

**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:	Orange County				
Division Contact:	Bill Berry				
Telephone of Division Contact (include extension if applicable):	540-661-4550	Ext.1600	Fax:	540-661-4599	
Email of Division Contact:	bberry@ocss-va.org				
Name of School	Orange Elementary	2012-2013 Grade Span	K-5	Projected School Membership	550
	Current Percent Identified as Disadvantaged	50.7%	Current Percent Students with Disabilities	9.7%	Projected Current Percent Limited English Proficient
Name of Principal	Judy Anderson				
Telephone of Principal	540-661-4450				
Email of Principal	janderson@ocss-va.org				

PART II: PROCESSES IN PLACE

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

A. School Climate

- 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?

There is a greater sense of school pride and a more positive perception of the school within the community as a result of the improved pass rates and attainment of AYP.

B. Process Steps/Atmosphere of Change

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

Two-way communication is a goal of the Learning Leadership Team (LLT). Representatives share Leadership team updates and provide input from their grade level or department teams. Responsibilities are delegated at Leadership Team meetings, and staff development is determined and provided by Leadership Team members.

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

Strategies and practices are monitored through LLT meetings and grade level meetings. Effectiveness of specific interventions is monitored through the RtI process. Adjustments are made accordingly.

C. Instruction

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

During the 2011-2012 school year the OES staff focused on differentiated instruction. Staff development sessions were provided monthly. Based on assessments, teachers differentiated content, process, and product. Student strengths and weaknesses were identified through data gathered from Interactive Achievement (benchmark assessment), formatives, PALS, AIMSweb benchmarks and progress monitoring, SRA data, PAT, and KAT. These practices will continue during the 2012-2013 school year.

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

SOL pass rates over the past three years and achieving AYP demonstrates alignment among the curriculum, assessments, and instruction. However, 2011-2012 math pass rates indicate a need for improvement in alignment of mathematics standards, lessons, formative assessments, and summative assessments. Division wide summer curriculum work has focused on aligning the benchmark tests with the new standards.

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?

A parent representative is a member of the Leadership team. He shares information with parents at PTO meetings and contributes to decision making. Parent participation is strong at parent-teacher conferences, Back to School Night, Meet the Teacher picnic, the division wide Parent Advisory Committee, and SOL information nights. However, parent attendance at PTO meetings is sparse. Resources for increasing parent involvement (e.g. Parent Involvement 101 from Successful Innovations, Inc.) are currently being reviewed and ordered. We need to increase parent involvement in the daily school routines including regular attendance, support of homework completion, and consistent contact with teachers.

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?

New hires are interviewed to determine knowledge of content, instructional strategies, and assessment methods. Probationary and continuing contract teachers are monitored through the teacher evaluation process. Based on student performance data, changes have been made in teaching assignments. Internal transfers are required to complete the interview process.

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

The state assigned division liaison has been available to answer all questions related to school improvement. He has provided feedback regarding the Indistar site, school improvement process, and reminders regarding deadlines. This relationship could be improved through more direct contact (face to face meetings).

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?

Decisions are discussed at LLT meetings based on data. Concerns are discussed with the division contact on a weekly basis. Monthly elementary instructional discussions (changes in standards, resources, teacher evaluation, staff development, curriculum, assessments) are conducted as part of administrative 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 division implemented a new teacher evaluation process and revised the grading policy.

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).

One of the barriers is the lack of funding related to the Standards of Quality. For example, there is no funding for technology teachers while there is an increase in the demand for student application of technology on assessments (writing test and TEI).

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

The Leadership (school improvement) team includes division level staff members. Accountability is ensured through the evaluation system for teachers, administrators, and directors (all of whom are evaluated based on student growth).

G. Phase Out

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

The division and school will determine the services and supports based on the effectiveness (in terms of student growth) of services and available local funds. For example, funding for coaches will be considered in the 2013-2014 budget.

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?

Teachers and administrators will begin to assume the responsibilities of coaches. ITRT's, with assistance of school staff, will take on some of data analysis. The Technology Instructional Assistant will provide more teacher planned instruction during the coming year. The principal, division contact, and leadership team will determine time frames and responsibilities.

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

It would be helpful to receive examples of what other schools are doing (instructional practices, resources).

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

Sharing ideas with other schools and regional meetings would help us learn more about how services and practices can be sustained.

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	PRELIMINARY Reading SOL test pass rates: overall-90%; black-90%; economically disadvantaged-90.5; Hispanic – 88%; LEP-85%; Students with disabilities – 88%; white – 90%
2	PRELIMINARY Math SOL test pass rates: overall- 69%; white – 73%; black – 53%; economically disadvantaged – 64%; students with disabilities – 35%; Hispanic – 72%; ELL – 85%
3	Attendance rates: All students – 95.6%; black- 96%; economically disadvantaged – 95.3%; Hispanic – 96.6%; LEP-97%; students with disabilities- 92%; white – 95.2%

4	
5	

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:

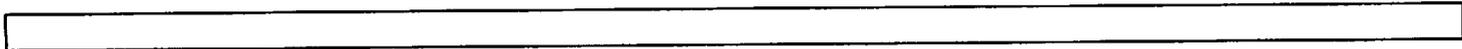
Example: By June 2013 SOL mathematics scores will increase by 15% in grade 7 and by 5% in grade 6, 8 to exceed the state benchmark by 5% by establishing a laser-like focus on the monitoring of math remediation services using the ARDT as a screening tool for all students to identify area of student need, 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	<p>By June 2013, there will be a 50% reduction in the Mathematics SOL test failure rates in 3rd, 4th, and 5th grade.</p> <p>Indicators & Tasks:</p> <p>Indicator IIC01 Units of instruction include specific learning activities aligned to objectives.</p> <ul style="list-style-type: none"> • Teams will use the curriculum framework to align, standards, assessments, and objectives • Teams will develop formative assessments to assess mastery of standards • Teams will design lessons/activities aligned to standard <p>Indicator IIIA07 All teachers differentiate assignments (individualized instruction) in response to individual student performance on pre-tests and other methods of assessment.</p> <ul style="list-style-type: none"> • Teachers will administer pre-tests and formative assessments • Teachers will include differentiated activities in their lesson plans <p>Indicator IF07 Professional development of individual teachers includes an emphasis on indicators of effective teaching.</p> <ul style="list-style-type: none"> • Staff development focused on math instruction will be provided
2	<p>By June 2013 SOL there will be a 50% reduction in the Reading SOL test failure rate in 3rd, 4th, and 5th grade.</p> <p>Indicators & Tasks:</p> <p>Indicator IIC01 Units of instruction include specific learning activities aligned to objectives.</p> <ul style="list-style-type: none"> • Teams will use the curriculum framework to align, standards, assessments, and objectives • Teams will develop formative assessments to assess mastery of standards • Teams will design lessons/activities aligned to standard <p>Indicator IIIA07 All teachers differentiate assignments (individualized instruction) in response to individual student performance on pre-tests and other methods of assessment.</p> <ul style="list-style-type: none"> • Teachers will administer pre-tests and formative assessments • Teachers will include differentiated activities in their lesson plans

3	<p>By June 2013, each student in grades 1-5 will demonstrate at least one years growth as measured by the assessments appropriate to grade level (PALS for grades 1-3; Gates for grades 4 and 5).</p> <p>Indicators & Tasks:</p> <p>Indicator IIC01 Units of instruction include specific learning activities aligned to objectives.</p> <ul style="list-style-type: none"> • Teams will use the curriculum framework to align, standards, assessments, and objectives • Teams will develop formative assessments to assess mastery of standards • Teams will design lessons/activities aligned to standard <p>Indicator IIIA07 All teachers differentiate assignments (individualized instruction) in response to individual student performance on pre-tests and other methods of assessment.</p> <ul style="list-style-type: none"> • Teachers will administer pre-tests and formative assessments • Teachers will include differentiated activities in their lesson plans
4	<p>By June 2013 attendance overall and in each subgroup will meet or exceed 96%.</p> <p>Indicators & Tasks</p> <p>Indicator IIIB01 All teachers will maintain a file of communication with parents.</p> <ul style="list-style-type: none"> • Parents will be contacted following absences. • Teachers will provide make-up work for absences. • Parents will be required to meet with teacher, counselor, or admin when student has accrued 5 absences. • An attendance plan will be developed with students who have 5 unexcused absences. • The school will implement Effective Schoolwide Discipline. • An incentive program (involving students and parents) will be implemented for students with no unexcused absences.
5	<p>By June 2013 parent involvement will increase with a focus on families of at risk students (economically disadvantaged, students at risk of failing, students with disabilities). Parent participation in school functions (e.g. meet the teacher picnic, back to school night, parent-teacher conferences, SOL information nights, and parent advisory) will meet or exceed 90%.</p> <p>Indicators & Tasks:</p> <p>Indicator IIIB01 All teachers will maintain a file of communication with parents.</p> <ul style="list-style-type: none"> • Teachers will contact parents directly regarding parent involvement opportunities. • Leadership team will track attendance at events. • Leadership team will research, adopt, and adjust strategies for increasing parent involvement.

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	Students will be assigned to SuccessMaker 20 minutes per day at least 3 days per week; small group instruction by classroom teacher and /or reading specialist.
Tier 3	Students will be assigned to a direct instruction reading program (SRA /Wilson/SOAR)
Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL	
Tier 2	Students will be assigned to SuccessMaker sessions at least 20 minutes per day at least 3 days per week; students will attend after school tutoring at least one afternoon (1 hour) per week; targeted skill instruction during anticipated extended math time.
Tier 3	Students will attend after school tutoring 2 hours per week; Students will complete SuccessMaker sessions (20 minutes) 5 days per week; targeted skill instruction during anticipated extended math time.
Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable	
Tier 2	Students will be instructed by the reading specialist in PALS remediation activities at least 30 minutes per day.
Tier 3	Students will participate in a direct instruction reading program (SRA/Wilson) and after school tutoring.
Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above	
Tier 2	Students will be assigned to SuccessMaker 20 minutes per day at least 3 days per week; small group instruction by classroom teacher and /or reading specialist.
Tier 3	Students will be assigned to a direct instruction reading program (SRA/Wilson/SOAR)
Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above	
Tier 2	Students will be assigned to SuccessMaker sessions at least 20 minutes per day at least 3 days per week; students will attend after school tutoring at least one afternoon (1 hour) per week; targeted skill instruction during anticipated extended math time.

Tier 3	Students will attend after school tutoring 2 hours per week; Students will complete SuccessMaker sessions (20 minutes) 5 days per week; targeted skill instruction during anticipated extended math time.
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Part V: BUDGET (DIVISION/SCHOOL)

Budget Summary

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

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

See following pages for budget form(s).

Budget Expenditure Code Definitions

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

- 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 Orange Elementary School			
Year 3: 2012-2013			
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$
	School Expenses \$97,000	School Expenses \$	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$
	School Expenses \$30,000	School Expenses \$	
3000 – Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$
	School Expenses \$20,000	School Expenses \$	
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$	

5000 - Other Charges	Division Expenses	\$	Division Expenses	\$	Other:	\$
	School Expenses	\$3,000	School Expenses	\$		
6000 - Materials and Supplies	Division Expenses	\$	Division Expenses	\$	Other:	\$
	School Expenses	\$5,000	School Expenses	\$		
8000 - Equipment/ Capital Outlay	Division Expenses	\$	Division Expenses	\$	Other:	\$
	School Expenses	\$24,166	School Expenses	\$		
Total	Division Expenses	\$	Division Expenses	\$	Other:	\$
	School Expenses	\$179,166	School Expenses	\$		
					Total Division Expenses	\$
					Total School Expenses	\$179,166
					TOTAL (Do not include "Other")	\$179,166

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
1000 – Personnel (Use as much space as necessary.) Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 (1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, ARRA)
Title I math teacher K-3 (\$42,000; Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI and \$15,000 local match)

SCHOOL NAME:
1000 – Personnel (Use as much space as necessary.) Two Instructional Coaches (K-2 Coach for reading and math/3-5 Coach for reading and math Teacher stipends for Saturday School January through May
2000 -Employee Benefits (Use as much space as necessary.) Benefits related to two instructional coaches and Saturday School teachers
3000 - Purchased Services (Use as much space as necessary.) Staff development presenters and professional development conference registrations focusing on math and reading instruction with emphasis on rigorous instruction addressing standards and new assessments.
4000 - Internal Services (Use as much space as necessary.)
5000 - Other Charges (Use as much space as necessary.) Travel costs associated with conferences and staff development
6000 - Materials and Supplies (Use as much space as necessary.) Materials and supplies to support parent involvement activities including Meet the Teacher picnic, SOL information nights
8000 – Equipment/Capital Outlay (Use as much space as necessary.) Equipment to support integration of technology in instruction and assessment (iPads, SmartBoards, individual response systems)

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	\$97,000	\$	\$
2000 - Employee Benefits	\$30,000	\$	\$
3000 - Purchased Services	\$20,000	\$	\$
4000 - Internal Services	\$	\$	\$
5000 - Other Charges	\$3,000	\$	\$
6000 - Materials and Supplies	\$5,000	\$	\$
8000 - Equipment/ Capital Outlay	\$24,166	\$	\$
Total	\$179,166	\$	\$
			TOTAL SIG and ARRA Funds \$179,166.00

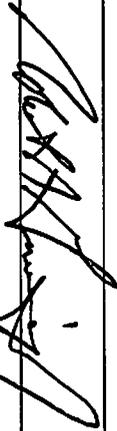
PART VII: ASSURANCES

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 P. Grimesey, Sr.
Date:	7-9-12
Principal's Signature Read # 9 above	
Date:	7-9-12

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

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

PART VIII: OPT OUT CLAUSE

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

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

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

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

Tier III SIG FY09 School List

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