

**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:	King George County Schools				
Division Contact:	Kristine Hill				
Telephone of Division Contact (include extension if applicable):	(540) 775-8615		Fax:	(540) 775-9220	
Email of Division Contact:	khill@kgcs.k12.va.us				
Name of School	King George Elementary School	2012-2013 Grade Span	K - 6	Projected School Membership	804
	Current Percent Identified as Disadvantaged	35%	Current Percent Students with Disabilities	11.5%	Current Percent Limited English Proficient
					1.5%
Name of Principal	Ronald Monroe				
Telephone of Principal	540-775-5411				
Email of Principal	Rmonroe@kgcs.k12.va.us				

PART II: PROCESSES IN PLACE

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

A. School Climate

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

The staff has and continues to be receptive and appreciative of the SIG Grant. This is due in part by the ownership and input they have made in the process. Their assistance was vital to ensure that the needs of our students. The grant has also provided professional development opportunities that helped teachers improve methodologies in the classroom.

B. Process Steps/Atmosphere of Change

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

The Leadership team plays in an important role in the school improvement process. They represent their grade levels and teams and bring with them to meetings concerns regarding instruction and serves as a forum for analyzing data and planning professional development activities. Their input is valued as they are a direct link to our students. When a meeting is planned, input is always solicited and encouraged from our teams to set the agenda. All teams share outcomes with their teams. At the beginning of the year, we assigned members of the leadership team with responsibilities as it relates to needs of the school.

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

Through various formative assessment strategies, teachers are in a constant mode of monitoring instruction. Professional development opportunities during the school year have been provided to empower the teacher with instructional strategies to

implement during instruction to differentiate instruction. Think-pair-share, wait time, exit tickets, white boards, are just a few of the strategies used. At the end of each nine weeks, benchmark assessments are administered and the data gathered and is used to identify students needing additional help in reading fluency, comprehension, and math. We have a 40 min. remediation block built into the school day which allows additional time for students needing help. Our data meetings also provide us a time where we can review the data and make recommendations.

C. Instruction

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

Teachers use formative assessment strategies to continuously monitor student progress. Based on these assessments, teachers are able to differentiate instruction to further meet their needs. Each nine weeks, the data team reviews benchmark data and make recommendations as to the type of remediation is needed. Remediation includes intense or strategic instruction in fluency, comprehension, and math. The school day has a 40 min. remediation/enrichment block. Identified students needing additional support are grouped accordingly based on data derived from the teacher's daily assessments and the benchmark data.

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

During the summer of 2011, selected teachers from each grade level met to align the curriculum with the current SOL. During the course of the year, it was monitored and adjusted to meet the needs of the students. Benchmark assessments, along with daily formative assessments were used to guide instruction. Administrative Walk-Throughs are conducted daily to ensure teachers are following the curriculum. Teachers are required to maintain written anecdotal notes in the reflective section of their lesson plans. This record allows them to monitor student progress, record FA strategies and how they will need to re-teach/differentiate instruction. The Pacing Guide allows for spiraling or time where re-teaching can take place.

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 kept informed of their child's progress by notes in the agenda, phone calls and conferences as needed. Each nine weeks, parents are informed by interims, benchmark assessments, and report cards. Parents are also invited to attend many different functions throughout the year. Literacy Night and SOL Math Night were among the examples.

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?

We have had a very low turnover in our staff. As positions are needed, we match according to the needs of the position and the experience and qualification of the applicant. Human Resource makes sure that each candidate is highly qualified.

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

The relationship is been great! We were able to sit and share where we are according to our school plan as relates to the division plan. The state liaison was instrumental in sharing ideas, listening to our concerns, and making appropriate suggestions as needed.

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?

All decisions made regarding the improvement process is a collaborative effort between school administration and the central office. The plan is monitored during the course of the year during our division meetings.

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

The elementary school schedules were changed. The school day was lengthened to gain instructional minutes. 10 additional minutes allowed the elementary schools to embed a 80 minute team level data planning and PD meeting every 8 days. In addition a remediation/enrichment block was added to the schedule.

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).

There were no changes.

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.

A designee from the central office is a part of our School Improvement Team. Monthly meetings are held whereby the school plan as well as the division are discussed and monitored.

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 will meet with key instructional leaders and the administration to prioritize programs. Programs will be analyzed based on student data first and then cost in regards to funding and resources.

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

The division has already begun to prepare for the loss of funding. Key instructional leaders including the financial administrator have met. A plan to move some programs into the local budget was developed. Using funds for professional development has also been a priority. By building capacity in teachers instructional gains can be sustained.

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

A continuation of the support that is presently provided by the state. I think it is important that lines of communication are open and the state remains assessable to our questions and concerns.

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

Availability of resources and ongoing professional development opportunities.

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	Teachers were afforded professional development opportunities that assisted in implementation of small group reading instruction, training on the use of the Interactive Notebooks for math, science, and social studies, and formative assessment strategies that can be implemented in the classroom to monitor and align instruction.
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2	The 80 minute extended afforded teachers time to meet and assess data and student concerns. It also provided time for additional professional development as it relates to student needs and data outcomes.
3	The school was extended 20 minutes which allowed for more instructional time. Core academics met a total of 80 minutes.
4	As part of the school-wide plan was to focus on the essential vocabulary. Teachers met to list those key terms that should be noted on their word walls and the student's Interactive Notebooks.
5	Administrators, Reading Specialist, and Math Coach were a part of the classroom walkthroughs.

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:

Example: By June 2013 SOL mathematics scores will increase by 15% in grade 7 and by 5% in grade 6, 8 to exceed the state benchmark by 5% by establishing a laser-like focus on the monitoring of math remediation services using the ARDT as a screening tool for all students to identify area of student need, design remediation content, establish a timeline for remediation services, and record strand assessments results.
(Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under each indicator to accomplish each goal.)

1	Indicator: IF07; Will continue to provide professional development to teachers as it relates to improving reading scores. Our concentration will be the implementation of small group instruction. Will also focus on continued use of the Interactive Note Books with focus on the essential vocabulary.
2	Indicator: VC01; Will continue to provide professional development to assist teachers in using various strategies to formatively assess students as well as provide strategies to differentiate instruction. Will also use Walk Through as a tool to observe instructional practices. Implementation of the new teaching evaluation tool will be emphasized to gear and improve instruction.
3	Indicator IID08; Instructional teams will continue to use learning data to guide instruction. Data teams will meet during their extended planning and at the end of each nine weeks to assess and make recommendations.
4	Indicator IIIA19; Through professional development, teachers will be guided with strategies and skills to review with questioning. This is our major focus with Formative Assessment. Teachers will also data from the benchmark, informal class assessment as a way to assess student progress. These methods assist the teacher as they differentiate instruction.
5	By October 2012, a new writing pilot will be implemented in the division. 40 % of the school population will participate in the program. Student learning and the effectiveness of the program will be monitored monthly.

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

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

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

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

See the sample provided.

SAMPLE RESPONSE

Students who are at-risk of failing a mathematics SOL	
Tier 2	5 th grade math teachers will work collaboratively to develop a list of activities on the math remediation software (intervention description) for the highly qualified paraprofessional (intervention provider) to use with the students identified by grades C-D, low weekly formative assessment performance and scoring 70-80% on 9-weeks assessment (targeted group) during the first 9 weeks in lieu of specials 3 days per week for 40 minutes (frequency and time). Teachers will review results from remediation software reports bi-weekly (monitoring). Camp Excel, our after school tutoring program is offered to students needing addition remediation.
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). Camp Excel, our after school tutoring program is offered to students needing addition remediation.

Part IV (a): Interventions for students who are at-risk of failing a reading SOL	
Tier 2	Intervention will target students who meet one or more of the following criteria: below grade level scores on fall fluency screening, 400-450 on previous year's SOL, lower than 80% on quarterly reading benchmark test, or teacher recommendation. A daily forty-minute lesson will be provided by a classroom teacher in a small group specifically identified for strategic fluency or comprehension intervention. Interventionists will use Read Naturally, leveled-reading lessons, SOL preparation passages/questions, and computer-based interventions. Teachers collaborate in monthly data review meetings to review classroom measures and benchmark test scores to identify areas of weakness, flexibly regroup students, and plan lessons as needed.
Tier 3	Based on informal reading assessments and the benchmark, students were placed in either an intensive reading or strategic reading group. The intensive reading group met with the Reading Specialist. These received intervention in reading or fluency as specified in their assessment results. The strategic group remained with their classroom teacher where they worked in small reading groups on comprehension. These groups met daily during their 40 remediation and enrichment block. Small reading groups were also implemented during the regular reading instructional block. Benchmark and reading assessment data are reviewed periodically to monitor progress. The Reading Specialist also meets with grade level teams during their extended planning periods to share strategies and skills that can be used to assist our struggling readers. Camp Excel, our after school tutoring program is offered to students needing addition remediation.

Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL	
Tier 2	Students needing strategic remediation remain with their classroom teacher. Based on their level of deficiency, the teacher provides assistance.
Tier 3	Based on results of SOL data, benchmark data, and other informal assessment tools used to monitor progress, students are placed accordingly. If a student needs intense math, they are assigned to the Math Lab. The V-Math program is used to remediate math. Students needing strategic remediation remain with their classroom teacher. Based on their level of deficiency, the teacher provides assistance. Our Math Coach works closely with the teacher and students to address specific math skills. He works with them in providing ideas on how to differentiate instruction. Camp Excel, our after school tutoring program is offered to students needing addition remediation.
Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable	
Tier 2	Teachers collaborate in monthly data review meetings to review classroom measures and PALS to identify areas of weaknesses, flexibility regroup students, and plan lessons as needed.
Tier 3	Small group instruction is provided with the PALS instructor. In grades k and 1, we have implemented the Early Literacy Program. Five teachers and Para-educators work together in providing reading remediation to students in 30 min blocks each morning. The team rotates from class to class every 30 min. Also, students in grades K-3 work in small reading groups with their teachers during their scheduled reading block. The reading block is 80 min.
Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above	
Tier 2	
Tier 3	These students follow the same process of identification as stated above. Based on data results, students are placed in an appropriate intervention. Their progress is monitored each nine weeks. Teachers, coaches, and administration are in continuous mode of monitoring student progress.
Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above	
Tier 2	
Tier 3	These students follow the same process of identification as stated above. Based on data results, students are placed in an appropriate intervention. Their progress is monitored each nine weeks. Teachers, coaches, and administration are in continuous mode of monitoring student progress.

Part V: BUDGET (DIVISION/SCHOOL)

Budget Summary

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

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

See following pages for budget form(s).

Budget Expenditure Code Definitions

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

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

Part V (a): School Budget Summary

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

School Name: King George Elementary School			
Year 3: 2012-2013			
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses \$	Division Expenses \$0	Other: \$88,000.00
	School Expenses \$	School Expenses \$112,000.00	
2000 – Personnel	Division Expenses \$	Division Expenses \$0	Other: \$12,000.00
	School Expenses \$	School Expenses \$22,000.00	
3000 – Purchased Services	Division Expenses \$	Division Expenses \$0	Other: \$23,000.00
	School Expenses \$	School Expenses \$22,600.00	
4000 - Internal Services	Division Expenses \$	Division Expenses \$0	Other: \$0
	School Expenses	School Expenses	

	\$	\$0	
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5000 - Other Charges	Division Expenses	\$	Division Expenses	\$0	Other:	\$2000.00
	School Expenses	\$	School Expenses	\$4000.00		
6000 - Materials and Supplies	Division Expenses	\$	Division Expenses	\$0	Other:	\$5000.00
	School Expenses	\$	School Expenses	\$18400.00		
8000 - Equipment/ Capital Outlay	Division Expenses	\$	Division Expenses	\$0	Other:	\$0
	School Expenses	\$	School Expenses	\$0		
Total	Division Expenses	\$	Division Expenses	\$0	Other:	\$130,000.00
	School Expenses	\$	School Expenses	\$179,000.00		
					Total Division Expenses	\$0
					Total School Expenses	\$179,000.00
					TOTAL (Do not include "Other")	\$179,000.00

Part V (b): School Budget Narrative

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

SCHOOL NAME: King George
1000 – Personnel (Use as much space as necessary.) <ul style="list-style-type: none">• Salary for Division Reading Instructional School Improvement Coach .3 @25,000.00• Salary for School Reading Instructional Coach 55,000.00• Salary for Paraprofessional for Success Maker lab. 15,000.00• Stipends for teachers to provide after-school tutoring in language arts and math, Camp Excel. 8,000.00• Salaries of daily substitutes to cover class of teachers in order for the teachers to attend professional development sessions during the day, for peer modeling/coaching/observation and for teachers to attend instructional leadership meetings. 4,000.00• Transportation Salary for Camp Excel 5000.00 EIRI: PALS paraprofessionals and reading materials 23,000.00 Title I: Elementary schools are operating under new schedules that have two built in literacy blocks at the K and 2 grade levels. Small group literacy teams will flood classrooms in K and 2 during the first literacy block. The school schedule also provides an intervention, remediation, enrichment block as well as a team data extended planning block every 8 days. Instructional aides funded with the grant 50,000, special education teachers, reading specialists and classroom teachers work with small groups with differentiated plans of instruction. A division Reading Instructional School Improvement Coach will develop plans and differentiated instruction based on student data to target instructional needs per subgroup. 15,000.00
2000 -Employee Benefits (Use as much space as necessary.) <ul style="list-style-type: none">• Benefits for Reading Instructional School Improvement Coach and Paraprofessional and stipend teachers 22,000.00 Title I: Benefits for paraprofessionals 12,000.00
3000 - Purchased Services (Use as much space as necessary.) <ul style="list-style-type: none">• Software to provide extra instructional support. Reading A-Z 3,000.00• Programs for scripted math intervention: Voyager Math 5,000.00• Professional Development associated with Literacy (PALS) 1,000.00• Consultants to provide instructional support and professional development in literacy and mathematics 13,600.00 Title I: Professional development will be provided for staff using researched based models. Data, remediation and assessment strategies will be implemented to refine remediation programs provided to struggling learners. Curriculum alignment to the Standards, benchmark test development, and pacing guide development will be used to assure that the written and taught curriculums are equivalent. The program Success Maker (15,000.00) will be used to provide additional support to students

below grade level in reading. Benchmark tests hosted on the program **Interactive Achievement** will be used to assess student progress 3 times a year. The instructional leadership teams will help to lead the building effort of disaggregating student achievement data using **OnTrac** (8000.00), in order to modify, and carry out school improvement plans. Begin professional development on the successful use of differentiated reading and math instruction and formative assessment. Data will be used to provide remediation and reteaching of skills not mastered by learners. The immediate feedback and desegregated data will assist teachers in developing individualized instruction for students who need reteaching. After school tutoring will be provided for three schools as well as use of educational consultants to assist in reading and math areas. Reading A-Z will be and PALS are used to monitor student growth in reading grades K-3. Math coaches will provide instruction to students who are below grade level or are struggle with grade content. 20,000.00

4000 - Internal Services (Use as much space as necessary.)
None

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

- Travel, food and lodging expenses associated with the 1003(g) training sessions and required meetings for division support. 1000.00
- Registration, lodging and meal expenses incurred while attending professional development workshops, training and activities. 1600.00
- Course registration supplement for UVA Math Course 1400.00

Title I: Program administrator will attend Federal Program Training and Workshops. 2,000.00

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

- Professional development materials including Developing Number Concepts planning books and activity books. 7,000.00
- Leveled reading books 4000.00
- Manipulatives and consumable materials 6000.00
- Materials to support parent involvement including parent support through homework help and information nights. 1400.00

Title I: Materials for reading and math such as Investigations Math materials, Voyager Math and purchase of leveled readers, Interactive Phonics Readers, and SRA, DRA reading materials. Funds also may be used to create manipulatives to support math instruction. Materials for parent's nights and involvement activities conducted by the Title I Coordinator and the Title I committee as well as the school improvement team members. 5000.00

8000 – Equipment/Capital Outlay (Use as much space as necessary.)
None

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	\$0	\$217000.00	\$176000.00
2000 - Employee Benefits	\$0	\$47000.00	\$24000.00
3000 - Purchased Services	\$0	\$47200.00	\$46000.00
4000 - Internal Services	\$0	\$0	\$4000.00
5000 - Other Charges	\$0	\$10400.00	\$0
6000 - Materials and Supplies	\$0	\$36400.00	\$10000.00
8000 - Equipment/ Capital Outlay	\$0	\$0	\$0
Total	\$0	\$358,000.00	\$260,000.00
			TOTAL SIG and ARRA Funds \$358,000.00

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:	Robert Benson
Date:	April 5, 2012
Principal’s Signature Read # 9 above	Ronald Monroe
Date:	April 5, 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.

**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:		King George County Schools			
Division Contact:		Kristine Hill			
Telephone of Division Contact (include extension if applicable):		(540) 775-8615		Fax:	(540) 775-9220
Email of Division Contact:		khill@kgcs.k12.va.us			
Name of School	Potomac Elementary School	2012-2013 Grade Span	K-6	Projected School Membership	626
	Current Percent Identified as Disadvantaged	35%	Current Percent Students with Disabilities	14%	Current Percent Limited English Proficient
					1%
Name of Principal		Angela Harris			
Telephone of Principal		540-663-3322			
Email of Principal		aharris@kgcs.k12.va.us			

PART II: PROCESSES IN PLACE

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

H. School Climate

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

Since the implementation of the SIG grant the school climate at PES has changed tremendously. We are beginning to work as a team. All stakeholders are invested in making PES an instructionally sound school. Teachers are able to analyze data, use the data to drive the instruction and have become very eager for more staff development in all areas of the core instruction. The leadership team has expanded and continues to try to find ways to differentiate and improve instruction.

I. Process Steps/Atmosphere of Change

3. 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?

There are sixteen members of our school leadership team. This year we added individuals to the team to make sure we had representation of the entire school family. All grade levels, paraprofessionals, parents, specials teachers, administration and resource team are represented on the team. Leadership team meetings are held once a month. Agendas are provided monthly based on the feedback from grade levels and data team meetings. There is always open discussion and everyone's opinion is heard. To facilitate a team atmosphere we created committees within the school to promote all our school initiatives. Each committee is led by a member of the leadership team. This has proven to be effective for our school.

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

Last year we implemented a new academic schedule that provides time for collaboration and professional development. Every eight days all grade levels are provided an eighty minute planning. During this time, we discuss student data, instructional practices being used, intervention and enrichment activities, formal and informal assessments, etc. A forty minute intervention/enrichment block is imbedded into the schedule. During this time, "all hands are on deck" to offer assistance to all students in the areas of reading and math. We are continuously analyzing student data to plan instruction on a daily basis.

J. Instruction

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

Teachers are consistently using formal and informal assessments to monitor student progress. Offering feedback to these assessments has proven to be the most effective instructional strategy. It provides the teacher and student valuable information in regards to how the student is learning. Small group instruction is offered at every grade level to meet the students' needs. This year, PES has concentrated on improving reading instruction especially in the primary grades. Early Literacy Groups (ELG's) were implemented in Kindergarten through Second grade. These teams, along with the classroom teacher deliver daily, targeted lessons. The teams move to each classroom, guaranteeing every student a high-quality literacy lesson in addition to their core instruction. Activities are highly engaging and focus on rhyme and syllable awareness, alphabet and letter sound knowledge, concept of word, phonemic awareness, word study, and fluency.

A forty minute daily intervention/enrichment block was implemented in grades 1-6. Through data analysis flexible groups were formed to provide targeted instruction for areas of weaknesses. Carving out time for intervention/enrichment in the instructional schedule also allowed an "all hands on deck" approach to meeting the students' needs.

As a staff, the use of technology increased drastically this year.

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

Teachers review and update curriculum maps at the beginning of the school year. The curriculum maps are aligned with the state standards and provide opportunities for spiraling of skills taught each nine weeks. Benchmark data and the SOL proficiency rates demonstrate that the instruction is aligned to the tested and written curriculum. In addition, we monitor pacing and the effectiveness of the instruction every 8 days during the extended planning. Student learning is monitored through formal and informal assessments. All teams are required to vertically plan curriculum twice a year. The school staff and principal have a lesson plan review system and check system to ensure that teachers are teaching to the written and tested curriculum.

K. Parental Involvement

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

Parents are supporting the improvement effort at PES but the leadership team feels this is still an area that needs to be addressed. Changing the culture of the school will take time. Last year, we invited the community in the school every nine weeks. We provided reading workshops, Literacy Night, Family Fun Night, SOL test prep, Grandparents Day, Art Extravaganza, etc. We will continue to open the doors to our community for next year. We in the process of rebuilding the PTA so this effort should bring positive change and more support to our school family.

L. Staffing and Relationships

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

Teachers are assigned to a particular teaching position based on need. It is the right of the administration to make changes if deemed necessary. Teachers are required to implement small group reading instruction in the core instruction. Intervention/enrichment block is provided to all students. The instruction is based on the academic needs of the child. The most skilled teachers now are teaching the weaker students at all grade levels. At PES, students needing the most intervention are getting a minimum of two small group lessons daily in reading.

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

We are fortunate to have a good working relationship between the division and state-assigned liaison. We were meeting monthly

until budget shortfalls. The open dialogue and collaboration was very helpful. Face time with your liaison validated your concerns and provided immediate feedback to your questions.

M. Decision-making Process and Autonomy

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

The school and the division leader work in a collaborative manner. Monthly meetings are held to discuss what instructional strategies are working and what is not working at all three elementary schools in the division. Through open communication we are able to plan professional development for our teachers, share instructional resources and effective teaching strategies that are working in our schools.

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

The elementary school schedules were changed. The school day was lengthened to gain instructional minutes. 10 additional minutes allowed the elementary schools to embed a 80 minute team level data planning and PD meeting every 8 days. In addition a remediation/enrichment block was added to the schedule.

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

As a school, we are on the right track. The data shows that students are learning and making academic progress. The school gained over 80 students over the course of the school year. We constantly have to readjust our small group instruction to accommodate new students. There are no policy barriers to mention at this time.

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

We are fortunate to have a partnership with the division leaders and the school. Shared responsibility and ownership exists between the two parties. This makes it easy to collaborate and facilitate changes that need to be made.

N. Phase Out

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

The division will meet with key instructional leaders and the administration to prioritize programs. Programs will be analyzed based on student data first and then cost in regards to funding and resources.

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

The division has already begun to prepare for the loss of funding. Key instructional leaders including the financial administrator have met. A plan to move some programs into the local budget was developed. Using funds for professional development has also been a priority. By building capacity in teachers instructional gains can be sustained.

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

A continuation of curriculum development support provided by the state would be most helpful. I feel the lines of communication need to remain open and the state be accessible to address our questions or concerns.

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

Availability of resources and on-going professional development opportunities.

PART III: GOAL SETTING

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

Please describe in detail the 2011-2012 outcomes below.

1	The academic schedule was revised at all grade levels to maximize the use of the instructional time. The school day was extended by fifteen minutes. A forty minute intervention/enrichment block was implemented daily in grades 1-6. Early Literacy Groups were implemented in grades K-1 to provide small group reading instruction.
2	Extended planning every eight days for all grade levels including specials to discuss student data, attendance and behavior concerns. Professional development was imbedded in the planning on a rotating bi-monthly basis. Reading coach, math resource and administration collaborated with teachers in regards to curriculum development and student performance.
3	Teachers were able to use formal and informal assessments to more effectively identify students' strengths and weaknesses. Leveled reading materials were used across grade levels to ensure the instruction matched the student's academic ability. Teachers provided small group instruction to the weakest students in the core reading instruction on a daily basis. Professional development was provided to assist teachers with the implementation of small group reading. Supplemental resources such as Raz Kids, Reading A-Z , Voyager Math and Success Maker were used to reinforce and strengthen academic skills.
4	As a school, we emphasized the essential vocabulary for all the SOLs through interactive notebooks, word walls, and technology enhanced programs. Administration conducted daily walk-throughs to give immediate feedback to the teachers and feedback to the leadership team.
5	Effective School Wide Discipline The program continues to reward positive behaviors as well as academics. Students and staff are recognized quarterly and at the end of the school year. The ESD program helps provide a school environment that is conducive to learning.

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

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

<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	Indicator IID08 By June 2013, 93% of students in grades 3-6 will pass the reading SOL and specially 5 th grade will be able to obtain a 12% increase in reading scores by providing effective small group reading instruction to meet the needs of the students at all grade levels.
2	Indicator IID08 By June 2013, SOL mathematics score will increase overall by 15%. SOL scores will increase by 20% in grades 5 and 6 to meet the state benchmark for math by focusing on aligning the curriculum to state standards and to better

	understand the new technology enhanced testing format.
3	Indicator IID08 By June 2013, 95% of students will meet or exceed the PALS benchmark in grades K-2 by use of Early Literacy Groups and targeted lessons to remediate identified areas of weakness.
4	Indicator IID08 By June 2013, 50% of parents will attend school sponsored activities at each grade level to support the school initiatives and student achievement.
5	Indicator IID08 By October 2012, a new writing pilot will be implemented in the division. 40 % of the school population will participate in the program. Student learning and the effectiveness of the program will be monitored monthly.

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

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

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

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

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	Intervention will target students who meet one or more of the following criteria: below grade level scores on fall fluency screening, 400-450 on previous year's SOL, lower than 80% on quarterly reading benchmark test, or teacher recommendation. A daily forty-minute lesson will be provided by a classroom teacher in a small group specifically identified for strategic fluency or comprehension intervention. Interventionists will use Read Naturally, leveled-reading lessons, SOL preparation passages/questions, and computer-based

	interventions. Teachers collaborate in monthly data review meetings to review classroom measures and benchmark test scores to identify areas of weakness, flexibly regroup students, and plan lessons as needed.
Tier 3	Intervention will target students who meet one or more of the following criteria: significantly below grade level scores on fall fluency screening, failed previous year's SOL, lower than 60% on quarterly reading benchmark test, or teacher recommendation. A daily forty-minute lesson will be provided by a classroom teacher or reading specialist in a small group specifically identified for intensive fluency and comprehension intervention. Interventionists will use Read Naturally, leveled-reading lessons, SOL preparation passages/questions, and computer-based interventions. Teachers collaborate in monthly data review meetings to review classroom measures and benchmark test scores to identify areas of weakness, flexibly regroup students, and plan lessons as needed.
Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL	
Tier 2	Intervention will target students who meet one or more of the following criteria: moderately below grade level scores on the grade level math placement test, 400-450 on previous year's SOL. Lower than 80% on quarterly math benchmark test, or teacher recommendation. A daily forty-minute lesson will be provided by a classroom teacher and math specialist in a small group specifically identified for intensive math computation, patterns and functions, geometry, etc. Interventionists will use Voyager Math, SOL preparation samples, and computer based interventions. In addition, the math specialist will push into core instruction to provide targeted practice to students in need for grades 3 through 5. Teachers collaborate in monthly data review meetings to review classroom measures and bench mark test scores to identify areas of weaknesses, flexibility regroup students, and plan lessons as needed.
Tier 3	Intervention will target students who meet one or more of the following criteria: significantly below grade level scores on the grade level math placement test, failed previous year's SOL. Lower than 60% on quarterly math benchmark test, or teacher recommendation. A daily forty-minute lesson will be provided by a classroom teacher and math specialist in a small group specifically identified for intensive math computation, patterns and functions, geometry, etc. Interventionists will use Voyager Math, SOL preparation samples, and computer based interventions. In addition, the math specialist will push into core instruction to provide targeted practice to students in need for grades 3 through 5. Teachers collaborate in monthly data review meetings to review classroom measures and bench mark test scores to identify areas of weaknesses, flexibility regroup students, and plan lessons as needed.
Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable	
Tier 2	Intervention will target students who score below or slightly above the fall benchmarks in one or more PALS subtest or whose DRA level is in the low range of grade level expectations. A daily thirty-minute targeted lesson will be provided by a classroom teacher or highly-trained paraprofessional outside of core instruction. Interventionists will use phonemic awareness activities, Words Their Way word sorts, and Reading a-z fluency passages. Teachers collaborate in monthly data review meetings to review classroom measures and literacy data to identify areas of weakness, flexibly regroup students, and plan lessons as needed.
Tier 3	Intervention will target students who are Identified on the PALS literacy screening or whose DRA level is significantly below grade level expectations. A daily thirty-minute targeted lesson will be provided by a classroom teacher or highly-trained paraprofessional outside of core instruction. Interventionists will use phonemic awareness activities, Words Their Way word sorts, and Reading a-z fluency passages. In addition, these students will receive an additional thirty minutes of literacy intervention from a highly-trained paraprofessional to extend and practice concepts delivered in the strategic intervention. Teachers collaborate in monthly data review meetings to review classroom measures and literacy data to identify areas of weakness, flexibly regroup students, and plan lessons as needed.
Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above	
Tier 2	Intervention will target students who meet one or more of the following criteria: below grade level scores on fall fluency screening, 400-450 on previous year's SOL, lower than 80% on quarterly reading benchmark test, or teacher recommendation. A daily forty-minute lesson will be provided by a classroom teacher in a small group specifically identified for strategic fluency or comprehension intervention. Interventionists will

	use Read Naturally, leveled-reading lessons, SOL preparation passages/questions, and computer-based interventions. Teachers collaborate in monthly data review meetings to review classroom measures and benchmark test scores to identify areas of weakness, flexibly regroup students, and plan lessons as needed.
Tier 3	Intervention will target students who meet one or more of the following criteria: significantly below grade level scores on fall fluency screening, failed previous year's SOL, lower than 60% on quarterly reading benchmark test, or teacher recommendation. A daily forty-minute lesson will be provided by a classroom teacher or reading specialist in a small group specifically identified for intensive fluency and comprehension intervention. Interventionists will use Read Naturally, leveled-reading lessons, SOL preparation passages/questions, and computer-based interventions. Teachers collaborate in monthly data review meetings to review classroom measures and benchmark test scores to identify areas of weakness, flexibly regroup students, and plan lessons as needed.
Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above	
Tier 2	Intervention will target students who meet one or more of the following criteria: moderately below grade level scores on the grade level math placement test, 400-450 on previous year's SOL. Lower than 80% on quarterly math benchmark test, or teacher recommendation. A daily forty-minute lesson will be provided by a classroom teacher and math specialist in a small group specifically identified for intensive math computation, patterns and functions, geometry, etc. Interventionists will use Voyager Math, SOL preparation samples, and computer based interventions. In addition, the math specialist will push into core instruction to provide targeted practice to students in need for grades 3 through 5. Teachers collaborate in monthly data review meetings to review classroom measures and bench mark test scores to identify areas of weaknesses, flexibility regroup students, and plan lessons as needed.
Tier 3	Intervention will target students who meet one or more of the following criteria: moderately below grade level scores on the grade level math placement test, 400-450 on previous year's SOL. Lower than 80% on quarterly math benchmark test, or teacher recommendation. A daily forty-minute lesson will be provided by a classroom teacher and math specialist in a small group specifically identified for intensive math computation, patterns and functions, geometry, etc. Interventionists will use Voyager Math, SOL preparation samples, and computer based interventions. In addition, the math specialist will push into core instruction to provide targeted practice to students in need for grades 3 through 5. Teachers collaborate in monthly data review meetings to review classroom measures and bench mark test scores to identify areas of weaknesses, flexibility regroup students, and plan lessons as needed.

Part V: BUDGET (DIVISION/SCHOOL)

Budget Summary

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

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

See following pages for budget form(s).

Budget Expenditure Code Definitions

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

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

Part V (a): School Budget Summary

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

School Name Potomac Elementary School			
Year 3: 2012-2013			
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses \$	Division Expenses \$0	Other: \$88,000.00
	School Expenses \$	School Expenses \$105,000.00	
2000 – Personnel	Division Expenses \$	Division Expenses \$0	Other: \$12,000.00
	School Expenses \$	School Expenses \$25,000.00	
3000 – Purchased Services	Division Expenses \$	Division Expenses \$0	Other: \$23,000.00
	School Expenses \$	School Expenses \$24,600.00	
4000 - Internal Services	Division Expenses \$	Division Expenses \$0	Other: \$0
	School Expenses \$	School Expenses \$0	

5000 - Other Charges	Division Expenses	\$	Division Expenses	\$0	Other:	\$2000.00
	School Expenses	\$	School Expenses	\$6400.00		
6000 - Materials and Supplies	Division Expenses	\$	Division Expenses	\$0	Other:	\$5000.00
	School Expenses	\$	School Expenses	\$18000.00		
8000 – Equipment/ Capital Outlay	Division Expenses	\$	Division Expenses	\$0	Other:	\$0
	School Expenses	\$	School Expenses	\$0		
Total	Division Expenses	\$	Division Expenses	\$0	Other:	\$130,000.00
	School Expenses	\$	School Expenses	\$179,000.00		
					Total Division Expenses	\$0
					Total School Expenses	\$179,000.00
					TOTAL (Do not include "Other")	\$179,000.00

Part V (b): School Budget Narrative

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

SCHOOL NAME: Potomac Elementary
<p>1000 – Personnel (Use as much space as necessary.)</p> <ul style="list-style-type: none">• Salary for Division Reading Instructional School Improvement Coach .3 @25,000.00• Salary for School Reading Instructional Coach 48,000.00• Salary for Paraprofessional for Success Maker lab. 15,000.00• Stipends for teachers to provide after-school tutoring in language arts and math, Camp Excel. 8,000.00• Salaries of daily substitutes to cover class of teachers in order for the teachers to attend professional development sessions during the day, for peer modeling/coaching/observation and for teachers to attend instructional leadership meetings. 4,000.00• Transportation Salary for Camp Excel 5000.00 <p>EIRI: PALs paraprofessionals and reading materials 23,000.00 Title I: Elementary schools are operating under new schedules that have two built in literacy blocks at the K and 2 grade levels. Small group literacy teams will flood classrooms in K and 2 during the first literacy block. The school schedule also provides an intervention, remediation, enrichment block as well as a team data extended planning block every 8 days. Instructional aides funded with the grant 50,000, special education teachers, reading specialists and classroom teachers work with small groups with differentiated plans of instruction. A division Reading Instructional School Improvement Coach will develop plans and differentiated instruction based on student data to target instructional needs per subgroup. 15,000.00</p>
<p>2000 -Employee Benefits (Use as much space as necessary.)</p> <ul style="list-style-type: none">• Benefits for Reading Instructional School Improvement Coach and Paraprofessional and stipend teachers 25,000.00 <p>Title I: Benefits for paraprofessionals 12,000.00</p>
<p>3000 - Purchased Services (Use as much space as necessary.)</p> <ul style="list-style-type: none">• Software to provide extra instructional support. Reading A-Z 4,000.00• Programs for scripted math intervention: Voyager Math 5,000.00• Professional Development associated with Reading A-Z 1,000.00• Consultants to provide instructional support and professional development in literacy and mathematics 14,600.00 <p>Title I: Professional development will be provided for staff using researched based models. Data, remediation and assessment strategies will be implemented to refine remediation programs provided to struggling learners. Curriculum alignment to the Standards, benchmark test development, and pacing guide development will be used to assure that the written and taught curriculums are equivalent. The program Success Maker (15,000.00) will be used to provide additional support to students below grade level in reading. Benchmark tests hosted on the program Interactive Achievement will be used to assess student progress 3 times a year. The instructional leadership teams will help to lead the building effort of disaggregating student achievement data using OnTrac (8000.00), in order to modify, and carry out school improvement plans. Begin professional development on the successful use of differentiated reading and math instruction and formative assessment. Data will be used to provide remediation and</p>

reteaching of skills not mastered by learners. The immediate feedback and desegregated data will assist teachers in developing individualized instruction for students who need reteaching. After school tutoring will be provided for three schools as well as use of educational consultants to assist in reading and math areas. Reading A-Z will be and PALS are used to monitor student growth in reading grades K-3. Math coaches will provide instruction to students who are below grade level or are struggle with grade content. 20,000.00

4000 - Internal Services (Use as much space as necessary.)
None

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

- Travel, food and lodging expenses associated with the 1003(g) training sessions and required meetings for division support. 1000.00
- Registration, lodging and meal expenses incurred while attending professional development workshops, training and activities. 4000.00
- Course registration supplement for UVA Math Course 1400.00

Title I: Program administrator will attend Federal Program Training and Workshops. 2,000.00

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

- Professional development materials including Developing Number Concepts planning books and activity books. 5,000.00
- Leveled reading books 5000.00
- Manipulatives and consumable materials 5000.00
- Materials to support parent involvement including parent support through homework help and information nights. 3000.00

Title I: Materials for reading and math such as Investigations Math materials, Voyager Math and purchase of leveled readers, Interactive Phonics Readers, and SRA, DRA reading materials. Funds also may be used to create manipulatives to support math instruction. Materials for parent's nights and involvement activities conducted by the Title I Coordinator and the Title I committee as well as the school improvement team members. 5000.00

8000 – Equipment/Capital Outlay (Use as much space as necessary.)
None

PART VII: ASSURANCES

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

The LEA must assure that it —

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

Certification: I hereby certify that, to the best of my knowledge, the information contained in this application is correct.

Superintendent's Signature:	
Superintendent's Name:	Robert Benson
Date:	June 5, 2012
Principal's Signature Read # 9 above	Angela Harris
Date:	June 5, 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.