

**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:		Westmoreland County					
Division Contact:		Cathy Rice, Assistant Superintendent					
Telephone of Division Contact (include extension if applicable):			804-493-8018		Fax:	804-493-9323	
Email of Division Contact:	ricecr@wmlcps.org						
Name of School	Washington District Elementary		2012-2013 Grade Span	PK-5	Projected School Membership	398 (K-5)	
	Current Percent Identified as Disadvantaged	61%	Current Percent Students with Disabilities	19%	Current Percent Limited English Proficient	9%	
Name of Principal		Sandy Herdle					
Telephone of Principal		804-224-9100					
Email of Principal		herdlesk@wmlcps.org					

PART II: PROCESSES IN PLACE

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

A. School Climate

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?

Overall, there is a much greater focus on instruction and meeting the needs of individual students. There is a greater awareness and understanding of AYP and the performance of subgroups. There is a greater focus on data disaggregation and using data to inform decisions regarding instruction, interventions and professional development. The faculty, collectively, is committed to identifying and addressing the needs of each individual student. There is a team approach to determining what interventions each student may need in order to be successful, along with a willingness to tailor interventions to individual students. Likewise, there is a collective emphasis on protecting instructional time. Generally, the climate of the school reflects an increased sense of purpose, structure and focus. While the school is pleased with the progress being made and the positive changes to the school climate in terms of a more purposeful approach to instruction and interventions, there are areas where school climate may still be improved. In particular, the school has identified a need to increase individual student motivation to succeed academically. The school intends to explore methods of motivating individual students who currently do not demonstrate a high level of academic interest.

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 former principal made certain each member of the School Improvement Team knew they were valued members of the team and had something to contribute. He encourage each member to freely express ideas, thoughts and opinions about all aspects of

the school improvement process. Because team members felt comfortable sharing ideas and opinions with the principal and with each other, there could be open discourse which led to brainstorming possible solutions and strategies for improvement. These ideas were then included in the Indistar plan and implemented. Each member of the School Improvement Team possesses particular areas of strength and expertise. Responsibilities for carrying out various tasks were assigned to team members based upon these areas of strength. For example, the reading specialists on the team generally take the lead with tasks related to reading/writing, the math specialist on the team takes the lead with tasks related to math achievement, etc. Grade level team leaders also assume responsibility for seeing that tasks related to their particular grade level are carried out by the team.

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

There are various persons whose role includes monitoring the implementation, progress and effectiveness of any new strategies and practices. This includes the principal, the math coach, the math specialist, and the two reading specialists. All of these individuals routinely observe in classrooms and provide feedback, modeling and coaching. Additionally, various sources of data are analyzed to determine the impact of new strategies and practices on student achievement. These data include, but are not limited to, benchmark assessments, checkpoint tests, PALS data, iStation data, running records and classroom formative assessments. When a particular strategy or practice does not appear to be working, there is an effort to determine why not and then to address the identified problem. For example, if a strategy is determined not to be working due to difficulty implementing a strategy effectively and with fidelity, some form of professional development may then be offered, whether in the form of coaching or training or some other method. If, on the other hand, a strategy is being well implemented with fidelity and is not bringing about the desired results for an individual student or group of students, the team may determine to try something else.

C. Instruction

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

In the area of language arts, the entire two-hour language arts block is geared to providing instruction to meet the needs of individual students. The language arts block includes a brief whole group reading lesson, followed by differentiated small group reading instruction and word study. Writing instruction also includes a brief whole group lesson, followed by differentiated instruction through a writer's workshop approach. Various assessments (e.g., DSA, TOPPA, running records, ORI, PALS, iStation, writing samples) are used to group and re-group students for instruction. In math, students are provided a whole group lesson. This is followed by guided practice during which teachers provide additional assistance to those students who require it. In history and science differentiation generally occurs with teachers providing additional supports to those students who need it, as well as differentiated tasks and products assigned to students. Assessment data is used to determine which students require additional support. This includes both formal and informal measures.

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.)

The division uses pacing guides which are fully aligned with the SOL and the SOL Curriculum Framework. Pacing guides are updated annually to reflect revisions to the SOL. Pacing guides are in place for each grade for the core content areas. Lesson plans and classroom instruction are expected to be aligned to the pacing guides, SOL and Curriculum Framework. This is monitored through lesson plan checks, classroom observations and student achievement data.

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 informed through PTA meetings, family literacy nights and written correspondence regarding the school's accreditation and AYP status. The school also hosts SOL nights during which teachers share information with parents regarding the SOL content and activities they can do with their children at home to support content mastery. In 2011-12, the school also implemented a new program to promote parent involvement among male family members (dads, granddads, uncles). This program, called the Watch Dogs (dads of great students), utilizes dads in the everyday operation of the school. Dads are very visible in the school, monitoring the hallway, the cafeteria and mentoring and assisting students in the classroom. The school hosts parent-teacher conference nights, orientation, ELL/MEP parent nights, literacy events, field day, Holiday meals, etc. – all designed to encourage parent involvement in their child's education. The school also uses the website and written media to communicate with parents. A daily agenda is sent back and forth between school and home to maintain ongoing communication between teachers and parents. There is still room for considerable growth in the area of parental involvement. The school would like to continue to work on increasing parents' understanding of the SOL and ways they may support their students' achievement.

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?

Teacher assignments are made based on the particular strengths, interests and skill sets of the teachers. There has been minimal teacher turnover during the implementation of the SIG. Reading specialist positions and a math specialist position have been added during the SIG implementation. Students are heterogeneously grouped by homeroom; therefore, students at varying achievement levels are present in each classroom. The process appears to be working well.

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

There is an excellent relationship between the division and the state-assigned division liaison. Division personnel feel comfortable communicating strengths, weaknesses, questions, and areas of concern to the liaison. Communication is honest and open. The state liaison, likewise, is candid in her feedback to the division. She displays a genuine interest in the success of the school and the division, and provides valuable support and guidance in the school improvement efforts. One positive factor has been the continuity of working with the same division liaison throughout the school improvement process to date. It will be most helpful if this continuity can be maintained, particularly in this division where the school will have a new principal.

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?

Both the school and division make decisions based on data and goals. Careful research, review and discussion of the potential positive and negative implications of various decisions occur prior to making decisions final. Both the school and division use a collaborate approach to decision making, with input from key stakeholders.

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

There have been no policy changes for the 2011-12 school year. There will be policy changes for the 2012-13 school year to reflect Virginia's approved waiver (i.e., changes to the Teacher Evaluation process).

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

There are no identified policy barriers at this time.

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.

There is continual, ongoing collaboration and communication between school and division leadership regarding the school improvement process. The Division Leadership Support Team communicates directly with the principal on a regular basis. The School Improvement Team shares concerns with the principal and the division leadership. The teams work together to promote school improvement and to monitor implementation of Indicators and tasks outlined in the respective Indistar plans.

G. Phase Out

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

The division and school will seek to identify the services most critical to maintaining and increasing student achievement gains. Additionally, consideration will be given to what types of services are allowable under various funding sources that remain available after SIG funds have ended.

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

The division and school will review the supports and services currently being funded with SIG funds to determine which supports and services are most essential to continue, the associated cost for each, and the possible funding source(s) for maintaining the supports and services. The Division Leadership Support Team, and the School Improvement Team will both be involved in this process. Both teams will work to identify supports and services that should be maintained, while the division team reports associated costs and explores possible funding sources. Ultimately, the Superintendent and School Board will make final budget decisions.

3. What supports from the state would be the most helpful during year 3?
 The division would like continued support from the division liaison.

4. What supports from the state would be the most helpful after SIG funding ends?
 State-supported opportunities for professional development related to school improvement, data analysis, effective implementation of the Standards of Learning, the new teacher evaluation process, etc. With limited local funds available for professional development, it is most helpful when the state provides these opportunities and assumes the cost.

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	Grade level teams met bi-weekly with the reading/math specialists to review student assessment data and discuss interventions and student progress. The principal also participated at least one meeting per grade level per month. These meetings created a tighter focus on individual student strengths, needs and progress.
2	The school successfully completed the first year of implementation of the new language arts program, to include the new curriculum maps, pacing calendars and balanced approach to literacy (whole group, differentiated small group reading, word study, writing). This curriculum is tightly aligned to the Curriculum Framework, rather than following a basal series.
3	There was the addition of a reading specialist, along with a shift in the role of the reading specialists from one of providing pull-out intervention to students 100% of the time to one of providing coaching to teachers a significant portion of the time, as well providing pull-out intervention to students. The additional personnel combined with the changed role allowed the reading specialists to provide continuous, ongoing support to all teachers in the effective implementation of the new language arts program. Support took the form of coaching, modeling, observing, providing feedback, and securing resources. While the specialists were funded through Title I, rather than SIG funds, the SIG funds provided the instructional resources to implement the new language arts program.
4	Local calculations of SOL pass rates for reading are as follows: third grade 74.60%, fourth grade 82.69%, and fifth grade 93.65%. The pass rate for fifth grade writing was 75.80%. As compared to the previous year's scores, this reflects a 2.19% increase in third grade, a 3.63% decrease in fourth grade, and a 9.31% increase in fifth grade reading. There is a 6.36% increase in fifth grade writing.
5	Local calculations of SOL pass rates for math are as follows: third grade 61.66%, fourth grade 67.27%, and fifth grade 78.68%.

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 SOL reading scores will increase by 15% in grade three and by 6% in grade four to attain a 90% overall pass rate at each grade level in reading, while maintaining a 90% overall pass rate or higher for grade 5 by ensuring the language arts curriculum, instruction, and assessments are tightly aligned to the curriculum framework and all reading teachers are competent and confident with providing differentiated small group instruction.</p> <p>Indicator IFO8 (see tasks for professional development listed in goal #3; and Indicator IliA01 (for reading/writing)</p> <ul style="list-style-type: none"> • Teams comprised of grade level teachers and reading specialists will work with the language arts consultant to review and revise the division's language arts curriculum maps and pacing calendars for each grade level to ensure tight alignment with the SOL Curriculum Framework and to adjust pacing and sequence; • Teams comprised of grade level teachers and reading specialists will work with the language arts consultant to develop and embed anchor lessons for key skills and strategies into the language arts pacing calendars; • Teams comprised of grade level teachers and reading specialists will work with the language arts consultant to develop lists of mentor texts and other resources to support the language arts instruction and link these to the pacing calendars; • Teams comprised of grade level teachers and reading specialists will work with the language arts consultant to review and revise the division's language arts benchmark assessments for grades 2-5, and to develop more frequently administered common assessments aligned to the curriculum maps and pacing calendars; • Grade level teams will plan collaboratively, with the support of the reading specialists, to develop weekly lesson plans aligned to the curriculum maps and pacing calendars. • The reading specialists, principal, UVA coach/mentor, and division administrators will monitor that the planned curriculum is the taught curriculum through lesson plan reviews and classroom observations
2	<p>By June 2013 SOL math scores will increase by 19% in grade 3 and 9% in grade 4 to attain an overall 80% pass rate at each grade. Math scores will increase by 10% in grade 5 to attain an overall pass rate of 85% in grade 5 by ensuring math curriculum, instruction and assessments are tightly aligned to the Curriculum Framework and all math teachers are knowledgeable and skilled in providing math instruction and intervention.</p> <p>Indicator IF08 (see tasks for professional development listed in goal #4); and Indicator IliA01 (for math)</p> <ul style="list-style-type: none"> • Teams comprised of grade level representatives will work with the math coach to review and revise the division's math pacing guides for each grade level to ensure tight alignment with the math Curriculum Framework; • Teams comprised of grade level representatives will work with the math coach to review and revise the division's benchmark assessments to incorporate more rigorous questions similar to those on the revised math SOL test; • Grade level teams will plan collaboratively, with the support of the math specialist to develop weekly lesson plans

	<p>aligned to the pacing guides;</p> <ul style="list-style-type: none"> The math specialist, principal, math coach and division administrators will monitor that the planned curriculum is the taught curriculum through lesson plan reviews and classroom observations
3	<p>By June 2013, all teachers of reading will increase their ability to effectively assess and address the individual reading strengths and needs of students by participating in high quality, ongoing, job-embedded professional development in reading to include opportunities for graduate coursework, non-credit workshops and on-site coaching and feedback.</p> <p>Indicator IF08</p> <ul style="list-style-type: none"> Teachers will participate in professional development workshops led by the language arts consultant (during pre-service and on professional development dates) to increase their knowledge and expertise in teaching the standards-based language arts curriculum; Teachers will participate in a one-day UVA Reading Workshop on small group differentiated instruction; Teachers will participate in a one-credit UVA graduate course on small group differentiated instruction; A UVA language arts coach/mentor will observe and provide feedback, coaching and modeling approximately two days per month during the 2012-13 school year; Reading specialists will observe and provide feedback, coaching and modeling daily during the language arts block; The American Reading Company (ARC) will provide five days of professional training and on-site support to teachers with using the Independent Reading Level Assessment (IRLA) to assess students' independent reading levels and match them to appropriate texts for independent reading and to implement the reading intervention modules and themes in the extended day program; Select teachers and reading specialists will attend reading workshops/conferences specifically related to the professional development needs of the school and will then share information with the grade level team and/or faculty; Select teachers and reading specialists will visit the school of the language arts consultant and observe instruction in that setting; A consultant will work with all teachers (once in the fall, once in the spring) to share strategies and techniques for effectively addressing the needs of students from economically disadvantaged homes
4	<p>By June 2013, all teachers of math will increase their understanding and ability to effectively teach the revised, more rigorous mathematics SOL by participating in high-quality professional development and receiving ongoing, job-embedded support.</p> <p>Indicator IF08</p> <ul style="list-style-type: none"> Teachers will participate in a three-credit UVA graduate course on numbers and number sense; The math coach will observe and provide feedback, coaching and modeling approximately four days per month during the 2012-13 school year; The math specialist will observe and provide feedback, coaching and modeling daily during the math block; Select teachers and the math specialist will attend math workshops/conferences specifically related to the professional development needs of the school and will then share information with the grade level team and/or faculty; A consultant will work with all teachers (once in the fall, once in the spring) to share strategies and techniques for effectively addressing the needs of students from economically disadvantaged homes
5	<p>By June 2013, students at all grade levels will spend more time engaged in authentic reading and writing, and will increase their reading and writing skills and stamina by establishing a school-wide focus on creating expanded opportunities for</p>

	<p>reading and writing throughout the school day; providing an extended day program with a focus on reading and writing; providing easy access to a wide array of texts at various levels, and providing incentives to encourage students' independent reading.</p> <p>Indicator IIIA10 (as it relates to stimulating students' interest in reading/writing)</p> <ul style="list-style-type: none"> • Expand classroom libraries in every classroom K-5 with a wide array of leveled texts; • Purchase a reading intervention program for the extended day tutoring that places emphasis on opportunities for reading and writing; • Establish challenges and provide incentives to students for increasing the amount of time they spend in independent reading; • As a faculty, read and discuss articles/texts by Richard Allington (and others) that articulate the importance of providing students with many, many opportunities to engage in reading and writing; • Teachers will work in grade level teams and with reading specialists and administrators to identify ways to expand opportunities to read and write throughout the school day. Establish an expectation to replace less meaningful tasks (e.g., completing worksheets) with opportunities to engage with real texts.
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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

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).
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Part IV (a): Interventions for students who are at-risk of failing a reading SOL

Tier 2	<p>3rd - 5th grade teachers will work collaboratively with the reading specialists to review and analyze reading achievement data (SOL test data, QRI, iStation, benchmarks and formative assessment) to determine which students are in need of intervention and to determine the specific skills they need to work on. Teachers and specialists will meet once weekly for 45 minutes.</p> <p>3rd- 5th grade students at-risk of failing the reading SOL test will:</p> <ul style="list-style-type: none"> • receive a daily 45-minute reading intervention with the reading teacher during the extension block (for those not with the reading specialist) to address targeted needs; • under the supervision of the reading teacher or a paraprofessional, work on iStation a minimum of three days per week for 25-30 minutes; • participate in extended day tutoring with reading teachers/specialists two days per week for 90 minutes each time, beginning late September and continuing through May; <p>Grade level teams and reading specialists will meet every two weeks to review reading assessment data and discuss individual student interventions and progress.</p>
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Tier 3	<p>3rd - 5th grade teachers will work collaboratively with the reading specialists to review and analyze reading achievement data (SOL test data, QRI, iStation, benchmarks and formative assessment) to determine which students are in need of intervention and to determine the specific skills they need to work on. Teachers and specialists will meet once weekly for 45 minutes.</p> <p>3rd- 5th grade students at-risk of failing the reading SOL test will:</p> <ul style="list-style-type: none"> • receive a daily 45-minute pull-out intervention with the reading specialist to address targeted needs; • under the supervision of the reading teacher or a paraprofessional, work on iStation a minimum of four days per week for 25-30 minutes; • participate in extended day tutoring with reading teachers/specialists two days per week for 90 minutes each time, beginning late September and continuing through May; <p>Grade level teams and reading specialists will meet every two weeks to review reading assessment data and discuss individual student interventions and progress.</p>
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Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL

Tier 2	<p>3rd - 5th grade teachers will work collaboratively with the math specialist to review and analyze math achievement data (SOL test data, benchmarks and formative assessment) to determine which students are in need of intervention and to determine the specific skills they need to work on. Teachers and specialists will meet once weekly for 45 minutes.</p> <p>3rd- 5th grade students at-risk of failing the math SOL test will:</p> <ul style="list-style-type: none"> • receive a daily 20-minute math intervention with the math teacher to address targeted needs; • participate in extended day tutoring with math teachers/specialist two days per week for 90 minutes each time, beginning late September and continuing through May; <p>Grade level teams and the math specialist will meet every two weeks to review math assessment data and discuss individual student interventions and progress.</p>
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Tier 3	<p>3rd - 5th grade teachers will work collaboratively with the math specialist to review and analyze math achievement data (SOL test data, benchmarks and formative assessment) to determine which students are in need of intervention and to determine the specific skills they need to work on. Teachers and specialists will meet once weekly for 45 minutes.</p> <p>3rd- 5th grade students at-risk of failing the math SOL test will:</p> <ul style="list-style-type: none"> • receive a daily 20-minute math intervention with the math teacher to address targeted needs; • receive 45 minutes weekly pull-out intervention with the math specialist; • participate in extended day tutoring with math teachers/specialist two days per week for 90 minutes each time, beginning late September and continuing through May <p>Grade level teams and the math specialist will meet every two weeks to review math assessment data and discuss individual student interventions and progress.</p>
Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable	
Tier 2	<p>K-3rd grade teachers will work collaboratively with the reading specialists to review and analyze reading achievement data (PALS, TOPPA, QRI, iStation, benchmarks for grades 2-3, and formative assessment) to determine which students are in need of intervention and to determine the specific skills they need to work on. Teachers and specialists will meet once weekly for 45 minutes.</p> <p>K-3rd grade students identified for PALS intervention will:</p> <ul style="list-style-type: none"> • receive a daily 45-minute reading intervention with the reading teacher during the extension block (for those not with the reading specialist) to address targeted needs; • under the supervision of the reading teacher or a paraprofessional, work on iStation a minimum of three days per week for 25-30 minutes; • (grades 2-3 only) participate in extended day tutoring with reading teachers/specialists two days per week for 90 minutes each time, beginning late September and continuing through May; • (grades K-2) participate in individual or small group intervention lessons with a paraprofessional scheduled as formative assessment dictates. Reading teachers will provide the lessons to be used by the paraprofessionals. <p>Grade level teams and reading specialists will meet every two weeks to review reading assessment data and discuss individual student interventions and progress.</p>
Tier 3	<p>K-3rd grade teachers will work collaboratively with the reading specialists to review and analyze reading achievement data (PALS, TOPPA, QRI, iStation, benchmarks and formative assessment) to determine which students are in need of intervention and to determine the specific skills they need to work on. Teachers and specialists will meet once weekly for 45 minutes.</p> <p>K-3rd grade students identified for PALS intervention will:</p> <ul style="list-style-type: none"> • receive a daily 45-minute reading intervention with the reading specialist to address targeted needs; • under the supervision of the reading teacher or a paraprofessional, work on iStation a minimum of four days per week for 25-30 minutes; • (grades 2-3 only) participate in extended day tutoring with reading teachers/specialists two days per week for 90 minutes each time, beginning late September and continuing through May; • (grades K-2) participate in individual or small group intervention lessons with a paraprofessional scheduled as formative assessment dictates. Reading teachers will provide the lessons to be used by the paraprofessionals.

	Grade level teams and reading specialists will meet every two weeks to review reading assessment data and discuss individual student interventions and progress.
Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above	
Tier 2	3 rd – 5 th grade students who failed the reading SOL test will participate in a two-week summer 2012 session (12 days x 5 hours per day) working with reading teachers to address targeted areas of need. Student progress will be monitored through review of curriculum-based assessment.
Tier 3	3 rd – 5 th grade students who failed the reading SOL test will participate in a two-week summer 2012 session (12 days x 5 hours per day) working with reading teachers to address targeted areas of need. Student progress will be monitored through review of curriculum-based assessment.
Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above	
Tier 2	3 rd – 5 th grade students who failed the math SOL test will participate in a two-week summer 2012 session (12 days x 5 hours per day) working with math teachers to address targeted areas of need. Student progress will be monitored through review of curriculum-based assessment.
Tier 3	3 rd – 5 th grade students who failed the math SOL test will participate in a two-week summer 2012 session (12 days x 5 hours per day) working with math teachers to address targeted areas of need. Student progress will be monitored through review of curriculum-based assessment.

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			
	Year 3: 2012-2013		
Expenditure Codes	SIG Funds	ARRA Funds	Other Funds
1000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$142,656
	School Expenses \$99,310.04	School Expenses \$	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$49,984
	School Expenses \$20,353.48	School Expenses \$	
3000 – Purchased Services	Division Expenses \$9,000	Division Expenses \$	Other: \$17,765
	School Expenses \$102,360	School Expenses \$	
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$	

5000 - Other Charges	Division Expenses	\$1,000	Division Expenses	\$	Other:	\$
	School Expenses	\$7,400	School Expenses	\$		
6000 - Materials and Supplies	Division Expenses	\$	Division Expenses	\$	Other:	\$
	School Expenses	\$106,819.97	School Expenses	\$		
8000 - Equipment/ Capital Outlay	Division Expenses	\$	Division Expenses	\$	Other:	\$
	School Expenses	\$	School Expenses	\$		
Total	Division Expenses	\$10,000	Division Expenses	\$	Other:	\$210,405
	School Expenses	\$336,243.49	School Expenses	\$		
					Total Division Expenses \$10,000	
					Total School Expenses \$336,243.49	
					TOTAL (Do not include "Other") \$346,243.49	

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: Washington District Elementary
1000 – Personnel (Use as much space as necessary.) \$42,635.04 (1003g) – Salary for an additional reading teacher. \$3,500 (1003g) – Stipends for School Improvement Team Members. 7 teacher members @ \$500 per member \$36,000 (1003g) - Stipend for Extended Day Teachers. Extended day program will operate two days per week for 90 minutes each day for 50 days, serving students in grades 2-5. Budget allows for 12 teachers @ \$60/day x 50 days. \$6,775 (1003g) – Stipend for Extended Day Drivers. 5 drivers @ \$27.10/day for 50 days \$1,500 (1003g) – Stipend for Extended Day Secretary. 1 secretary @ \$30/day x 50 days \$2,000 (1003g) – Stipend for Extended Day Food Service Workers. 2 workers @ \$20/day x 50 days \$1,500 (1003g) – Stipend for Teachers to Attend Saturday Reading Workshop. The UVA workshop, "Differentiated Small Group Instruction," will be offered on a Saturday. Teacher participants will receive a stipend. 15 teachers @ \$100/day \$3,600 (1003g) – Substitute Teachers to release teachers for extended planning. Four substitutes @ \$75/day will be needed for three days to release each grade level team (kindergarten through grade 5) for one-half day for extended planning for school improvement. Extended planning sessions will occur four times per year and will focus on student-specific interventions. \$1,800 (1003g) – Substitute Teachers to release representative teachers to attend reading/math conferences. Twelve substitutes @ \$75/day x two days.

\$91,390 (Title I) – Salaries for two Title I Reading Specialists
\$9,000 (Title IIA) -- Stipends for Lead Teachers. Nine lead teachers @ \$1,000 each
\$42,266 (Rural Math Specialist Grant/Local) – Salary for one math specialist

2000 -Employee Benefits (Use as much space as necessary.)
\$16,017.48 (1003g) – Fringes for Reading Teacher
\$268 (1003g) – Fringes for School Improvement Team Members
\$3,540 (1003g) – Fringes for Extended Day Employees
\$115 (1003g) – Fringes for Teachers Attending Saturday Reading Workshop
\$275 (1003g) – Fringes for Substitutes for Extended Planning
\$138 (1003g) – Fringes for Substitutes for Teachers attending Conferences
\$33,357 (Title I) – Fringes for two Title I reading specialists
\$689 (Title IIA) – Fringes for Lead Teacher stipends
\$15,938 (Rural Math Specialist Grant/Local) – Fringes for one math specialist

3000 - Purchased Services (Use as much space as necessary.)
\$9,000 (1003g) – VDOE Liaison for School Improvement.
\$25,000 (1003g) – Part-time coach for Math. Fifty days @ \$500/day.
\$34,000 (1003g) – UVA Literacy Coaching/Mentoring Program. 20 days of individualized observation and feedback for the teachers and reading specialists. September 2012 – May 2013
\$11,790 (1003g) – UVA Graduate Course: **Numbers and Number Sense for Elementary Teachers**. This course is designed to enable teachers to develop a deeper understanding of the base ten number system that affects learning to count, performing operations with multi-digit numbers, and working with fractions and decimals. Participants learn to investigate how to represent and interpret quantitative situations verbally, pictorially, and symbolically, investigate a variety of situations modeled by addition and subtraction and to examine various representations of multiplication and division. Additionally, the course covers how children develop their understanding of number and develop number sense, and investigates how to implement the school division's curriculum and instructional resources to support students developing understanding of mathematics. 3-credit graduate level course @ \$786 per student tuition, minimum 15 students
\$4,000 (1003g) – UVA Reading Workshop, "Differentiated Small Group Instruction. This workshop is designed to model small group instruction (based on the

PALS K-3 format and using guided reading with grades 4-5). Includes six make or take activities that are useful during small-group instruction for a wide variety of ages/levels. Six hours (maximum 30 participants).

\$3,930 (1003g) – UVA Graduate Course: Differentiated Small Group Instruction. 1 Credit Course @ \$262 per student, minimum 15 students.

\$12,000 (1003g) – American Reading Company Professional Development. This Smart Start Tiered Professional Development Module includes five days of support to effectively implement the use of the classroom leveled libraries, as well as the after-school (extended day) reading intervention and science/social studies content theme modules. Teachers will learn to use the Independent Reading Level Assessment (IRLA) and to match students to text. The five days includes classroom support visits, as well as one family workshop.

\$2,000 (1003g) – Consultant for Professional Development on Working with Economically Disadvantaged Students. Two days @ \$1,000/day.

\$3,600 (1003g) – Conference/Workshop Registration. Cost of registration for representative teachers to attend conferences/workshops that support differentiated math instruction and/or differentiated reading instruction. Conference participants will then share information with colleagues.

\$1,950 (1003g) - Editure – Annual site license renewal.

\$0.00 (1003g) - iStation – Annual site license renewal. This includes ISIP (iStation's Indicators of Progress), a computerized adaptive testing system for monthly progress monitoring as well as the iStation reading intervention program. (\$6,500 renewed prior to July 1, 2012)

\$4,090 (1003g) - PD 360/Observation 360. Annual site license renewal. PD 360 Professional Development On-Demand is a web-based, on-demand professional learning resource that supports establishment of a systematic, job-embedded program that emphasizes classroom implementation. Observation 360 is a complementary program that enables classroom observations and professional development to be directly linked.

\$17,765 (Title IA) – Professional Development for School Improvement – Contract with language arts consultant to facilitate curriculum work with teams of grade level teachers and reading specialists; contract with language arts consultant to provide professional development during pre-service and teacher workdays; conference/workshop registration for teachers to attend relevant events

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

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

\$2,000 (1003g) Travel expenses for contracted coaches/consultants. Lodging and mileage at .35 per mile.

\$1,000 (1003g) Travel expenses for Division Leadership Support/Principal Meetings. Travel (lodging, mileage, meals) for Assistant Superintendent to attend four one-day DLST training sessions provided by William & Mary, and for the principal to attend any required School Improvement meetings.

\$5,400 (1003g) Travel expenses for Conferences/Workshops. Travel (lodging, mileage, meals) for representative teachers to attend events that support differentiated math instruction and differentiated reading instruction.

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

\$54,600 (1003g) - Leveled Classroom Libraries from American Reading Company. Classroom libraries comprised of 10 leveled baskets, each containing 30

individual titles, for a total of 300 books per classroom. Classroom libraries will be customized to meet the reading level needs of each specific classroom. \$2,600 per classroom set x 21 classroom sets @ grades K-5.

\$33,000 (1003g) - Explorer Express Modules and Thematic Collections from American Reading Company. The Explorer Express Module is a complete, self-contained intervention program designed to immerse students in intensive reading and writing experiences. The program focuses on content area reading and project-based writing, as well as wide reading. Thematic collections consist of a mostly nonfiction study centered around a selected theme in either science or social studies. These materials will be used in the Extended Day program for students at grades 2-5. Explorer Express Modules @ \$2,750 x 12 sets

\$2,375 (1003g) - Independent Reading Level Assessment (IRLA) from American Reading Company. The IRLA is a unified standards-based framework for student assessment, text leveling, and curriculum and instruction.

\$16,844.97 (1003g) - Instructional Materials and Supplies. Literacy resources to support whole group reading instruction, differentiated small group reading instruction, word study, and writing instruction (e.g. document cameras, materials for writers workshop and supplies for creating literacy workstations). Math resources to support hands-on, active instruction with revised math Standards of Learning (SOL). Resources to support data analysis and use of data to guide instruction and interventions. Student incentives for attendance, behavior and academic effort. Resources to support formative assessment.

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	\$99,310.04		\$142,656
2000 - Employee Benefits	\$20,353.48	\$	\$49,984
3000 - Purchased Services	\$111,360		\$17,765
4000 - Internal Services	\$0	\$	\$
5000 - Other Charges	\$8,400	\$	\$
6000 - Materials and Supplies	\$106,819.97	\$	\$
8000 - Equipment/ Capital Outlay	\$0	\$	\$
Total	\$346,243.49	\$	\$210,405
			TOTAL SIG and ARRA Funds \$346,243.49

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:	Rebecca Lowry, Ph.D.
Date:	July 13, 2012
Principal’s Signature Read # 9 above	Vacant
Date:	N/A

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.