

**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 and Queen County Public School					
Division Contact:		Linda G. Staylor					
Telephone of Division Contact (include extension if applicable):			434-298-7847		Fax:	804-785-5991	
Email of Division Contact:		lstaylor@dishmail.net					
Name of School		King and Queen Elementary School		2012-2013 Grade Span	PK-7	Projected School Membership	271
		Current Percent Identified as Disadvantaged	83%	Current Percent Students with Disabilities	18%	Current Percent Limited English Proficient	3%
Name of Principal		Dr. Carol B. Carter					
Telephone of Principal		(804) 785- 5830					
Email of Principal		ccarter@kqps.net					

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 general feel of the building has improved with a positive concentration on the culture and climate of the building. Several things have been put into place such as posting the attendance percentage for each grade level and homeroom. Every 9 weeks the class from the K-2, 3-4, and 5-7 levels receive an ice cream social for the group with the highest percentage of attendance. There has been a worksheet that was distributed at the beginning of the school year, middle, and end of the school year entitled, "Stop, Start, and Continue". On this worksheet, teachers anonymously write down things they feel should stop, start, or continue. This worksheet is shared with the School Leadership Team and a discussion held regarding any changes that should occur within the building. The Center for School Transformation held several planning design meeting with the School Leadership Team as well as two with the entire staff population working on "Dream Plans" for the school. The Center for School Transformation plans to return to King and Queen Elementary to help with the school year 2012-2013. We are still striving to continue reaching our vision and we have many instructional and operational plans for the next school year.

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?

All members of the School Leadership Team are required to provide input and to attend meetings held once a month. If members

are absent from a meeting, they are provided an agenda and asked to meet with the principal during their next planning period to discuss the meeting to provide input. All opinions are considered and discussed as a team. All opinions are incorporated as the School Leadership team finds them to be necessary. The responsibilities are divided among the team members according to the team members' strengths. Some of the team members volunteered for the responsibilities and some were assigned as needed in the meetings.

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

The new strategies and/or practices are monitored through the benchmark assessments, leadership meetings, and the surveys. The first monitoring occurs right after the first benchmark in mid- November. This monitoring session relates to delivery of instruction, pacing of the teacher, and the assessment results from the students. The survey happened mid-way through the school year in order to complete a needs assessment for the climate and atmosphere of the building. This particular year it generates a need for the teachers to rotate and have an unencumbered lunch shift. During the leadership meetings, discussion is held as to what is working and what needs to be changed. The schedule for SOL testing was a topic this past school year as well as paper and pencil for Grades 3-5 for reading.

C. Instruction

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

This past school year, Mrs. Brenda Spencer did 2 professional development sessions titled Differentiated Instruction part 1 and 2. She explained the different types of learning styles and had teachers figure out their own. This was very enlightening for them. She also worked with them to provide them with different ways of delivering their instruction. Students are identified as needing additional support depending upon their interims, report cards, PALS score, DRA score, previous SOL scores, and current ability.

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.)

Our SOL scores this past school year for 2011-2012 were 93% for Reading, 65% for Math, 76% for History, and 93% for Science. Our school uses Achieve 3000 which is a Reading software program. This has proved to be very beneficial to our students as the results are very good even for our student with special needs. Our Math and History scores are not as aligned as we would like them to be. This upcoming school year, 2012-2013, we are concentrating on Math by decreasing the class size and the teacher has only Math to concentrate on for his preps. We are also incorporating several Math software programs more aligned with computer technology enhanced for Mathematics. The History emphasis will focus more on Grade 5 and Grade 6 which were our weakest grades. We are planning a History Fair. Last school year, we sponsored a Science Fair and it proved to engage our students and increase the rigor in our Science curriculum.

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?

This past school year, 2011-2012, King and Queen Elementary started a Parents Teacher Association (PTA). The parents were very involved in the many events and activities sponsored by the PTA. Some of these events included Reading Night, Movie Night once a month, Dance Dance Revolution (DDR), Fall Festival, Holly Ball, SOL celebration, Promotion for 7th graders, Spring Fling, Food Drive, Donut Fund Raiser, and Beautification Day. We do not have parents that come in to volunteer in the library or classroom. That will be a goal for the upcoming school year.

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?

The teaching positions for the school year 2011-2012 were in place when the new principal took over on July 1, 2011. For the upcoming school year of 2012-2013, teachers were shifted to form better grade level teams. All grade levels except for the 2nd grade will have a new partner for the new school year. The decision was based on certification of teachers and a survey was given by the principal as to the teachers' desires and wishes of professional growth.

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

The relationship between the division and the state-assigned division is one of an open communication.

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 decision making process for the school level decisions rests largely on the principal as well as the School Leadership Team. The principal takes the strategic plan and school leadership plan to the School Leadership Team and asks for input. The principal must then run all ideas, purchases, and initiatives by the superintendent.

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

A division policy was changed this year regarding the para-educators working on a particular DATA Day for the teachers. The para-educators did not think they should have to work when the students were not present. The county wanted them to be present for their input into the analysis of the benchmark data since they are involved in the instruction of the students. All of the para-educators took a day of leave.

The process of filling teacher vacancies for the school year 2012-2013 was a priority this year and all positions have currently been filled and this allows the principal and the School Leadership Team more time to focus on procedures for the upcoming school year.

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).

The policy barriers that currently exist barring the school from its success would be more special education teachers in the building, more paraprofessionals for the students, and an assistant principal to assist with administrative duties. Currently, there is one principal being the principal, assistant principal, and testing coordinator. Additionally, there is only a part-time guidance counselor. To remove some of these barriers, the county has supplied the school with a full time guidance counselor to assist with guidance as well as testing concerns. This should make 2012-2013 a much smoother school year.

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.

Each nine week grading period there is a benchmark exam issued. The results from these assessments are governed with the principal and the school division leaders to assess whether the teachers and students are aligned with the scope and sequence needed for the state Standards of Learning (SOL).

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 decisions after the SIG funds are gone will be based on student needs.

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 phase out of grant funding, supports, and services will be directed by the principal and the school leadership team from the school board office. These needs will be conveyed to the School Board and the Board of Supervisors for financial assistance.

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

The supports from the state that would be most beneficial to King and Queen Elementary would be professional development resources for the teachers to stay abreast of new research based strategies for instruction, especially for Mathematics.

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

The supports from the state that would be most beneficial to King and Queen Elementary would be coaches to come to the school and provide support to the teachers and staff.

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	The Center for School transformation worked on improving the "conversations" in the school. The Center for School Transformation worked with the School Leadership Team and staff to generate a Dream Proposal for wishes for King and Queen Elementary School.
2	There were grade level monthly meetings and this resulted in the members of the teams improved listening skills, more awareness, and communication efforts. These meetings were K-2, 3-4, and 5-7 grade levels.
3	There was more of a team collaborative effort made with teachers having common planning. The master schedule was designed in such a way that all teachers teaching the same grade level have the same planning and they are asked to communicate and meet to discuss the weekly lesson plans. The teachers are also asked to document with their meetings and to write down what was discussed during their common planning. Tasks to include common assessments, projects, and units to stay on the same pacing schedule.
4	There were common assessments created for benchmark assessments. Teachers worked together to form assessments for the benchmarks and these were computer generated to better analyze the results.
5	There was a Celebrations Committee created to have celebrations for the teachers as well as students. Teachers were given the choice to sign up for at least one committee throughout the school year. The Celebration Committee was in charge of the SOL pep assembly, celebration of attendance for students every 9 weeks, and attendance for teachers on a monthly basis. The Celebration Committee acknowledged teachers birthdays with a card in their mailboxes. The Celebration Committee also planned a faculty picnic at the end of the school year. There was also a Hospitality Committee generated to provide a culture of empathy among the staff. There was a small fee for the staff to join the Hospitality Committee and the resources were used to purchase cards and flowers to express sympathy among the faculty members for the passing of family members, faculty members and family that were hospitalized, and a fund for financial emergencies among the staff. The Hospitality Committee also purchased gifts for Principal Day, Nurse Day, and Secretary Day.

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	(IIA01). By June 2013, mathematics scores will increase by 20% over an average of all grade levels from grade 3 through grade 7. There will be more focus placed on the math remediation for our after school program. There will be more of a focus placed on assessments for mathematics. All teachers will be required to assess every other test in a format that is not multiple choice. There will be open ended questions particularly in mathematics. Students will also learn to do more mathematics on the computer and familiarize themselves and students with the ePat program. An additional task for this goal will be the implementation of a new computer software called Brainpop. Students will work on solving mathematical problems without choices of selected answers to increase their higher thinking skills.
2	ID07. All members of the leadership team will meet monthly to plan out the events for the upcoming several months. There will be a yearly calendar in place as to not have double booking for other functions in the community as well as other schools. Communication will be improved through a weekly email calendar titled Tiger Express, monthly newsletter, calendar of events on website, calendar of events on PTA face book page, calendar of events in cafeteria on bulletin board, and calendar of events on bulletin board in faculty mail room.
3	IIIA06. All teachers will test frequently and they will be required to produce the assessment with their weekly lesson plans. All grade level teachers for mathematics will be given an open ended assessment every other assessment to better prepare the students with a variety of assessments and forms. Tests will be reviewed by the principal for every other unit as to prepare for the students for a more challenging SOL test concentrating on finding the answer through multi-step solving problems. Teachers will be provided the assessments back with written feedback from the principal.
4	VC01. For the Reading, King and Queen Elementary teachers will be required to provide feedback on the software program of Achieve 3000 to produce a higher level of rigor for the students. These questions will be called Thought Questions for a reading or passage provided. The students are to respond and the teachers must provide feedback to the student's response. This will be monitored through the Achieve 3000 representative and reported back to the principal on a monthly basis. Teachers will review this progress with the principal every 9 weeks grading period.
5	VA13. The teachers understand the importance of formative assessments and how to analyze the results. The teachers will provide data to the principal through the progress reports. Teachers will receive training on how to analyze the results from formative training from the Director of Assessment for the county.

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).
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	3 rd grade through 7 th grade math teachers will work collaboratively with their grade level team member to develop weekly lesson plans and a list of activities on the math remediation to be used by our after school program (intervention description). The para-educators and teachers will focus on a targeted group of students who did not pass the previous year's SOL, low benchmark scores, grade of a C or lower on their report card or interim, and teacher and/or parent request for extra help (intervention provider). Intervention will be provided in the means of math software, manipulatives, and extra practice on a daily basis. This will be monitored on a weekly basis by the grade level teacher (frequency and time). Teachers will review the results from the benchmark assessments to focus on students needing more remediation on a nine week period (monitoring).
Tier 3	6 th and 7 th grade math teachers will work collaboratively with a math coach to focus on the aspects of Geometry (intervention description). The teachers will be the provider with a math coach (intervention provider). The intervention will take place twice a week to make Geometry more real list with real world applications (frequency and time). The after school remediation program will also provide extra remediation three times a week to the targeted students who have not passed their benchmark assessments or have C or less on their report card. The success of this intervention will be monitored through the benchmark assessments every 9 weeks (monitoring).

Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL	
Tier 2	Students who are at-risk of failing a mathematics SOL are encouraged by the teachers through phone calls and letters home to attend the after-school program for additional remediation three times a week (intervention description). The teachers will provide the phone call or letter home to the parents (intervention provider). This intervention will occur every weekly through Very Import Paper (VIP) envelopes sent home to parents weekly (frequency and time). The after school director will report to the teachers the attendance of students staying after school weekly (monitoring).
Tier 3	Students who are at-risk of failing a mathematics SOL are placed in small groups and a math coach will work one on one or two to a group working on particular concepts (intervention description). The math coach will pull the targeted students out and work with them in a small group setting (intervention provider). This intervention will occur once a week the entire school year (frequency and time). The documentation from the math coach will record the student name and the time of the intervention (monitoring)

Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable	
Tier 2	Students who are identified for PALS intervention (K-3) are encouraged to stay after school for additional remediation to assist with their reading skills. (intervention description) During the school day, the Title I Reading Specialist will work with the students on a one on one basis and an additional reading coach will work with students that have been identified needing reading intervention (intervention provider). The Reading Specialist will work with the students on a daily basis (frequency and time). The Reading Specialist

	will keep an individual file on each student (monitoring).
Tier 3	
Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above	
Tier 2	Students who did not pass the SOL reading assessment for the school year for 2011-2012 were required to attend a Summer Academy for 4 weeks during the summer from 8 am – 1 pm, Monday through Thursday, to enhance and enrich their reading skills (intervention description). The students received extra enrichment during the Summer Academy from teachers and coaches for the particular SOL which needed more review (intervention provider). The students received extra assistance for 4 weeks from Monday through Thursday (frequency and time). The attendance of the students was recorded by the director of the after school program (monitoring).
Tier 3	
Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above	
Tier 2	Students who did not pass the SOL mathematics assessment for the school year for 2011-2012 were required to attend a Summer Academy for 4 weeks during the summer from 8 am -1 pm, Monday through Thursday, to enhance and enrich their mathematics skills (intervention description). The students received extra enrichment during the Summer Academy from teachers and coaches for the particular SOL which needed more review (intervention provider). The students received extra assistance for 4 weeks from Monday through Thursday (frequency and time). The attendance of the students was recorded by the Director of the after school program (monitoring).
Tier 3	

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: King and Queen Elementary School			
Year 3: 2012-2013			
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$
	School Expenses \$50,000	School Expenses \$	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$
	School Expenses \$15,000	School Expenses \$	
3000 – Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$
	School Expenses \$63,950	School Expenses \$	
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$	

5000 - Other Charges	Division Expenses	\$	Division Expenses	\$	Other:	\$
	School Expenses	\$5,000	School Expenses	\$		
6000 - Materials and Supplies	Division Expenses	\$	Division Expenses	\$	Other:	\$
	School Expenses	\$45,217	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	\$		
					Total Division Expenses	\$
					Total School Expenses	\$179,167
					TOTAL (Do not include "Other")	\$179,167

Part V (b): School Budget Narrative

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

SCHOOL NAME: SAMPLE
<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)</p> <p>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>
SCHOOL NAME: King and Queen Elementary School
<p>1000 – Personnel (Use as much space as necessary.) Substitute teachers for teachers to work on vertical alignment of curriculum and travel to professional development workshops and conference - \$2,000 Part-Time Reading/Intervention Specialist to assist with students struggling in reading/behavior and/or attendance problems - \$24,000 Part-Time Mathematics/Intervention Specialist to assist with students struggling in mathematics/behavior and/or attendance problems \$24,000 TOTAL \$50,000</p>
<p>2000 -Employee Benefits (Use as much space as necessary.) Benefits for personnel list above \$15,000 Total \$15,000</p>
<p>3000 - Purchased Services (Use as much space as necessary.) Contractual Coaches/Tutors \$5,000 Contractual Literacy/Reading Coach \$9,000 Contractual Mathematics Coach \$10,000 TeachFirst Formative Assessment \$1,950 Online literacy program and assessment and professional development for staff on the program \$30,000 Online mathematics program and assessment and professional development for staff on the program \$6,000 Total \$63,950</p>
4000 - Internal Services (Use as much space as necessary.)
<p>5000 - Other Charges (Use as much space as necessary.) Tuition and/or travel for staff and teachers to conferences, professional development coursework and workshops \$5,000 Total \$5,000</p>

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

Technology enhanced material and supplies to include six smart boards, tablets, and other technology **\$36,000**

Instructional materials and supplies for teachers and students **\$9,217**

Total \$45,217

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	\$50,000	\$	\$
2000 - Employee Benefits	\$15,000	\$	\$
3000 - Purchased Services	\$63,950	\$	\$
4000 - Internal Services	\$	\$	\$
5000 - Other Charges	\$5,000	\$	\$
6000 - Materials and Supplies	\$45,217	\$	\$
8000 - Equipment/ Capital Outlay	\$	\$	\$
Total	\$179,167	\$	\$
			TOTAL SIG and ARRA Funds \$179,167

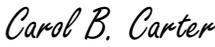
PART VII: ASSURANCES

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:	Charles L. Clare
Date:	July 5, 2012
Principal’s Signature Read # 9 above	
Date:	July 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.

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.