

**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:	Pulaski County				
Division Contact:	Debbie Rolen				
Telephone of Division Contact (include extension if applicable):	540-994-2521		Fax:	540-994-2552	
Email of Division Contact:	drollen@pcva.us				
Name of School	Pulaski Elementary	2012-2013 Grade Span	K-5	Projected School Membership	560
	Current Percent Identified as Disadvantaged	67%	Current Percent Students with Disabilities	12%	Current Percent Limited English Proficient
					1%
Name of Principal	Linda Edwards				
Telephone of Principal	540-643-0940				
Email of Principal	ledwards@pcva.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 faculty and staff of Pulaski Elementary has put great pride into ensuring all students reach their fullest potential. Evidence of professional learning communities are deeply embedded into the school's culture. The school's vision is to reach each child. Every teacher has high expectations for student performance and uses relevant data sources to make decisions. With each data based decision, students experience flexible grouping depending on his or her learning needs. Prior to implementation of the SIG grant teachers worked on their own without the assistance of each other. The expectation of student performance was a minimum. There was inconsistent. Students were grouped the same way for the entire 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?

The Leadership Team meets once a month to receive information on data that indicates how the entire school is doing. During this time, they have the opportunity to share their opinions, ideas, and suggestions. The team makes decisions on when and how to implement the ideas shared or incorporated the changes that may be needed. The team consists of one representative from each grade level including TITLE I representation and SPED. The responsibilities are divided equally according to their grade level.

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

New strategies are practiced and implemented with the concept of: "I Do, We Do, You Do". The School Improvement Coach will model the strategies to the teacher and his or her classroom. Later, both the teacher and the School Improvement Coach will work together to implement the strategy. Once the teacher feels comfortable using the strategy, the coach will come in on a regular basis to monitor implementation and provide suggestions along the way.

C. Instruction

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

Learning of the students is based on individual needs. Students are pre-assessed prior to instruction of a particular objective. Students are then grouped based on the results of the pre-assessment. Students are instructed individually or in small groups based on their learning needs. Those students who continually need additional support are placed on a watch list. Their performance is evaluated on a weekly basis. An block of 30 minutes is allocated to each grade level for the purpose of remediation or enrichment. This time provides those students who consistently struggle an opportunity for more instructional time. Those students who understand the concepts receive an opportunity to advance and excel.

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.)

Pulaski County has developed pacing guides based on SOL objectives for all subjects. These guides provide teachers within the county on the objectives that has to be taught within a particular 9 weeks. Teachers at Pulaski Elementary School have taken the 9 Week pacing guides to develop a weekly pacing guide. Every teachers in the grade level follows the weekly pacing guide. This ensures the grade level teaches the same objective each week. Teachers also share ideas weekly for each objective being taught. The weekly pacing guides are evaluated at the beginning of every 9 weeks by the grade level team to determine what changes or updated need to be made.

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 an important and necessary component to the school improvement efforts. The school provides some opportunities for parental involvement throughout the school year. The Parent Teacher Organization meets once a month to provide information for parents and teachers on services and resources the organization is or will be providing for the school. At the beginning of the school year, Kindergarten teachers provide a Back to School night for parents to come and discuss the typical school day for his or her child. In the spring of every school year third, fourth, and fifth grade teachers provide an SOL Parent Night for parents to meet with their child's teacher to learn of information that will help them prepare their child for SOL testing. A Parental Involvement is an area that can be improved on. Some of the ways of continued parental involvement may include a monthly family fun night where families come and enjoy food and fellowship with other families. During this time, parenting tips and information on how to help children be successful in school could be provided as an integrated part of the event.

E. Staffing and Relationships

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

Teachers are assigned positions and grades. Teachers are assigned classes through discussions and grouping established from the teachers in the grade level below them. Those teachers will develop suggestions of class lists. These list are reviewed by the principal prior to finalization of the classes. Each teacher will complete an end of the year placement card that provides important academic data on each student. This information is helpful to begin instruction at the beginning a new school year.

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

We feel the relationship between the division and state-assigned division liaison has been a positive relationship. We have received valuable and useful information that has motivated and help implement the school improvement process.

F. Decision-making Process and Autonomy

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

The school and division share the same decision-making process for anything related to the school improvement effort, overall vision, or anything that impacts the school improvement plan. Both levels have a school improvement team that collectively meets once a month in order to gain teacher input, discuss the division and school's shared vision, review data toward implementation of the shared vision, and update the school improvement plan as necessary to continue the next steps for continued implementation. Decisions are made based on data and the consensus of the teams.

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

Policies were changed in the divisions school calendar to provide teachers time to meet with their professional learning community to discuss students achievement, progression toward SMART goals, and determine next steps toward achieving those goals. Also, additional personnel were provided by Title I to further provide small group instruction to those students who needed a targeted intervention.

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 big barriers that exist consist of time and money. Some students need more time to progress and continue to maintain that progression. Some students loose so much information over summer break. Having resources and policies in place to ensure those students could be provided additional instruction throughout the summer would become a valuable asset to the students, teachers, and the school. This barrier that exists through the state code policy.

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 school plan reflects the division plan. The accountability is shared. The division has provided resources to the school to allow the process of accountability to be easier. The district has purchased formative assessment software to disaggregate and compare the progress of schools. The formative assessments are developed from a test bank of questions that have been purchased by the division. When these two resources are used simultaneously, an accountability system has been utilized based on valid, reliable formative assessment that is state standards base. Also, the regular school improvement meetings are another component to the accountability between the division and the school leadership implementation.

G. Phase Out

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

A survey will be sent out asking for input from teachers and administrators on what services provided from the SIG funds should continue. This information will be reviewed and disaggregated by the school improvement team. A decision on which services should be maintained will be made by the group consensus of the school improvement team using the provided data.

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 School Improvement Coach will prepare and provide three year data on improvements gain through the school improvement funds, supports, and services. The data will indicated the changes made from year to year during implementation of using the school improvement funds. The school improvement team will meet to analysis the schools achievement data and discuss survey results from teachers. Decisions will be made as a team and group consensus on which support and services were successful in raising student achievement.

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

Continued support through monthly webinars and providing guidance from State School Improvement Coaches would be helpful for year 3 implementation.

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

Quarterly contact from the Office of School Improvement would be helpful once the SIG funds end. This contact would be nice to provide continually update and support from the state.

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	<p>2011-2012 Goal: The school will have a pass rate of 95% for student achievement in reading based on the spring SOL assessments.</p> <ul style="list-style-type: none"> ● ID07 – A leadership team consisting of a principal, teachers who lead the Instructional Teams and other key professional staff meets regularly. ● ID13 – Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. ● IIB02 – Unit pre-test and post-test are administered to all students in the grade level and subjects covered by the units of instruction. ● IIB05 – Teachers re-teach based on post-test results. ● IID02 – The school test each student at least 3 times each year to determine progress toward standards-based objectives. ● IID03 – Teachers receive timely reports of results from standardized and objectives-based tests. ● IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results. <p>Pulaski Elementary sets high expectations for the faculty and students. The indicators from the school improvement plan listed above have provided the faculty excellent guidelines on formative assessment designed to guide instruction. The instructional staff meets weekly to discuss instructional needs for classes and/or grade levels. They also discuss individual student needs. The school improvement coach provides update information of students who are receiving remediation through tiered instruction. All of these strategies has helped Pulaski Elementary consistently score in the high 80's and low 90's on summative assessments. Because of set high expectations, Pulaski Elementary failed to meet their 2011-2012 goal in reading. Pulaski Elementary will continue to have high expectations while using the indicators above to meet those expectations.</p> <p>FAILED- Based on preliminary data, Pulaski Elementary had a pass rate of 89.3% on spring SOL reading assessments in grade 3-5.</p>
2	<p>2011-2012 Goal: The school will have a pass rate of 95% for student achievement in math based on the spring SOL assessments.</p> <ul style="list-style-type: none"> ● ID07 – A leadership team consisting of a principal, teachers who lead the Instructional Teams and other key professional staff meets regularly. ● ID13 – Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. ● IIB02 – Unit pre-test and post-test are administered to all students in the grade level and subjects covered by the units of instruction. ● IIB05 – Teachers re-teach based on post-test results.

	<ul style="list-style-type: none"> • IID02 – The school test each student at least 3 times each year to determine progress toward standards-based objectives. • IID03 – Teachers receive timely reports of results from standardized and objectives-based tests. • IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results <p>Along with the indicators listed above, instructional teams at Pulaski Elementary spent time “evaluating” the new math standards of learning. Time was spent reviewing pre/post assessments of students to determine the appropriate level of differentiation based on learning needs. Teachers modeled on a weekly basis how to approach and solve multi-step and multi-skill mathematical problems. Hands on Equations, professional development was also provided to teachers in third through fifth grades. Through this training, teachers learned how to use manipulatives to teach equations. Pulaski Elementary also invited Debbie Wickham, math specialist for the VDOE to provide information and strategies for the faculty on implementing the new math standards of learning. Math materials were also provided for teachers to aide them in teaching the math standards.</p> <p>FAILED- Based on preliminary data, Pulaski Elementary had a pass rate of 71.6% on spring SOL math assessments in grade 3-5.</p>
3	<p>2011-2012 Goal: 90% of students in grade K-2 will pass PALS assessment.</p> <ul style="list-style-type: none"> • ID07 – A leadership team consisting of a principal, teachers who lead the Instructional Teams and other key professional staff meets regularly. • ID13 – Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. • IIB02 – Unit pre-test and post-test are administered to all students in the grade level and subjects covered by the units of instruction. • IIB05 – Teachers re-teach based on post-test results. • IID02 – The school test each student at least 3 times each year to determine progress toward standards-based objectives. • IID03 – Teachers receive timely reports of results from standardized and objectives-based tests. • IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results <p>Pulaski Elementary is pleased with the progress students are making in Kindergarten through second grade. This is a prime example of how the indicators selected from INDISTAR promote success.</p> <p>SUCCEDED- Based on PALS data, Pulaski Elementary had 91.3% students in grades K-2 pass PALS assessment.</p>
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B. Goals for 2012-2103: Use the current 2011-12 data from Quarterly Reports, Interventions, Datacation, etc. and other data sources collected to respond to the following questions for continued FY2009 1003(g) grant funding.

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

<p>Example: By June 2013 SOL mathematics scores will increase by 15% in grade 7 and by 5% in grade 6, 8 to exceed the state benchmark by 5% by establishing a laser-like focus on the monitoring of math remediation services using the ARDT as a screening tool for all students to identify area of student need, design remediation content, establish a timeline for remediation services, and record strand assessments results. (Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under each indicator to accomplish each goal.)</p>	
1	By June 2013 SOL reading scores will increase by 11% in grade 3, and 5% in grade 4 and 5 for a 90% pass rate in grade 3

	<p>and a 98% pass rate in grades 4 & 5. STAR Reading will be used to universally screen and identify students in need of remediation services and intense intervention programs. Students' progress will be monitored every 9 weeks by the STAR Reading Assessment. Weekly progress monitoring will occur to determine mastery toward individual SOL objectives using post assessments. Quarterly progress will be monitored using 9 Weeks assessments. Progress toward goals will be discussed during weekly Instructional Team meetings.</p> <p>INDISTAR INDICATOR(S)-</p> <ol style="list-style-type: none"> 1. ID07 – A leadership team consisting of a principal, teachers who lead the Instructional Teams and other key professional staff meets regularly. 2. ID13 – Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. 3. IIB02 – Unit pre-test and post-test are administered to all students in the grade level and subjects covered by the units of instruction. 4. IIB05 – Teachers re-teach based on post-test results. 5. IID02 – The school test each student at least 3 times each year to determine progress toward standards-based objectives. 6. IID03 – Teachers receive timely reports of results from standardized and objectives-based tests. 7. IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results.
2	<p>By June 2013 SOL math scores will increase by 20% in grade 3 and 10% in grade 4 and 4% in grade 5 for a 86% pass rate. STAR Math will be used to universally screen and identify students in need of remediation services and intense interventions. Students' progress will be monitored every 9 weeks by the STAR Math Assessment. Weekly progress monitoring will occur to determine mastery toward individual SOL objectives using post assessments. Progress toward goals will be discussed during weekly Instructional Team meetings.</p> <p>INDISTAR INDICATOR(S)-</p> <ol style="list-style-type: none"> 1. ID07 – A leadership team consisting of a principal, teachers who lead the Instructional Teams and other key professional staff meets regularly. 2. ID13 – Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. 3. IIB02 – Unit pre-test and post-test are administered to all students in the grade level and subjects covered by the units of instruction. 4. IIB05 – Teachers re-teach based on post-test results. 5. IID02 – The school test each student at least 3 times each year to determine progress toward standards-based objectives. 6. IID03 – Teachers receive timely reports of results from standardized and objectives-based tests. 7. IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results.
3	<p>By June 2013 PALS scores in grade 1 will increase by 5% and grade 2 will increase by 11% for a pass rate of 100%. PALS assessment will be used to universally screen and identify students in need of remediation services and intense interventions. Students' progress will be monitored every two weeks by using PALS Quick Checks. Progress toward goals will be discussed during weekly Instructional Team meetings.</p> <p>INDISTAR INDICATOR(S)-</p> <ol style="list-style-type: none"> 1. ID07 – A leadership team consisting of a principal, teachers who lead the Instructional Teams and other key professional staff meets regularly. 2. ID13 – Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. 3. IIB02 – Unit pre-test and post-test are administered to all students in the grade level and subjects covered by

	<p>the units of instruction.</p> <ol style="list-style-type: none"> 4. IIB05 – Teachers re-teach based on post-test results. 5. IID02 – The school test each student at least 3 times each year to determine progress toward standards-based objectives. 6. IID03 – Teachers receive timely reports of results from standardized and objectives-based tests. 7. IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results.
4	<p>By June 2013 PALS scores in Kindergarten will increase by 5% for a pass rate of 100%. PALS assessments will be used to universally screen and identify students in need of remediation services and intense interventions. Students' progress will be monitored every two weeks using PALS Quick Checks. Progress toward goals will be discussed during weekly Instructional Team meetings.</p> <p>INDISTAR INDICATOR(S)-</p> <ol style="list-style-type: none"> 1. ID07 – A leadership team consisting of a principal, teachers who lead the Instructional Teams and other key professional staff meets regularly. 2. ID13 – Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. 3. IIB02 – Unit pre-test and post-test are administered to all students in the grade level and subjects covered by the units of instruction. 4. IIB05 – Teachers re-teach based on post-test results. 5. IID02 – The school test each student at least 3 times each year to determine progress toward standards-based objectives. 6. IID03 – Teachers receive timely reports of results from standardized and objectives-based tests. 7. IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results.
5	<p>By June 2013 90% of students in grades 1 and 2 will be on grade level math according to the STAR Math benchmark assessments. Progress toward goals will be discussed during weekly Instructional Team meetings.</p> <p>INDISTAR INDICATOR(S)-</p> <ol style="list-style-type: none"> 1. ID07 – A leadership team consisting of a principal, teachers who lead the Instructional Teams and other key professional staff meets regularly. 2. ID13 – Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. 3. IIB02 – Unit pre-test and post-test are administered to all students in the grade level and subjects covered by the units of instruction. 4. IIB05 – Teachers re-teach based on post-test results. 5. IID02 – The school test each student at least 3 times each year to determine progress toward standards-based objectives. 6. IID03 – Teachers receive timely reports of results from standardized and objectives-based tests. 7. IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results.

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	At the beginning of the 2012-2013 school year, Pulaski Elementary will use STAR Reading to conduct a universal screening in grades 3-5 to determine which students will need additional assistance. With the data from the universal screenings and the results from spring SOL data; a watch list for reading will be established. This watch list will help guide data meetings and progress monitoring of any student who needs achievement gaps closed. Their progress will be discussed weekly during the grade level data meetings. Tier 2 students will receive Title I support in reading using research based interventions five days a week for 20 minutes. Progress will be monitored through weekly post assessments and quarterly through 9 weeks test.
Tier 3	At the beginning of the 2012-2013 school year, Pulaski Elementary will use STAR Reading to conduct a universal screening in grades 3-5 to determine which students will need additional assistance. With the data from the universal screenings and the results from spring SOL data; a watch list for reading will be established. This watch list will help guide data meetings and progress monitoring of any student who needs achievement gaps closed. Their progress will be discussed weekly during the grade level data meetings. Tier 2 students will receive Title I support in reading using research based interventions five days a week for 20 minutes. Those students who are not making any progress with Tier 2 interventions will receive Tier 3 support with an additional 30 minute individual intervention plan developed and implemented an intervention resource teacher. Progress will be monitored through weekly post assessments, bi-weekly with STAR Reading, and quarterly through the Reading 9 Weeks Test.

Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL	
Tier 2	At the beginning of the 2012-2013 school year, Pulaski Elementary will use STAR Math to conduct

	a universal screening in grades 3-5 to determine which students will need additional assistance. With the data from the universal screenings and the results from spring SOL data; a watch list for reading will be established. This watch list will help guide data meetings and progress monitoring of any student who needs achievement gaps closed. Their progress will be discussed weekly during the grade level data meetings. Tier 2 students will receive intervention support in math using research based interventions and manipulatives five days a week for 20 minutes. Progress will be monitored through weekly post assessments and quarterly through 9 weeks Math test.
Tier 3	At the beginning of the 2012-2013 school year, Pulaski Elementary will use STAR Math to conduct a universal screening in grades 3-5 to determine which students will need additional assistance. With the data from the universal screenings and the results from spring SOL data; a watch list for reading will be established. This watch list will help guide data meetings and progress monitoring of any student who needs achievement gaps closed. Their progress will be discussed weekly during the grade level data meetings. Tier 2 students will receive intervention support in math using research based interventions and manipulatives five days a week for 20 minutes. Those students who are not making any progress with Tier 2 interventions will receive Tier 3 support with an additional 30 minute individual intervention plan developed and implemented by an intervention resource teacher. Progress will be monitored through weekly post assessments, bi-weekly with STAR Math, and quarterly through the Math 9 Weeks Test.
Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable	
Tier 2	Students identified by PALS as needing intervention support will receive small group reading interventions 20 minutes five days a week by a Title I specialist. Progress will be monitored using PALS Quick Checks every two weeks.
Tier 3	Students identified by PALS as needing intervention support will receive small group reading interventions 20 minutes five days a week by a Title I specialist and an individualized intervention plan implemented 5 days a week for 30 minutes by a Title I reading specialist. Progress will be monitored weekly using PALS Quick Checks.
Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above	
Tier 2	Teachers in grade 3-5 will use the Student Performance by Question reports to analyze and disaggregate objectives students did not show proficient on. These students will receive remediation 3 days a week for 30 minutes on the objectives the student didn't master from the SPBQ. Remediation plans will be individualized and implemented by a high qualified remediation Title I or content teacher. Progress will be monitored bi-weekly using questions from Test for Higher Standards Reading test bank.
Tier 3	Teachers in grade 3-5 will use the Student Performance by Question reports to analyze and disaggregate objectives students did not show proficient on. These students will receive remediation 5 days a week for 30 minutes on the objectives the student didn't master from the SPBQ. Remediation plans will be individualized and implemented by a high qualified remediation Title I or content teacher. Progress will be monitored weekly using questions from Test for Higher Standards Reading test bank.
Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above	
Tier 2	Teachers in grade 3-5 will use the Student Performance by Question reports to analyze and disaggregate objectives students did not show proficient on. These students will receive remediation 3 days a week for 30 minutes on the objectives the student didn't master from the SPBQ. Remediation plans will be individualized and implemented by a high qualified remediation Title I or content teacher. Progressed will be monitored bi-weekly using questions from Test for Higher Standards Math test bank.
Tier 3	Teachers in grade 3-5 will use the Student Performance by Question reports to analyze and disaggregate objectives students did not show proficient on. These students will receive remediation 5 days a week for 30 minutes on the objectives the student didn't master from the SPBQ. Remediation plans will be individualized and implemented by a high qualified remediation Title I or content teacher. Progress will be monitored weekly using questions from Test for Higher Standards Math test bank.

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 Pulaski Elementary School			
Year 3: 2012-2013			
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses \$0	Division Expenses \$0	Other: \$256,558
	School Expenses \$85,000	School Expenses \$0	
2000 – Personnel	Division Expenses \$0	Division Expenses \$0	Other: \$64,659
	School Expenses \$15,000	School Expenses \$0	
3000 – Purchased Services	Division Expenses \$0	Division Expenses \$0	Other: \$11,616
	School Expenses \$29,000	School Expenses \$0	
4000 - Internal Services	Division Expenses \$0	Division Expenses \$0	Other: \$0
	School Expenses \$0	School Expenses \$0	

5000 - Other Charges	Division Expenses	\$0	Division Expenses	\$0	Other:	\$0
	School Expenses	\$5,000	School Expenses	\$0		
6000 - Materials and Supplies	Division Expenses	\$0	Division Expenses	\$0	Other:	\$25,125.60
	School Expenses	\$45,166	School Expenses	\$0		
8000 - Equipment/ Capital Outlay	Division Expenses	\$0	Division Expenses	\$0	Other:	\$0
	School Expenses	\$0	School Expenses	\$0		
Total	Division Expenses	\$0	Division Expenses	\$0	Other:	\$357,958.60
	School Expenses	\$179,166	School Expenses	\$0		
					Total Division Expenses	\$0
					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: Pulaski Elementary
1000 – Personnel (Use as much space as necessary.) School Improvement Coach (\$50,000, SIG); Two K-2 nd Intervention Specialist (3hrs/3days/wk@\$180 over 30 weeks) (\$10,800, SIG) Two 3 rd -5 th Intervention Specialist (3 hrs/3days/wk@180 over 30 weeks) (\$10,800, SIG) Teacher Stipends (10 K-3 teachers @ \$1000/teacher over 5 days) for summer math & reading curriculum and assessment development (\$10,000, SIG) SMART Response Teacher Trainer Stipend (1 teacher @ \$3,400/1day/wk over 27weeks) (\$3,400, SIG) 4-Title I Resource K-5 Teachers(\$196,179, Title I) Class Size Reduction Teacher (\$36,000, Title II), ELL Resource Teacher (\$4,856, Title III)
2000 -Employee Benefits (Use as much space as necessary.) Benefits for School Improvement Coach & 4 Intervention Specialist (\$15,000, SIG) Benefits for 4 Title I Resource K-5 Teachers (\$52,659, Title I) Benefits for Class Size Reduction Teacher (\$10,000, Title II) Benefits for ELL Resource Teacher (\$2,000, Title III)
3000 - Purchased Services (Use as much space as necessary.) Improv Affect Intervention Program & Professional Development (2hrs/3days/wk@ \$571 over 35 weeks) (\$20,000, SIG) VDOE State Contractor (\$9,000, SIG) Professional Development (\$8,126, Title I) (\$3,492, Title II)
4000 - Internal Services (Use as much space as necessary.) \$0
5000 - Other Charges (Use as much space as necessary.) Travel Reimbursement for School Improvement or Professional Development Expenses (\$5,000, SIG)
6000 - Materials and Supplies (Use as much space as necessary.) Intervention Specialist Materials (\$125/4 teachers) (\$500, SIG) SOL Award Medals (\$5,500, SIG), Perfect Attendance Incentive Prizes (\$5,000, SIG) Reading on

<p>Grade Level Materials (\$5,000, SIG) SMART Response Batteries (\$500, SIG) Improv Affect Intervention Program Materials (\$1,000 SIG) SMART Table Trainer Materials (\$500, SIG) Math Materials (\$5,000, SIG) PreK-5 Remediation Materials (\$1,000 @ 7/grade levels) (\$7,000, SIG) School Improvement Coaching Materials (\$1,000, SIG) One Book One School Program (\$10,000, SIG) Back to School & SOL Information Materials (\$3,166, SIG)</p> <p>Test for Higher Standards (\$4,685.60, local) Triand (\$2,000, local) Learning A-Z (\$1,420, local), SOL Teacher (\$760, local) Edutype (\$1,360, local) Renaissance Package (\$7,800, local), Datacation (\$500)</p>
<p>8000 – Equipment/Capital Outlay (Use as much space as necessary.)</p> <p>\$0</p>

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	\$85,000	\$0	\$256,558
2000 - Employee Benefits	\$15,000	\$0	\$64,659
3000 - Purchased Services	\$29,000	\$0	\$11,616
4000 - Internal Services	\$0	\$0	\$0
5000 - Other Charges	\$5,000	\$0	\$0
6000 - Materials and Supplies	\$45,166	\$0	\$25,625.60
8000 - Equipment/ Capital Outlay	\$0	\$0	\$0
Total	\$179,166	\$0	\$358,458.60
			TOTAL SIG and ARRA Funds \$179,166

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 Becker
Date:	July 9, 2012
Principal’s Signature Read # 9 above	Linda Edwards
Date:	July 9, 2012

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

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

PART VIII: OPT OUT CLAUSE

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

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

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

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