conferences, etc. – funded with Title IIA, local and state money \$2,700	
	School Expenses	\$21,860	School Expenses	\$		
6000 - Materials and Supplies	Division Expenses	\$	Division Expenses	\$	Other: \$12,360 – Content specific consumable and non-consumable materials and supplies - funded by state and local funds. \$12,630	
	School Expenses	\$17,400	School Expenses	\$		
8000 – Equipment/ Capital Outlay	Division Expenses	\$	Division Expenses	\$	Other: \$	
	School Expenses	\$	School Expenses	\$		
Total	Division Expenses	\$	Division Expenses	\$	Other: \$	
	School Expenses	\$179,167	School Expenses	\$46,257		
					Total Division Expenses	\$
					Total School Expenses	\$225,424
					TOTAL (Do not include "Other")	\$225,424

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.

<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, ARRA) Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI and \$15,000 local match)</p>
<p>SCHOOL NAME: Franklin High School</p>
<p>1000 – Personnel (Use as much space as necessary.) Cohort Salary (\$53,500, SIG); Responsibilities of the Cohort will include academic, attendance, and discipline monitoring for each New Beginnings student, working with students to improve teaching skills utilizing iStation, Achieve 3000, and other resources, making home visits, exposing students to community and regional resources and opportunities, and consulting with teachers, parents, and administrators on student progress and needs. Bronco Summer Stampede Teacher Salary summer of 2012 & 2013 (9 teachers x 4 days x 7 hrs/day x \$30/hr x 2yrs = \$15,120, SIG); Bus driver salary for Bronco Summer Stampede (2 drivers x 4 days x 3 hrs/day x \$17/hr x 2 yrs = \$816, SIG) \$ <u>4200</u> - Science & English Teachers for curriculum & benchmark development (7x\$30x20) funded by General Fund \$<u>18,000</u> - teacher signing bonuses (6 x \$3000) – pending final Title IIA allocation \$<u>15,000</u> - new teacher mentors (6 x \$2500) – pending final Title IIA allocation \$<u>19,200</u> – For Credit summer school teachers (5x \$30 x 128) – funded by 21st Century</p>
<p>2000 -Employee Benefits (Use as much space as necessary.) Cohort FICA, VRS, GLI (\$10,500, SIG); Bronco Summer Stampede Teacher FICA (\$1,156.58, SIG); Bus driver FICA (\$62.42, SIG) \$ <u>321</u> – FICA Science & English Teachers for curriculum & benchmark Development– General Fund \$<u>1377</u> – FICA teacher signing bonuses – Title IIA \$<u>1148</u> – FICA new teacher mentors– Title IIA \$<u>1469</u> – FICA For Credit summer school teachers – 21st Century</p>
<p>3000 - Purchased Services (Use as much space as necessary.) Cohort Coach contracted service July 2012 – June 2013 (20 days x 7 hrs/day x \$50/hr = \$7,000, SIG); UVA contracted service to provide professional development in all six areas of the division's graduation plan (\$34,517, SIG); Bronco Summer Stampede contracted service for breakfast (including parent breakfast) during 2012 and 2013 Stampede (\$2,220, SIG); iStation Renewal (\$6,500, SIG); Professional Development (\$8,515, SIG)</p>

Approximately \$5000 – development & training for e-walk math template used for walk-throughs in math classrooms – funded by Title IIA
\$3500 – Achieve 3000 Software – funded by 21st Century
\$31,505 – Plato Software & Test Suite – funded by 21st Century

Professional Development TBD: Considering instructional rounds, Pearson's Compass Suite, and/or continued leadership training with UVA – funded by local, state & federal sources, final process being investigated & negotiated.

4000 - Internal Services (Use as much space as necessary.)

5000 - Other Charges (Use as much space as necessary.)

Cohort Coach travel July 2012 – June 2013 (20 days x 140 miles x .55 = \$1,540, SIG); Cohort trips/food (\$20,000, SIG); Transportation costs for Bronco Summer Stampede for summer of 2012 & 2013 (\$320, SIG)

\$2700 – Professional development via conferences such as JMU Content Academy, ASCD offerings, state conferences, etc. – funded with Title IIA, local and state money

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

Cohort materials and supplies/incentives (\$15,000, SIG); Bronco Summer Stampede for summer of 2012 & 2013 (\$2,400, SIG)

\$12,360 – Content specific consumable and non-consumable materials and supplies - funded by state and local funds.

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	\$69,436	\$29,788	\$56,400
2000 - Employee Benefits	\$11,719	\$2,281	\$4,315
3000 - Purchased Services	\$58,752	\$14,188	\$40,005
4000 - Internal Services	\$0	\$0	\$0
5000 - Other Charges	\$21,860	\$0	\$2,700
6000 - Materials and Supplies	\$17,400	\$0	\$12,630
8000 - Equipment/ Capital Outlay	\$0	\$0	\$0
Total	\$179,167	\$46,257	\$116,050
			TOTAL SIG and ARRA Funds \$225,424

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:	Michelle R. Belle
Date:	July 6, 2012
Principal’s Signature Read # 9 above	
Date:	July 6, 2012

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

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

PART VIII: OPT OUT CLAUSE

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

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

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

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

Tier III SIG FY09 School List

DIV #	Division Name	School	Total Award
101	Alexandria City	Cora Kelly Magnet School	\$537,501.00
101	Alexandria City	Jefferson-Houston Elementary School	\$537,501.00
005	Amherst County	Central Elementary School	\$537,500.00
007	Arlington County	Drew Model Elementary School	\$537,500.00
007	Arlington County	Hoffman-Boston Elementary School	\$537,500.00
007	Arlington County	Randolph Elementary School	\$537,500.00
019	Charles City County	Charles City County Elementary School	\$537,500.00
023	Craig County	McCleary Elementary School	\$537,501.00
024	Culpeper County	Pearl Sample Elementary School	\$537,500.00
024	Culpeper County	Sycamore Park Elementary School	\$537,500.00
028	Essex County	Essex Intermediate School	\$537,501.00
028	Essex County	Tappahannock Elementary School	\$537,501.00
029	Fairfax County	Dogwood Elementary School	\$537,500.00
029	Fairfax County	Hybla Valley Elementary School	\$537,500.00
029	Fairfax County	Mount Vernon Woods Elementary School	\$537,500.00
029	Fairfax County	Washington Mill Elementary School	\$537,500.00
032	Fluvanna County	Central Elementary School	\$537,500.00
032	Fluvanna County	Columbia District Elementary School	\$537,500.00
032	Fluvanna County	Cunningham District Elementary School	\$537,500.00
135	Franklin City	Franklin High School	\$537,501.00
049	King and Queen County	King and Queen Elementary School	\$537,501.00
048	King George County	King George Elementary School	\$537,500.00
048	King George County	Potomac Elementary School	\$537,500.00
051	Lancaster County	Lancaster Primary School	\$537,500.00
117	Newport News City	L.F. Palmer Elementary School	\$537,500.00
065	Northampton County	Kiptopeke Elementary School	\$537,500.00
065	Northampton County	Ocohannock Elementary School	\$537,500.00
068	Orange County	Orange Elementary School	\$537,500.00
071	Pittsylvania County	Dan River Middle School	\$537,501.00
071	Pittsylvania County	Kentuck Elementary School	\$537,501.00
121	Portsmouth City	Churchland Academy Elementary School	\$537,500.00
077	Pulaski County	Pulaski Elementary School	\$537,500.00
124	Roanoke City	Addison Aerospace Magnet School	\$537,500.00
124	Roanoke City	Hurt Park Elementary School	\$537,500.00
085	Shenandoah County	Ashby Lee Elementary School	\$537,500.00
127	Suffolk City	Elephant's Fork Elementary School	\$537,500.00
095	Westmoreland County	Washington District Elementary School	\$537,500.00