

**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:	127- Suffolk Public Schools					
Division Contact:	Bettie J. Swain					
Telephone of Division Contact (include extension if applicable):	757-925-6759		Fax:	757-925-6751		
Email of Division Contact:	bettieswain@spsk12.net					
Name of School	Elephant's Fork Elementary	2012-2013 Grade Span	Pre-K-5	Projected School Membership	584	
	Current Percent Identified as Disadvantaged	60.62%	Current Percent Students with Disabilities	10%	Current Percent Limited English Proficient	0%
Name of Principal	Andre Skinner {New principal for 2012-13 }					
Telephone of Principal	757-923-5250					
Email of Principal	andreskinner@spsk12.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?

Located in the central section of Suffolk, Virginia, Elephant's Fork Elementary has experienced a change in demographics and staffing during the past four years. These changes occurred because of the opening of a new school, rezoning, and the closing of a neighboring school-Mt. Zion. In June of 2011, Mount Zion Elementary closed and students and staff were re-assigned to Elephant's Fork Elementary.

Student population at Elephant's Fork changed also during the last three years. In 2009-2010, the student population was 381; and in 2010-2011, enrollment was affected by rezoning. With the change in school boundaries, student enrollment dropped to 335. For the 2011-2012 school year, enrollment was 584. In addition to serving students in Pre-K-5 grades, Elephant's Fork houses one of the many *Southeastern Educational Cooperative Educational Programs (SECEP)* classes, self-contained classes for students with autism, and the Parent Resource Center for general and special

education parents. Under *NCLB* school improvement, the school served 78 students through the Supplemental Educational Services (SES) program.

Evidence is emerging that the school is working towards fostering a professional learning community with its growing population. Since the implementation of the School Improvement Grant (SIG), the school climate continues to be supportive and flexible to ensure that the needs of students and teachers are met. Substantiated by staff interviews, the principal modeled professionalism, communicated clear expectations to students, staff, and parents and was actively involved in the school's daily operations.

When parents and community members enter into the school, they are welcomed at the sign-in desk by a paraprofessional or designee. Immediately, visitors feel a personal connection to the school from the positive customer service and genuine warmth displayed by the staff to meet their needs. In addition, the school plant offers an inviting environment with murals, awards' showcases, anti-bullying messages, and PTA display board.

Annually, parents and staff surveys were collected and analyzed to determine the effectiveness of instruction, administration, school climate, parental involvement, communication, food and transportation. As evidenced by the implementation of the *Effective Schoolwide Discipline Program (ESD)*, walkthrough data and teacher observations, classroom management procedures were established and students displayed knowledge of behavioral and academic expectations.

The staff has been committed to involving all community stakeholders in the educational process, including parents and business partners. The school has twelve business partners ranging from churches to food vendors. These community groups support the mentoring and tutoring initiatives.

While in school improvement, every attempt has been made to ensure that the students and teachers felt supported by the administration and instructional support teachers as evidenced by the following:

- staff and parent survey data,
- Principal's Advisory's and Leadership Team's minutes on *Indistar*,
- District-based Academic Review and Mid-Year Reports and
- District School Improvement Monitoring Rubric.

At the school, volunteer opportunities abound for parent, staff, and community. Several staff members volunteered to head certain school initiatives this year, including the *Accelerated Reading Program (AR)* and Community Neighborhood Walk Project. In fact, staff were willing to work beyond school hours to support initiatives (Team building and Instructional Planning Lock-in, Rotations, and etc.).

Where you want it to be/ Further changes:

Making a smooth transition was a priority for the 2011-12 administration as two schools' staff were merged together, which not only involved the students, but the parents and the community as well. Success was achieved, as reported by both the principal and assistant principal. As staff and students became acquainted with one another at Elephant's Fork Elementary School, their bonding

greatly helped to improve the climate of the school and provide for a true sense of community.

For the 2011-12 school year, teachers had to include evidence of parental contact on their monthly Parent Contact Logs. They were expected to make at least 5 attempts to reach the parent, including positive calls a week, notes sent home and/or mailing of postcards.

One area of improvement for the new school year involves surveying Elephant's Fork parents to assess their understanding of the school improvement process. The district conducted a parent survey during the second semester of the 2011-12 school year. This data will be secured from the district office for analysis by the new school administration.

A parent survey was last conducted at Elephant's Fork during the 2009-2010 school year. Findings revealed that parents were most satisfied with the school's recognition of student achievement, communication relating to student progress, and the effective instruction in English. Survey results indicated a limited use of Parent Connection by the school's parents on a regular basis. The parent survey also indicated a desire for increased professionalism of school cafeteria staff.

The district conducted a parent survey during the second semester of the 2011-12 school year. This data will be secured from the district office for analysis by the new school administration.

## 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?

To promote collegiality, all staff were assigned to committees and given leadership roles for the 2011-12 academic year. Since both schools had leadership teams, the administration reviewed both school's academic data to blend results into one school profile. More specifically, selected staff that was new to the school from Mt. Zion was added to the Leadership and Data Teams.

The school leadership team was comprised of school administrators, a teacher representative from each grade level, Title I teachers, special education teacher, resource teachers, paraprofessionals, key stakeholders from the community, and a district instructional support personnel.

From an analysis of all data sources, which included feedback from parent climate surveys, staff interviews, academic reviews, 30-day principal monitoring rubric, and analysis of achievement, trend and gap data, the Team recommended further professional development in Guided Reading instruction [selecting appropriate leveled text], *Response to Intervention (RTI)*, and using assessment data to guide instruction. Team members were encouraged to participate in the decision making process by:

- Setting goals
- Establishing measurable objectives, tasks, and timelines and
- Assessing progress.

The work of the Leadership Team is incorporated into the school improvement planning process and posted on *Indistar [ID10]*.

Leadership Team / Improvement Team encouraged to contribute:

Leadership Team looked at performance data and aggregated classroom observations data and used that data to make decisions about school improvement and professional development needs [*Indistar indicator-*

**ID10]**. During the monthly meetings, the Team discussed data, monitoring efforts, modeling and coaching in designated classrooms and professional development needs.

#### Opinions considered and incorporated:

In conjunction to the Leadership Team at Elephant's Fork, each member was asked to electronically submit agenda items, concerns, and/or solutions to issues from their grade level(s)/ subject area prior to the scheduled meeting. The academic coach and Instructional Support Teachers served on the Leadership Team and also met with the Grade-Level Team bi-weekly. Their opinions, based on student data and/or classroom walkthrough data, was considered by the Leadership Team, as evidenced by the school's minutes, which are posted on *Indistar*. Other personnel, such as Title I, Special Education, and Resource teachers' opinions were valued due to their content knowledge. They, too, provided supporting student data at the team meetings.

#### Responsibilities divided amongst team members:

The principal delegated responsibilities to members of the leadership team. Using *Indistar* to monitor school improvement efforts, team leaders were assigned tasks for each Indicator or goal. The Academic Coach, funded by 1003(g) funds, also served on the school's administrative team. The Coach's role was two-fold:

- to promote collegial relationship between the administration and staff as evidenced during the school's Leadership Team and faculty meetings and
- model instructional strategies for staff that needed additional support.

The Academic Coach conducted walkthroughs for trend data and the administration considered this employee as a vital member of the Leadership and Principal's Advisory Teams.

Funded through 1003(g), six classroom teachers, referred to as Instructional Support Teachers, received a "Staffing Initiative Pay" to teach at the school. These Highly Qualified teachers demonstrated success in their previous schools and were employed to serve as graded level chairs. These teachers were expected to model how to report and analyze student performance data in meetings for instructional decisions. They have been leaders among their peer with the implementation of Guided Reading. During the school year, Instructional Support Teachers were video-taped for use during a professional development session. As part of the leadership team, their role demanded accountability. The Academic Coach and Instructional Support Teachers were responsible for assisting their peers in creating flexible groups and monitoring of formative assessments to increase student achievement.

Title I, special education, and resource teachers served as support staff to supplement the regular reading and math instruction. Each of these personnel reported on their student data, which was based upon district accountability measures. They, too, attended grade level meetings to address their identified students' strengths and weaknesses.

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

As indicated by ***Indistar* Indicator IE08**, the principal was expected to spend at least 50% of his/her time working directly with teachers to improve instruction, including classroom observation. New strategies were monitored by the school administration through lesson plans, classroom observation, team meetings,

and individual conferences with teachers. This year, the school administration implemented literacy instruction with *Wilson Foundation* Training for K-3 teachers. Monitoring of the *Foundation* strategies in the reading program occurred through classroom observations and lesson plans.

One successful instructional strategy involved the establishment of rotational stations that were instructionally focused. In this plan, students rotated and moved to selected teachers' stations for data-driven instruction. The administration also established "look fors" when conducting classroom observations. Post-conference sessions were held with teachers after coaching sessions with the academic coach and/or principal following classroom observations (**Indicators IE08 and ID10**).

Teachers at the school used their professional development training and background knowledge of effective teaching practices to discern the instructional strategy that would work best for the identified learner(s). Moreover, teachers were required to use on-going formative assessments to support their instruction. Data notebooks were maintained and updated throughout the year by teachers for discussion on student performance at grade-level meetings.

What happens if they don't seem to be working?

If applicable, the administration made adjustments to instructional strategies/initiatives that were not working, which was based on input from the stakeholders involved. For example, the master schedule was changed to provide common instructional teaching times for reading in grades three through five. The revised schedule maximized the opportunity for ongoing intervention (remediation and acceleration) within classrooms for grade-levels. This process provided additional opportunities for flexible grouping and encouraged collaboration (teacher-student/teacher-teacher), which led to increased collegiality and student achievement.

At the beginning of the 2011-12 school year, teachers at each grade-level shared common lesson plans for reading instruction. This procedure was eliminated by the administration, as reflected in the District Literacy Team's recommendations. As directed, Guided Reading lesson plans were to be written prior to the week's lessons and were to include the title of book, level of book, group that lessons were being written for, and anecdotal notes. Use of the *PALS* lesson plan website assisted in planning instruction. To unify lesson plans, teachers discussed, at grade-level meetings, strategies that were working successfully in their classes, as evidenced by best practices and data.

*Study Island* was recommended as an intervention tool for struggling learners. The administration was aware that further training on this software tool was needed by staff. The Suffolk Public Schools Purchasing Department is still engaged in contract negotiations with the company for this software program.

### C. Instruction

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

Differentiated Instruction has been a district initiative during the last three years. Classroom teachers, as evidenced by tiered reading instruction, addressed individual learning needs during the implementation of the components in the Balanced Literacy Program. As lesson plans were monitored, the *RTI* model was used to identify and support student interventions. Literacy Centers were instituted for all grades to

facilitate differentiated instruction in reading. Furthermore, the master schedule reflected daily set-aside time for small group or individual assistance with three part-time remediation tutors that were supported from 1003(g) grant funds. Identified by assessment data (*PALS* and *STAR Reading*) and teacher recommendation, these tutors worked weekly with students in reading instruction.

Students identified as needing additional support:

Using the *RTI* model to track student performance, teachers differentiated instruction for tiered groups. **(Indicator IID11-Instructional teams will review the results of unit pre-/post- tests to make decisions about the curriculum and instructional plans and to red flag students in need of interventions.)**. Both the administrative team and teachers analyzed data from summative and formative evaluation of students' progress. As evidenced by State and local data (*SOLs*, quarterly benchmark data in core content areas and *PALS*), grade-level teams met with the administration and academic coach to discuss specific instructional changes that needed to be made for benchmark (enhanced), strategic (targeted) and intensive (pre-requisite) groups **(Indicator IID06-Yearly learning goals will be set for the school by the Leadership Team utilizing student learning data.)**. Assessment data was used to identify instructional groups and skills that students needed for remediation in reading and/or mathematics. Throughout the school year, students' tiered assignments were fluid, as evidenced by their assessment data.

In reading, students were identified for additional support by *PALS*, *STAR Reading*, Running Records, and *PALS Quick Checks* data. Students were identified for math support from local benchmark and/or *STAR Math* test data and common classroom formative assessments. For reading and math instruction, each grade-level established a baseline criteria for their *RTI* groups.

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. )

Interviews from the district-based Academic Review revealed that grade-levels met on Tuesdays and Thursdays at the school to plan and address instructional needs and concerns. Prior to these meetings, resource teachers reviewed the pacing guides to provide support to the K-5 curriculum. To supplement students' instruction, special education teachers met with general education teachers weekly.

Preliminary 2012 results suggest that the school may significantly reduce the failure rate in reading among the subgroups. Unadjusted *SOL* test scores in reading indicate that instruction is aligned with the curriculum, as evidenced by student performance: 83% (4<sup>th</sup> grade); 93% (5<sup>th</sup> grade) and 70.9% (3<sup>rd</sup> grade). Math scores show that additional instructional focus is needed in grades 4 (70%) and 3 (57.5%). Fifth grade preliminary test results show that students scored at 84% proficiency. Moreover, preliminary data for other core subjects show that instruction is aligned with the curriculum and across grade-levels, as evidenced by the following unadjusted *SOL* scores:

Science - 92% - 5<sup>th</sup> grade  
History - 70% - 4<sup>th</sup> grade  
82% - 5<sup>th</sup> grade

### Process for Alignment of Curriculum with *SOL*:

Since awarded the SIG grant, the school administration has assigned summer committees the task of unpacking the *SOLs* by grade-levels and vertically cross-checking the curriculum framework and blueprints to ensure alignment with the standards to be taught. As assessments were created for each grade level, Instructional Support Teachers and Academic Coach evaluated each item for alignment to the *SOLs* and higher order thinking skills.

Based on coaching sessions with the consultant from Association for Supervision for Curriculum Development (ASCD) in February 2012, the principal enacted measures to monitor the feedback given from the Instructional Resource Teachers to the grade-level teams regarding the alignment of activities. In addition, the District Elementary Lead Math Teacher monitored grade four math assessments for alignment to the Standards and correlation to the essential knowledge.

Lesson plan review and check system ensure teaching to the written and tested curriculum:

As part of the school improvement process, lesson plans were monitored weekly by the school administration. Teachers were held accountable for the bulleted items listed in the essential knowledge on the Standards of Learning. Based upon district intervention, the administration and the academic coach were required to provide comments on lesson plans and classroom observations in regards to the following:

- Amount of information taught
- Inclusion of the essential knowledge
- Instructional research-based strategies that were appropriate for each content

### 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?

Procedures were put in place to provide a smooth transition for the students, parents, and staff from other communities. This was accomplished through orientation, open house, Principal Chats, and Meet and Greet events. Following the opening of school, several efforts were made to improve school and community relationships. A Title I Parental Involvement Plan was developed and workshops were scheduled for the 2011-2012 school year. Title I teachers promoted parenting events all year to build parent capacity and increase their knowledge of the curriculum, student learning styles, technology literacy, wellness, and educational strategies to use at home. Furthermore, business partners were involved in tutoring and school library projects.

In addition, administrators, teachers and paraprofessionals visited the homes of selected students, at least twice during the 2011-12 school year. Parent and student resources were shared during these home visits. Title I teachers also provided supplemental parent and student resources, which were disseminated during these community visits. Teachers also left a bag of chips labeled *"Thanks for chipping in to help your child at school."*

Parents supporting the improvement effort:

Parents continued to be involved in the school improvement efforts by their attendance at events held by the school. They responded to email communication from teachers regarding their child's needs and/or monthly post card notifications regarding school events/parenting workshops. Throughout the school year,

events were held to demonstrate how students are involved in reading and math instruction. At the PTA meetings, parents received information on the rigor of the new mathematics standards and testing features, including technology enhanced items (TEI).

Additionally, parent workshops and training programs were sponsored through Title I at the school and district levels during the 2011-12 school year. These programs, open to all parents, were often hosted at the Parent Resource Center, which is located on the school's campus.

Ways parents are involved in the school and their children's education:

Principal Chats were regularly held with parents to give them an opportunity to share their input and/or concerns. These chats were held at varied times-mornings, afternoons, and evenings. Parents readily provided transportation for their children to attend before and after-school tutoring, including SES.

Other ways parents could be more involved:

The school could implement a program for dads, such as the *Watch D.O.G.S.*

It is also recommended that the library observe extended hours to accommodate parents' work schedules.

Provide parents with modeled demonstrations on how to support their child's education with take home DVDs that focus on a variety of topics.

To support school instruction and the flexible grouping assignments for tiered students, customize a Parent Resource Kit specifically for the parents of Tier 2 and 3 students.

#### 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?

Staff assignments are made by Human Resources as vacancies occur at a building. Once an employee is assigned to the school, the principal makes the specific grade and class assignment. This decision is based on feedback from teachers' self-reflections, staff evaluations and assessment and walkthrough data.

Process getting the most skilled teachers in front of the right group of students:

For the 2012-13 school year, the principal will participate in the selection process to fulfill staffing needs at the school.

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

The VDOE Liaison served as a support resource to the division and was a liaison between the district and State Office of School Improvement. The Liaison met monthly with the District School Improvement Team and monitored school/district improvement efforts through *Indistar*, feedback from Suffolk Administrative Offices (SAO) contacts on school improvement meetings, VDOE Quarterly Analysis Reports, Suffolk Administrative Offices interviews, and Academic Reviews. The Liaison conducted a Needs Sensing Interview Reports and completed monthly reports for VDOE. As State funds were reduced, the VDOE Liaison did not visit all of the schools identified for improvement, including Elephant's Fork.

Improved relationship between the division and state-assigned division liaison: As part of the monitoring effort, it is recommended that the VDOE Liaison travel monthly to schools identified for improvement. The Liaison should meet with the school's Leadership Team at least once during the year, communicate with the principal via coaching comments on *Indistar*, and join the District Team during school visitation for Academic Reviews and/or Walkthroughs. Given low math *SOL* test scores at the school, VDOE instructional support for the teaching of math in grades 3-5 is highly recommended.

## 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?

In collaboration with the principal and school leadership team, Suffolk Public Schools established Non-negotiable Action Steps for Elephant's Fork. These efforts were monitored monthly by the District School Improvement Team. Using a School Improvement Rubric with measurable values, the district team examined the school's improvement strategies (**Indicator IB02**), performance data, aggregated classroom observation data and professional development plans (Indicator **ID10**). School Improvement Monitoring Rubrics with a point values system was aligned to the school's improvement plan and *Indistar* indicators. A central office person was assigned to the school to maintain close communication with the staff and serve as a support resource for the school administration (**Indicator IC02**). Additionally district-based Academic and Mid-year Review findings were analyzed for additional district intervention by the Deputy Superintendent and Coordinator of Elementary Education.

In January 2012, the District Literacy Team was directed to conduct a week-long observation of classrooms and data elements at Elephant's Fork. While highlighting the successful initiatives and instructional practices at the school, the Team recommended action steps for the principal to implement in support of the Balanced Literacy Program. Among such recommendations were the following:

- Redefine and restructure the role of the academic coach, building lead teachers, special education teachers and Title I teachers.
- Utilize the reading resources within the building to support reading instruction.
- Adhere to the Suffolk Public Schools Guide to Reading and Writing Instruction (to include the Phonological/Phonemic /Awareness, Phonics and Spelling Program Tier 2 and 3 Addendum and the reading Instruction Walkthrough Form)
- Consistently communicate common language and expectations for reading instruction as defined in the Suffolk Public Schools Guide to Reading and Writing Instruction (to include *Foundations*)
- Provide an opportunity for teachers to share strategies and best practices for utilizing human resources with the reading block
- Implement a lesson plan that clearly denotes and explicitly explains the instruction that will occur during the read aloud, shared reading, and guided reading. Include *Foundation's* lesson plans for K-1 grades for Tier 2 and 3 students
- Organize the leveled book room to improve accessibility for staff use. Level all books according to the Fountas and Pinnell leveling system.
- Continue professional development for Balance Literacy and *Foundations*. Provide individual and grade-level support as needed (include paraprofessionals)

- Monitor instructional practices and give quality written feedback to individual teachers as outlined in the School Improvement Rubric.

Based on the Academic Review findings, the School Improvement Monitoring Rubric will continue to be used to monitor school improvement efforts. The principal was required to complete a self-assessment Thirty Day Monitoring Rubric and submit the document to the Coordinator of Elementary Education for constructive feedback. As evidenced from the district-based Academic and Mid-year Reviews, the administration and staff were directed to monitor, evaluate and provide written feedback using system-wide procedures when collecting and reviewing special education student portfolios.

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

No division policies were changed this year in regards to filling teacher vacancies, exemptions from division PD sessions, or school year/day adjustments.

Division Policy (priority in filling teacher vacancies, exemptions from division PD sessions, school year/day adjustments): Suffolk Public Schools fills vacancies that occur through March and early April of each year. District School Board policy regarding staff vacancies and the procedures for filling them are listed below.

### **Article 18 Posting of Professional Staff Vacancies**

#### **Section 7-18.1.**

##### **Posting of Employment vacancies required; limited exception.**

A. Notices of available employment within Suffolk Public School shall be posted in every school and in the administrative office. Where applicable, notice will be mailed to placement services of colleges and universities, professional publications, and other school divisions.

B. However, the school superintendent is granted the authority to dispense with the notice requirement set forth above in the following situations; (i) with the opening of a new school, the school superintendent may transfer existing school personnel to the new school and the requirement for posting employment vacancies under this section shall not apply to any such transfer; or (ii) when an administrative vacancy occurs in the administrative offices of Suffolk Public Schools and the school superintendent is of the opinion that it would be in the best interests of Suffolk Public Schools to fill that vacancy by selecting an internal candidate who has (a) expressed in writing an interest in the position; (b) the required educational background, relevant work experience, and skills to perform the job; and (c) been certified as an eligible candidate for the position by the Human Resources Department. **(Adopted: August 10, 1995; Revised: July 14, 2006; Ordinance Number 05/065; Effective: July 1, 2007)**

Note: The 2006 amendment to Section 7-18.1, added subsection

### **Article 19 Professional Staff Hiring & Employment Relationships**

#### **Section 7-19.1.**

##### **Procedures for filling vacancies; written applications and personal interview required.**

A. Procedures shall be developed for filling vacancies or new positions to insure that all openings have been properly advertised to give all interested parties the opportunity to be considered and to expedite the selection process.

B. Applications for employment with Suffolk Public Schools shall be in writing and on forms provided by the Personnel Department. A personal interview is required as a prerequisite to employment.

C. It shall be the responsibility of the applicant to furnish accurate information and any falsification of either information or credentials shall be cause for dismissal from employment or refusal to employ. (**Adopted August 10, 1995**)

The school division requires professional development and has set-aside days in the Suffolk Public School Calendar 2012-13 for this purpose. Central office observes designated days during the pre-service week for staff training. Building principals, too, coordinate and implement school-based professional development during the pre-service week, mid-year, and after school.

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).

No policy barriers exist to truly getting the school what it needs to succeed.

Process to remove those barriers:

Personnel matters are discussed with the Superintendent and Director of Human Resources.

Division Policy:

For elementary schools, concerns with school leadership and/or instructional program are addressed through the Elementary Coordinator of Education, Deputy Superintendent, or Superintendent.

### **Section 7-2.1.**

#### **Personnel policies and goals; review requirement.**

A. The policies contained herein shall be administered by the superintendent, through the Human Resources Department for Suffolk Public Schools, which shall be responsible for the appropriate recruitment, staffing, and employee relations of personnel of Suffolk Public Schools, subject to the exclusive final authority of the School Board, and shall maintain a personnel file system for all employees of Suffolk Public Schools.

B. The personnel policies shall be reviewed annually. Suggestions will be sought from staff members in the revision of personnel policies. Revisions and additions shall be subject to approval by the School Board on the recommendation of the superintendent.

**(Adopted August 10, 1995; Revised October 14, 2004; Ordinance Number 04/055; Effective Date: July 1, 2005; Revised February 14, 2008; Ordinance Number 07/085; Effective Date: February 14, 2008)**

**Note:** The 2008 revision inserted in subsection A, line 5 the words "subject to the exclusive final authority of the School Board," The 2005 revision inserted in subsection A, line 2 the words "Human Resources", and deleted the word "Personnel". Legal Authority Virginia Code §22.1295 (1950), as amended.

Instructional Policy changes are recommended to the school board for a first and second reading, prior to approval.

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.

In collaboration with the principal and school leadership team, Suffolk Public Schools established Non-negotiable Action Steps for Elephant's Fork. These efforts were monitored monthly by the District School Improvement Team. Using a School Improvement Rubric with measurable values, the district team examined the school's improvement strategies (*Indicator IB02*), performance data, aggregated classroom observation data and professional development plans (*Indicator ID10*). School Improvement Monitoring Rubrics with a point values system was aligned to the school's improvement plan and *Indistar* indicators. A central office person was assigned to the school to maintain close communication with the staff and serve as a support resource for the school administration (*Indicator IC02*). Additionally district-based Academic and Mid-year Review findings were analyzed for additional district intervention by the Deputy Superintendent and Coordinator of Elementary Education.

Procedure included in the division and school improvement plan:  
This process is posted on *Indistar* for the district and the school.

### G. Phase Out

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

The division will seek other funding sources to retain the academic coach's position after SIG funds end.

Although the division awards local funding to schools for remediation efforts, it is doubtful that the in-school tutors will be retained due to anticipated budget cuts for the 2013-12 school year.

Additionally, the staffing incentive pay will not continue for the Instructional Resource Teachers who also serve as grade-level chairs.

Support for after-school tutors and/or an extended two-week summer school program at the school will be continued upon available funds from local and/or Title I.

Parenting programs will still be supported through Title I, PTA and volunteer efforts.

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 district and school will prepare for the phase-out of funds in January 2013 through the development of a tentative school budget. Staff have been involved in the planning process to become Title I Schoolwide for 2012-13 school year. As part of the contractual procedures, personnel employed through 1003(g) grant at Elephant's Fork will be notified in December 2012/January 2013 that the staffing incentive compensation will not continue for the 2013-14 school year. Part-time tutors and remediation specialists will be notified that compensation will be awarded to them only for services during the 2012-13 school year.

Who involved and their role:

**School Principal**

- Select after-school tutors and remediation specialists and develop a time frame for tutoring based on available funds.
- Plan for Parent University and out-going written correspondence
- Plan annual 2013-14 school budget and submit proposal to Coordinator of Elementary Education

**Director of Human Resources**

- Issue contracts with funding source for salaries/ stipends (incentive pay) to school personnel
- Issue letters to personnel regarding ending of funding source

**Coordinator of Compensatory Programs**

- Develop Title I and Title II-A budgets and phase-out of 1003(g) funds.
- Assist principal and deputy superintendent with securing other funding sources for part-time staff that will not be funded by 1003(g) funds.

**Director of Finance**

- Coordination of all budget sources for school
- Provide monthly expense reports for principal and district personnel as grant is phased-out

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

State support during year 3 of the SIG grant would be most helpful through the following:

- Collaborative webinars from principals throughout the State who maintained successful achievement would help schools in improvement [**Reality**].
- Provide debriefing/feedback sessions to school personnel from VDOE Liaison for initiatives that work, in progress, and need additional support [**Recognition**].
- Provide toolkit of hands-on programs/practices that work and possible funding sources [**Resilience**].

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

State support would be most helpful after SIG funding ends through:

- Allow non-focused and priority schools to continue school improvement planning and monitoring through *Indistar*
- Expand VDOE content-area training on the new standards in reading, math, and social studies for capacity building in schools/district

**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><b>Team Building and Professional Development</b></p> <p>To determine professional development needs, the administration conducted team building activities and administered a school-based pre-/post- assessment to staff. More specifically, the administration and Leadership Team facilitated training for new staff from Mt. Zion on Teacher Leader Training and Formative Assessment. New staff was provided professional development on teaching students of</p>
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	<p>poverty and school-based data disaggregation.</p> <p>The administration facilitated classroom-based demonstrations and coaching for teachers who needed additional support. Additionally, District Elementary Lead Reading and Math teachers worked with identified staff to promote SOL proficiency.</p>
2	<p><b>Instructional Practices</b></p> <p>Using a <i>Response to Intervention [RTI]</i> model, the staff at Elephant’s Fork utilized their Data Notebooks to group and track [<b>Indicator IID11</b>] <b>Tier 2 and 3</b> student performance during the 2011-12 academic year. Through <i>DataCation</i>, the administration was able to track student performance on <i>STAR Reading</i>, <i>PALS</i>, and quarterly benchmarks tests.</p> <p>The master schedule was changed to provide common instructional teaching times for reading in grades three through five. The revised schedule maximized the opportunity for ongoing intervention (remediation and acceleration) within classrooms for grade-levels. This process provided additional opportunities for flexible grouping and encouraged collaboration (teacher-student/teacher-teacher) that led to increased collegiality and student achievement.</p>
3	<p><b>Restructure Role of Human Resources [IID06]</b></p> <p>Based upon feedback from the District Literacy Committee, the principal redefined and restructured the role of the Academic Coach and the Instructional Resource, Special Education and Title I teachers. Both the Title I and school librarian were recognized and utilized to support reading instruction. These personnel supplemented school instruction to assist students in meeting their learning goals.</p>
4	<p><b>Principal’s Role</b></p> <p>As indicated by <i>Indistar Indicator IE08</i>, the principal is expected to spend at least 50% of his/her time working directly with teachers to improve instruction and conduct classroom observations. New strategies were monitored by the school administration through lesson plans, classroom observations, team meetings, and individual conferences with teachers. The administration also established “look fors” when conducting classroom observations. Pre-/Post-conference sessions were held with teachers regarding coaching sessions following classroom observations [<b>Indicators IE08 and ID10</b>]. To meet the expectation of the principals spending 50% of their time in the classrooms, observations were planned, scheduled and tracked on their desk (electronic) calendars.</p>
5	<p><b>Parent Involvement [IIB01]</b></p> <p>School staff and administration are most proud of the “Community Walks” in which teachers and paraprofessionals visited the homes of selected students, at least twice during the 2011-12 school year. Parent and student resources were shared during these home visits. Title I teachers also provided supplemental parent and student resources, which were disseminated during these community visits. Teachers also left a bag of chips labeled “<i>Thanks for chipping in to help your child at school.</i>”</p>

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, <i>SOL</i> mathematics scores will increase by 20% for students in grade 3 and 10% for student in grades 4 - 5, as differentiated instruction will be monitored weekly by school administration and Academic Coach for tiered group assignments in lesson plans and growth is measured through formative assessment strategies, local tests and common classroom assessments, while findings are recorded in their Data Notebooks and discussed at grade-level meetings. <b>[ID10]</b></p> <ul style="list-style-type: none"> <li>▪ School Leadership Team will regularly look at school performance data and classroom observation data. <b>[ID10]</b></li> <li>▪ Interventions are discussed at grade-level meetings and evidence of improvement is supported by data. <b>[ID10]</b></li> <li>▪ Grade-Level Teams will develop a criteria for determining students in need of intensive and strategic reading instruction. <b>[ID10]</b></li> <li>▪ Minutes and agenda are recorded at grade-level meetings for review by principal and Leadership Team. <b>[ID10]</b> Administration and Academic Coach will observe tiered group instruction <b>[IE08]</b> in the classroom.</li> <li>▪ The use of formative assessment will continue to be monitored in lesson plans, as well as team meetings. Teachers will bring actual work samples used to grade level meetings. <b>[IID06]</b></li> <li>▪ As reflected in the master schedule, third grade and kindergarten teacher assistants will work with small groups. Kindergarten teacher assistants and Title I paraprofessionals will also provide support in specific classrooms to maintain the consistency of instruction. <b>[ID10]</b></li> </ul>
2	<p>By June 2013, <i>SOL</i> reading scores will increase by 10% for students in grades 3 - 5 as evidenced by year-end State assessment data, using established nine week target scores per grade level, monitoring of pass rates on quarterly benchmark tests by teachers, while identifying <i>RTI</i> groups that are assessed weekly by remediation specialists through formative measures and analyzing each teacher's classroom data that is recorded in their Data Notebooks for review by the principal and Leadership Team. <b>[ID10]</b></p> <ul style="list-style-type: none"> <li>▪ <i>DataCation</i> will be used at Leadership Team meetings to facilitate conversation regarding the nine week grades, progress on local assessments, and performance of students in tiered groups, in-school remediation and after-school remediation. <b>[IID06]</b></li> <li>▪ Lesson plan format will be monitored for guided reading components. <b>[IID06]</b></li> <li>▪ Grade Level Teams will develop a criteria for determining students in need of intensive and strategic reading instruction. <b>[ID10]</b></li> <li>▪ To support Reading, the Academic Coach will maintain an Intervention Notebook that includes intervention rosters, data collections and schedules. <b>[IID10]</b></li> </ul>

3	<p>By June 2013, the percentage of students not meeting the <i>PALS</i> benchmark in K-3 grades will be reduced by 50% between the Fall and Spring screening as classroom instruction is supported by the Title I reading specialists and <i>PALS</i> paraprofessional for Tiers 2 and 3 students and student progress is measured weekly by <i>Quick Checks</i>, <i>Foundations</i>, and data discussions during grade-level meetings [evidenced by Grade-level Agendas and minutes]. [IID06]</p> <ul style="list-style-type: none"> <li>▪ Intensive and strategic students will receive additional instruction according to the <i>RTI</i> Model from highly qualified personnel, which includes a special education teacher, Title I teacher, paraprofessional and remediation specialist. [ID10]</li> <li>▪ The Intervention List will be revised for the end of the year to determine strategic and intensive students in regards to reading for placement meetings for the 2013-14 school year. [ID10]</li> <li>▪ <i>PALS</i> paraprofessionals will utilize <i>Foundations</i> with small groups for 30 minutes during the Reading Block as well as additional times throughout the school day.[ID10]</li> <li>▪ Remediation Specialist will complete progress monitoring information on all students served for the school year and track growth as measured by <i>PALS</i> and <i>STAR Reading</i>. [ID10].</li> </ul>
4	<p>By June 2013, 80% of students in 3-5 grades will meet or exceed the State pass rate in math as evidenced by research-based teaching strategies that are modeled by the academic coach and District Elementary Math Lead Teacher for the classroom teachers that are aligned with the curriculum, while lesson plans are monitored by school administration, data is analyzed by the Data Team, and RTI groups are based on formative and summative data. [IID06]</p> <ul style="list-style-type: none"> <li>▪ Additional professional development is needed for teachers to identify strategies to use as formative assessments. A book written by Larry Anisworth on Formative Assessment was proposed by the principal as summer reading for the staff. [IID06].</li> <li>▪ Lesson plans will continue to be monitored to ensure alignment and pacing. [IID06].</li> <li>▪ Quarterly benchmark scores for intervention groups will be monitored throughout the year for growth. [ID10].</li> <li>▪ During grade level meetings, at least twice a month, teachers will be expected to give evidence on the use of formative assessment in the classroom and explain how it was used to change or modify instruction.[VA04]</li> <li>▪ Professional Development sessions will be provided to staff members by District Elementary Lead Teachers to assist them in using formative assessment strategies. [VA04]</li> </ul>
5	<p>By June 2013, 100% of the school staff will receive instructional training on classroom delivery processes and apply at least 2 of 3 newly attained skills on Teaching Essential Knowledge and Use of Formative Assessments and to classroom instruction as evidenced by evaluative data from walkthroughs, classroom observations, staff development workshops, principal conferences, and teacher self-reflections.[ID10]</p> <ul style="list-style-type: none"> <li>▪ Professional development for teachers will include self-assessments related to indicators of effective teaching and classroom management.[IF05]</li> <li>▪ Teachers will continue to receive Tiered Professional Development, based on their strengths and weaknesses. The professional development may include, but will not be limited to: Professional Development Academies, observations of another teacher or modeling from a lead teacher, academic coach and/or reading coach and coaching. [ID10]</li> <li>▪ School administration will conduct at least 5 weekly classroom observations and meet with staff to debrief. [ID10]</li> <li>▪ A professional development plan will be created based upon student data from <i>PALS</i>, local assessments and informal teacher-made assessments and observations. [ID10]</li> </ul>

	<ul style="list-style-type: none"> <li>▪ As part of the professional development plan for teachers who need additional support, teacher intervention strategies will be developed and monitored by school administration.</li> <li>▪ Staff will receive training and follow-up sessions during each grading period from Elementary District Lead Reading and Math Teachers on Unpacking the <i>SOLS</i> in Reading and Math, beginning summer 2012. <b>[ID10]</b></li> </ul>
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**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

<b>Students who are at-risk of failing a mathematics SOL</b>	
Tier 2	5 <sup>th</sup> 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 <sup>th</sup> 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).

<b>Part IV (a): Interventions for students who are at-risk of failing a reading SOL</b>	
Tier 2	<p>For Tier 2 students , In-School Remediation Specialists will work in small groups on reading remediation for identified students in 3-5 grades who are at risk of failing the <i>SOLs</i> 2-4 times per week for 20—30 minutes. Academic Coach will evaluate remediation work weekly through reviews of monitoring log of skills taught and formative assessment results.</p> <p>Title I Reading teachers will provide small-group differentiated reading instruction daily for targeted students in grades 3-5 through a pull-out/in-class delivery model for 30 minutes. Quarterly monitoring by the school administration and Leadership Team will</p>

	<p>occur through <i>STAR Reading</i>, Running Records, and Fountas and Pinnell Benchmark tests.</p> <p>Aside from multiple measures for tiered identification, students who are reading at least .6 months below level, as evidenced by <i>STAR Reading</i>, are grouped in <b>Tier 2</b>.</p>
Tier 3	<p><b>Tier 3 students</b> in grades 3-5 who failed the <i>SOL</i> in reading are classified as recovery students and will receive targeted reading intervention 3 times per week for 40 minutes; progress will be monitored by the remediation specialists and principal from Quarterly Reading Benchmark assessments, report card reviews each nine weeks, <i>Study Island</i> and <i>STAR Reading</i> [as evidenced by performing at least one or more years below reading level].</p> <p>Students qualifying for special education and also meeting the qualifications for <i>Wilson Reading</i> will receive <i>Wilson</i> instruction from the Special Education Teacher. Progress will be monitored by formative assessment data.</p>
<b>Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL</b>	
Tier 2	<p><b>Tier 2 math</b> students in grades 3-5 are identified from their performance on local benchmark tests. Tiers are set by <i>SOLO</i> for benchmark performance. Students who score between 70 and 79 on the tests are assigned to Tier 2 guided math small-group instruction for at least three days per week for 30 minutes. Teachers will reassess identified Tier 2 students in the guided math small-groups, per remediated skill. Performance will be monitored by school administration from reporting data on local benchmark and Mid-Point Math tests.</p> <p><b>Tier 2</b> students are also recommended for after-school tutoring and progress will be monitored by <i>Study Island</i> data.</p>
Tier 3	<p>Identified <b>Tier 3</b> math students will be selected from their <i>SOLO</i> scores from quarterly benchmark tests. Using <i>Versatiles</i> and computer-based activities from <i>Envisions</i>, students who score 69 and below will be exposed to differentiated math work stations for 25 minutes. Teachers will use data from common assessments to determine stations for these students. Performance will be monitored by classroom teachers and school administration from data reports that include local benchmark and Mid-Point Math tests and formative assessments.</p> <p>Math teachers will work collaboratively with the Academic Coach to analyze grade-level data, develop remediation groups, instructional strategies and a remediation timeline. During grade-level meetings, classroom teachers, Academic Coach, and Special Education teachers will address group instruction and student performance on common assessments and Mid-point and benchmark data for the targeted Tier 3 groups.</p>
<b>Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable</b>	
Tier 2	<p>Students who scored between 10 and 15 points of the <i>PALS</i> benchmark for K-2 grades are identified for Tier 2 instruction. These students will receive an additional 1 and ½ hours of instruction per week that focuses on specific areas of weaknesses from the In-school Remediation Specialists and/or <i>PALS</i> teacher assistants. <i>PALS Quick Checks</i> will be used to monitor student progress and keep groups flexible, as evidenced by their mastery of specific skills.</p>

	<p>Student assignments are developed by the classroom teacher for support personnel and progress is monitored by the classroom teacher through pre-/post- assessments, running records, <i>PALS</i>, and <i>PALS Quick Checks</i>.</p> <p>Title I services will be provided to those who do not meet benchmark, including pull-out and/or push-in services.</p>
Tier 3	<p><b>Tier 3</b> students in K-3 grades who scored below the <i>PALS</i> benchmark and are reading below grade level will receive targeted instruction for 20 minutes 5 times per week from the In-School Remediation Specialists. Using <i>PALS Quick Checks</i>, running records, and pre-/post- assessment data, progress will be monitored weekly by Remediation Specialists and classroom teachers.</p> <p>Student assignments are developed by the classroom teacher for support personnel and progress will be monitored by the classroom teacher through pre-/post- assessments, running records, <i>PALS</i>, and <i>PALS Quick Checks</i>.</p> <p>Additional Title I services will be provided to those who do not meet benchmark, including pull-out and/or push-in services by the Title I reading teacher and/or Title I paraprofessional.</p>
<b>Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above</b>	
Tier 2	<p><b>For Tier 2</b> students who scored between 350 and 399 on the reading <i>SOLs</i> during the previous year, In-school and after-school tutoring/remediation opportunities will be provided by teachers. Progress will be monitored by the principal and Leadership Team from Data Reports from multiple sources, including <i>STAR Reading</i> and quarterly benchmark assessments.</p> <p>In-school and after-school tutoring/remediation will be provided by teachers for Tier 2 students and interactive activities will be used to increase student engagement.</p>
Tier 3	<p><b>Tier 3</b> students will be assigned to flexible scheduling groups that are based on their non-mastery of concepts tested throughout the school year. The flexible grouping will entail Reading Rotations, which are designed to provide alternate learning experiences for the students.</p>
<b>Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above</b>	
Tier 2	<p><b>Tier 2</b> students who scored between 350 and 399 on the math <i>SOLs</i> during the previous year are recommended to attend both in-school and the school-based After School Tutoring Programs. Progress will be monitored by the principal and Leadership Team from multiple sources, including quarterly benchmark assessments and <i>Study Island</i> Data Reports.</p>
Tier 3	<p>To lower teacher-student ratio, <b>Tier 3</b> students who failed the <i>SOL</i> during the previous year are classified as Recovery Students. These students will receive in-school tutoring/remediation for 30 minutes during the math block from the school's resource teachers and/or tutors. These students will be assigned to flexible scheduling groups that are based on their non-mastery of concepts tested throughout the school year. The</p>

	<p>flexible grouping will entail Math Reading Rotations that are designed to provide alternate learning experiences for the students.</p> <p>Identified <b>Tier 3</b> students who scored 350 and below on the math <i>SOLs</i> in grades 3-5 will also be required to attend the school-based after school tutoring program for math remediation twice a week for 45 minutes with tutors who will monitor progress weekly, as evidenced by <i>Study Island</i> Reports [monthly], and quarterly benchmark data. Classroom teachers of enrolled after-school students, Data Team, and principal will receive weekly reports on the Tier 3 student performances for analysis and re-grouping of skill needs.</p>
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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.

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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 <b>Elephant's Fork</b>			
	<b>Year 3: 2012-2013</b>		
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses \$0	Division Expenses \$	Other: \$247,362.00
	School Expenses \$148,458.00	School Expenses \$	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$69,261.36
	School Expenses \$25,404.50	School Expenses \$	
3000 – Purchased Services	Division Expenses \$0	Division Expenses \$	Other: \$38,410.00
	School Expenses \$0	School Expenses \$	
4000 - Internal Services	Division Expenses \$0	Division Expenses \$	Other: \$0
	School Expenses \$	School Expenses \$	

5000 - Other Charges	Division Expenses	\$	Division Expenses	\$	Other:	\$647.00
	School Expenses	\$792.50	School Expenses	\$		
6000 - Materials and Supplies	Division Expenses	\$4,512.00	Division Expenses	\$	Other:	\$12,080.00
	School Expenses	\$	School Expenses	\$		
8000 - Equipment/ Capital Outlay	Division Expenses	\$0	Division Expenses	\$	Other:	\$0
	School Expenses	\$	School Expenses	\$		
Total	Division Expenses	\$	Division Expenses	\$	Other:	\$0
	School Expenses	\$179,167.00	School Expenses	\$		
					Total Division Expenses	\$367,760.36
					Total School Expenses	\$179,167.00
					<b>TOTAL (Do not include "Other")</b>	<b>\$179,167.00</b>

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: Elephant's Fork
1000 – Personnel (Use as much space as necessary.) <b>Personal Services (1000) @ \$148,458.00</b>  <b>Academic Coach-\$66,394.00</b> The use of 1003(g) funds will support a full-time academic coach for peer modeling, monitoring and problem solving of classroom instruction as systematic follow-up to professional development and data analysis. The coach will work with the school on the area(s) that caused them to enter school improvement.  <b>Instructional Support Teacher (Comprehensive Staffing Incentive)-\$45,000.00</b> Six highly effective teachers will receive a substantial financial incentive of \$7,500.00, funded through 1003(g) School Improvement funds. The six classroom teachers referred to as Instructional Support Teachers, one per grade level, will serve as the grade level chair and on the school's leadership team. As members of the school leadership team, they will work to develop and implement a support framework for student achievement. This will include analyzing student performance data to make instructional decisions, establishing student and school performance goals, providing teachers with feedback and ongoing monitoring of student achievement.  <b>Remediation Specialist-3 -\$21,216.00</b> [3 teachers x 4 hrs. x \$26 x 4 days x 17 wks=-\$21,216.00] Three Highly Qualified teachers (HQT) will be hired on a part time basis to assist in the remediation of students in grades K-5. PALS, STAR Reading data and teacher recommendation will be used to determine the small group instruction for remediation. The remediation specialist will be expected to confer with teachers and the academic coach to ensure that student needs are met and that progress is reported. The remediation specialist will utilize the push-in method of services to ensure that learning is an extension of the teacher's lesson plans for intensive students.

**Substitute Compensation** for Instructional Planning (to Facilitate Instructional Planning) –**\$2,376.00**

\$88 @ day x 3 subs x 3 days x 3 times a year= \$2,376.00

By securing substitutes for staff release time, teachers will be provided with a 4 hour block of planning time three times during the school year. During Instructional Planning, teachers will focus on school improvement goals, remediation and/or enrichment practices, data analysis and professional development needs.

**Leadership Team Compensation-\$1,664.00**

Compensation will be awarded to members of the Leadership Team who meet after school/Saturday for one hour to look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs (**ID10**).[ 16 x \$26 x 4=\$1664.00]

**After School Tutors Compensation -\$2,808.00**

1003(g) funds will be used to support compensation to tutors who work in the after-school program with struggling learners and students who were not proficient on the *SOLs* in reading and mathematics @\$2,491.00. [6 teachers x 1.5 hrs. x \$26 x 12 days=2,808.00]

**VDOE Assigned State Contractor-\$9,000.00**

For 2012-13 school year, Elephant's Fork will collaborate with an assigned VDOE contractor to ensure the division and school maintain the fidelity of implementation necessary for reform.

**Other Funding- \$247,362.00 [Not Included in Total For Object Code]**

Title I-A will support supplemental reading instruction for struggling learners who qualify for Title I services through a Schoolwide Program with two Title I reading specialists and 3 paraprofessionals @\$169,562.00.

Title II-A funds support the school through class-size reduction @ \$77,800.00

2000 -Employee Benefits (Use as much space as necessary.)

**Employee Benefits, including FICA will be applied to 1003(g) in support of the positions listed below@ \$25,404.50**

Academic Coach @ \$18,840.00

Staffing Incentive for Instructional Support Teachers @\$3,443.00

Remediation Specialist-3@ \$1,909.00

Substitute Compensation @ \$182.00

Leadership Team Compensation @ \$127.00

After School Tutors Compensation@ \$215.00

VDOE State Contractor @ \$688.50

**Other Funding Sources for Fixed Benefits -Title I-A @ 69,261.36 [Not Included in Total For Object Code]**

3000 - Purchased Services (Use as much space as necessary.)

**Purchased Services for 1003(g) – \$0.00**

**Other Funding Sources for Purchased Services from - Title I-A @ \$38,410.00 [Not Included in Total For Object Code]**

Title I Staff Development Allocation @\$10,410.00

Title I Staff Development for SOL and School Improvement Intervention@ \$28,000.00

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

**Other Funding Sources -[Not Included in Total For Object Code]**

**Local Funds supported after school transportation**

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

**Travel @ \$795.00**

1003(g) Funding will support staff travel, including the coach to attend VDOE sponsored training institutes, technical assistance training and professional development workshops @ \$795.00.

**Other Funding Sources- Title I @ \$647.00**

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

**Materials and Supplies (6000)@ \$4,512.00**

**Formative Assessment Module: Checking for Understanding @ \$1,650.00**

Divisions must ensure that schools in Strand III purchase the *Teach First Formative Assessment* platform in their budgets. The total expenditures from all Strand III schools must be included in the division summary budget. Cost: \$1,650 per school.

**Parent University and Community Nights** will be held throughout the school year with a focus on providing parents with skills to help student succeed in school. To promote engagement of all stakeholders and increase student performance, staff will host three Parent University sessions. These sessions will train parents on key skill strategies that can be used to work with their children at home. Also, staff at each grade level will rotate visiting students' neighborhoods to deliver instructional packets to parents. Home visitation will occur each semester. The Leadership Team will include this improvement initiative in the 2012-13 School Improvement Plan. 1003(g) School Improvement Funds will be used to purchase manipulatives, paper, and general school supplies to support the Parent Transitional Academies and Take Home Packets @ **\$1,017.00.**

**Manipulatives and copying/printing cost @ \$1,345.00**

1003(g) funds will be used to purchase materials to support hands-on manipulatives for math and reading lessons such as colored paper, markers, dry erase boards, pencils, crayons, and printing costs.

**Renewal software license** - 1003(g) funds will be used to purchase renewal license for *DataCation*, which is used to analyze sub-groups and RTI data @ **\$500.00.**

**Other Funding Sources for- Title I-A @ \$12,080.00[Not Included in Total For Object Code]**

Title I Materials and Supplies Allocation @ 8285.00

Set-Aside for Parent Involvement @ \$3,795.00

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	\$148,458.00	\$	\$247,362.00
2000 - Employee Benefits	\$25,404.50	\$	\$69,261.36
3000 - Purchased Services	\$0	\$	\$38,410.00
4000 - Internal Services	\$0	\$	\$0
5000 - Other Charges	\$792.50	\$	\$647.00
6000 - Materials and Supplies	\$4,512	\$	\$12,080
8000 - Equipment/ Capital Outlay	\$0	\$	\$0
Total	\$179,167.00	\$	\$367,760.36
			<b>TOTAL SIG and ARRA Funds \$179,167.00</b>

**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:	<b>Deran R. Whitney</b>
Date:	
Principal’s Signature Read # 9 above	TBA
Date:	

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

<b>DIV #</b>	<b>Division Name</b>	<b>School</b>	<b>Total Award</b>
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