

**Tier I and II FY2009 Schools
Application for Year 3 Continued Funding**

**Tier I and II FY2010 Schools
Application for Year 2 Funding**

1003(g) School Improvement Grant (SIG) Application

Due: June 1, 2012

Approved 9/27/12 J.Garland

Please complete this application for each school.

PART I: DIVISION INFORMATION

School Division Name:		Hopewell City Schools				
Division Contact:		John A. Fahey				
Telephone of Division Contact (include extension if applicable):		804 541 6400	Fax:	804 541 6401		
Email of Division Contact:		jfahey@hopewell.k12.va.us				
Name of School	Hopewell High School		2012-2013 Grade Span	9 - 12	Projected School Membership	1062
	Current Percent Identified as Disadvantaged	63%	Current Percent Students with Disabilities	16%	Current Percent Limited English Proficient	12%
Name of Principal		Dr. Rodney Berry				
Telephone of Principal		804 541 6402				
Email of Principal		rberry@hopewell.k12.va.us				

***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. Ensures schools receiving SIG funds as a Tier I or II school currently implementing a transformational or restart model continue to implement the model according to the timeline indicated in its approved application for SIG funding.
2. Uses its SIG funds to implement fully and effectively a model in each Tier I and Tier II school, that the LEA commits to serve, consistent with the final SIG requirements;
3. If implementing a restart model in a Tier I or Tier II school, includes in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
4. Continues to implement all requirements of the USED turnaround initiative principles by:
 - providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround initiative effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
 - ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround initiative effort; (2) preventing ineffective teachers from transferring to these schools; and (3)

- providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
- redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
 - strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
 - using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
 - establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
 - providing ongoing mechanisms for family and community engagement.
5. 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;
 - setting leading and lagging indicators; including monitoring leading indicators quarterly and lagging indicators annually;
 - 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;
 6. 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.
 7. Uses an electronic query system (i.e., Datacation) to provide principals with quarterly data needed to make data driven decisions at the school-level;
 8. Uses an adaptive reading assessment program (i.e., *iStation*) to determine student growth at least quarterly for any student who has failed the SOL assessment in the previous year, a student with disabilities, or an English language learner.
 9. Uses the *Algebra Readiness Diagnostic Test* (ARDT) for all schools with grade 6 or higher for all students who have failed the SOL assessment in the previous year, a student with disabilities, or an English language learner (fall, mid-year and spring at minimum).
 10. Attends OSI technical assistance sessions provided for school principals, division staff, and LTPs;
 11. Collaborates with assigned VDOE contractor(s) to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform;
 12. Provides an annual structured report to a panel of VDOE staff and turnaround initiative leaders detailing the current action plan, current leading and lagging indicators, and modifications to be made to ensure the reform is successful;
 13. Ensures division improvement plan supports the school-level improvement plan and is monitored monthly; and
 14. Reports to the SEA the school-level data required under the final requirements of this SIG grant.

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)*.

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:	
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, June 1, 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.

PART II: REFLECTION AND PLANNING

Complete responses for each question. This will guide the identification of summer, 30-day and 2012-2013 goals in Part III: Goal Setting.

A. School Climate

1. What were the most successful strategies used to change the school climate?

Staff Development

- Job-embedded professional development
- Professional learning communities through common, collaborative planning and reflective dialog
- Increased leadership capacity through school-based school improvement teams

Parent Involvement

- Principal has facilitated the revival of the Parent Teacher Advisory Committee
- Establishment of Parent Advisory Committee

Climate

- Student-selected Veteran Teacher of the Month and Rookie Teacher of the Month
- Games and refreshments to boost morale
- PBIS

Instructional Expectations

- Increased rigor due to VASS grant
- Focus on Literacy including literacy consultant in the building and programs such as READ 180 and WriteScore assessment
- Student engagement through literacy and CRISS strategies
- Focus on analyzing data
- Literacy and Math specialists work with teachers to provide need-based staff development, review lesson plans, and monitor instructional delivery. Success measured by walkthroughs by Virginia Tech faculty. Teachers have developed open-door policies as a result of monitoring and feedback.
- Revision of master schedule at first semester provided more focus on instruction and supervision as well as providing time for remediation.

2. Were there unsuccessful attempts or strategies used to change the school climate? If so, briefly note why they were unsuccessful.

none

3. Are student behavior expectations reinforced consistently throughout the school? How has student behavior changed since the beginning of the year?

Not 100%. This is being addressed through PBIS. Accounting for discipline referrals is improved; therefore, the data reflects an increase in referrals when in fact, students are being held more accountable. The VA TECH walkthroughs indicated significant increases in student engagement in class. Student Code of Conduct was revised to increase instructional time for students.

4. How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year? Is it where you want it to be? If not, what can you do to make further changes?

The renovation has improved the physical appearance of the building; it is bright, inviting and safe. Students are more engaged. Teachers are more focused and working collaboratively. There is a stronger feel of collegiality among faculty. The focus is on academics. Close data analysis leads to differentiated instruction and prescriptive intervention. The administrative team is focused on planning and foreseeing possible issues rather than reacting to problems as they occur.

5. Are there any anticipated barriers to further improving the school climate?

Personnel changes disrupt continuity.

6. What easy wins will be implemented in September 2012 to make it clear that the improvement efforts will continue and must be supported by students, staff, and parents?

Revision of student handbook to address attendance, discipline, and assessment schedules, grading. Pacing guides will be revised to address curriculum needs. Basic School Improvement Teams will continue; however, some changes will be needed.

7. What celebrations/strategies/practices will you use to end this school year?

The third walkthrough data will be celebrated. A PBIS celebration is scheduled for May 18. Parent newsletter of end of year activities and summer reading program. Senior Awards day and Underclass awards day, concerts, drama performance graduation, faculty end of year celebration.

B. Process Steps/Atmosphere of Change

1. How are all members of the Leadership Team / Improvement Team encouraged to contribute? How are all team members heard? How are their opinions considered and incorporated? Are decisions explained, with rationale behind them?

Leadership and Improvement Team members contribute through assignment to improvement subcommittees and participation in these teams, and the ability to place items on meeting agendas. The subcommittees report back to the Leadership team and the faculty. Faculty surveys have been completed by subcommittees to assess extended learning, school climate and staff development. Students were surveyed about school culture and benchmark assessments. Decisions and rationale are explained to faculty in faculty meetings. Faculty are given the opportunity for input through the school improvement teams. Their opinions are incorporated in minutes and each subcommittee is responsible for developing part of the improvement plan.

2. How are responsibilities divided amongst the team members? Are those divisions clear? Do responsible parties have the resources needed to follow through?

Each team has been given a structured assignment – the completion of their strand of the school improvement plan. The divisions and tasks are clearly defined through assignments and Indistar.. They have been provided time and data to follow through

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

Instructional strategies are monitored through observations by the administration as well as walkthroughs by the Internal Lead partners and curriculum specialists. If they are not working, the staff development is adjusted to meet needs.

4. How was the momentum of the improvement effort sustained over the course of the year?

The momentum continues to increase as all stakeholders increase understanding of expectations. External Lead partners are visible and have become integral members of the school team. As roles and expectations have become more clearly defined, momentum increased. PBIS is increasing faculty commitment to consistency expectation for student conduct. Placing the appropriate student in appropriate intervention increased momentum as teachers realized specific student needs are being addressed.

C. Instruction

1. How are students identified as needing additional support in core content areas?

Reading skills of all students were assessed through IStation. IStation results were used in conjunction with SOL test data, teacher recommendation and previous academic achievement were used to place students in appropriate interventions including Read 180, System 44, Achieve 3000 and IStation. Eighth grade achievement data, teacher recommendations, Algebra Readiness pre-test and SOL test data were used to identify students in need of additional support in math and science. Writing skills were tested through Write Score program and this data was used to provide writing remediation for all students in grades 9-11 in both English and Social Studies classes.

2. How do teachers differentiate learning for students?

A strong team-teaching approach is used on all collaborative classes. Achieve 3000, System 44 and READ 180 are utilized for individualized instruction. Tutoring pull outs and after school instruction are examples of individualized instruction.

3. Is the curriculum aligned within the school and across grade levels? If no, what is the process for doing this? (i.e. all third grade math classes teach the same SOLs and the third grade classes are ready to be in fourth grade math in September)

Curriculum alignment with standards is strength for our school division; however, we need to work on vertical alignment. Teachers use common assessments.

4. How are formative assessments used in your school?

Teachers give benchmark assessments every 4.5 weeks. These results are utilized to drive instructional decisions. Teachers are required to submit reflections reports based upon the benchmarks, describing how they will change instruction based upon this data. WriteScore, READ 180, IStation and System 44 are utilized as well. Teachers adjust instruction based upon this data. New for this year, departments also conduct biweekly assessments and are expected to revise instruction based upon this data.

5. Do all teachers have a strong understanding of classroom management techniques? If not, how can that skill-set be developed?

No. Some teachers still need assistance. PBIS provides support and VA TECH provided training in classroom management techniques. Fred Jones training is provided to all new teachers.

D. External Support

1. How is the community supporting the improvement effort? What major hurdles to community involvement and support still exist?

The PTSO has reorganized and sponsored a successful after-prom event this year. Student groups have been asked to work with City Council on a project to improve recreational opportunities for students in the community. Parents were asked to attend the senior awards assembly and approximately 200 family members of seniors attended.

2. What community-based organizations are involved with the improvement effort? In what ways? How are those organizations aligned to the broader improvement plan?

3. Which external partners, service providers or other contractors will be re-hired for the upcoming school year? Why will their contracts be renewed?

Virginia Tech will be rehired due to the increased student engagement and use of research-based instructional strategies documented in walkthroughs, as well as 60% of teachers participating in training in CRISS Strategies, the faculty teambuilding through the Myers-Briggs, assistance in the master schedule to maximize instruction, their assistance in implementation of intervention through READ 180 and WRITESCORE, and excellent mentoring for our administrators. We will also continue with READ180, Datacation, WRITESCORE.

4. How are parents supporting the improvement effort? In what ways are parents involved in the school and their children's education?

Parent conference participation increased from 62 on conference day in September to 156 in March 2012. The Parent Teacher Student Organization has reorganized and has met regularly with the principal.

5. In what other ways could parents be more involved?

We must have parents involved as members of the school improvement team.

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?

This year, the administration met with each subject area department as well as central office supervisors to seek recommendation. This information, along with achievement data and teacher success on evaluation goals, will be used to create teaching assignments for 2012 – 2013.

2. How do you evaluate a teacher's quality throughout the year?

We are using the model provided in the William and Mary pilot as well as walkthroughs and anecdotal records.

3. Describe how teachers are provided professional development.

Most professional development has been provided through the creation of common subject area planning. Substitutes have been provided for half and whole day activities. Teachers were compensated for participating in CRISS training on Saturdays. A mathematics consultant and a literacy consultant have been in the building on a regular basis to assist in mentoring and adjusting lesson plans and providing regular, individualized staff development.

4. How is the principal evaluated? Who does he/she receive feedback (on his/her performance) from and how often?

The principal is evaluated by the Superintendent. Regular feedback has been provided.

5. What is the process for filling teacher vacancies? Is your school able to select teachers before other schools in the division? If not, why?

The applications are screened by central office supervisors, who then pass those selected to principals. This saves the principal time as they do not interview person who are ineligible for a license or do not meet selection criteria. We are small enough that if a particular school has a need, the personnel department and subject area supervisors are aware and work expeditiously when a qualified candidate is available.

6. How will professional development lessons/goals be determined for 2012-13?

Through a review of achievement, evaluation and walkthrough data as well as teacher surveys.

7. How will any new teachers and staff (new to the school) be introduced to the philosophies, practices, and the differences of your school?

Through our new teacher induction program, they will receive a week-long induction to the community, the instructional expectations of the division and the school. Follow up is provided through a mentor and a coach throughout the year.

8. How do you define the relationships within the school's Leadership Team/Improvement Committee? How can it be improved?

The relationship is positive. Communication is always a concern as there is so much information that flows so fast through so many people. Requiring more staff to use Indistar as their recordkeeping program will provide improvement.

9. How do you define the relationship between the Lead Turnaround Partner and the principal? How can it be improved?

This relationship is effective. Trust and honesty define the relationship. Our LTP provides excellent mentoring for a new or experienced principal.

10. How do you define the relationship between the division liaison (Internal Lead Partner) and the principal? How can it be improved?

The relationship has been effective. Open communication and trust define this relationship. Both positions will be filled with new persons for 2012 – 2013; continuation of such a relationship is essential.

11. How do you define the relationship between the Lead Turnaround Partner and the division liaison (Internal Lead Partner)? How can it be improved?

There could not be a better relationship. Once again, honesty and trust define the relationship. We have a common philosophy and enjoy solving problems together. Their different personality types contribute to sound decisions. The new Internal Lead Partner is fortunate to have the opportunity to work closely with our experienced LTP.

F. Decision-making Process and Autonomy

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

Most decision are school- based, unless they involve policy or a substantial shift in practice. The division team offers advice in such situation and proposals are provided to the Superintendent.

2. Who makes the final decisions about the school's improvement plan? Should this person/person(s) be the decision-maker? Why or why not?

The principal is the decision-maker; however, input from the faculty and staff is essential. In our case, the school improvement teams have assumed a much stronger leadership role throughout the year.

3. What division policies were changed this year? (i.e. priority in filling teacher vacancies, exemptions from division PD

sessions, school year/day adjustments)

Division PD was related to school improving. Teachers were paid to come to work on Saturday for staff development.

4. 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).

Our teacher evaluation system is still not clearly defined; however, training is planned in June and August to more clearly define the process.

G. Phase Out (only for Cohort 1, year 2)

1. What services should be maintained after SIG funds and supports end in 2013?

2. How will the school prepare for the phase out of funds, supports, and services?

3. How will the district prepare for the phase out of funds, supports, and services?

4. Who needs to be involved in the phase out process? What roles does each player take?

5. What are your biggest fears about the phase out process?

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

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

PART III: GOAL SETTING

Use the current 2011 data from Quarterly Reports, Leading and Lagging Indicators, Interventions, Datacation, etc. and responses in Part II to respond to the following questions for continued FY2009 and FY2010 1003(g) grant funding.

- A. Please list 5 (SMART) goals for the summer:**

Example: SOL mathematics curriculum, assessments and pacing will be revised at 100% of grade levels to ensure vertical alignment based on analysis of 2012-13 SOL results as evidenced by a summary analysis of results by grade level, specific realignments made in curriculum and pacing, and development of aligned sample assessments for standards of concern at each grade level.

(Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under the indicator to accomplish each goal.)

1	Spring 2012 EOC Reading and Writing and Grade 8 Reading and Writing SOL test results inclusive of the Student Performance by Question reports will be analyzed in order to identify target groups of students for remediation and to develop scheduled tiered intervention. Review of longitudinal data notes a need for a bank of instructional strategies to promote reading comprehension, concept attainment, and written expression for these students; the bank will be developed for use in both summer school and during the 2012-2013 school year. Analysis of 2012 data may dictate the need for any additional instructional strategy development necessary to meet student needs. Indicators: I3 Task 1, K5 Task 2, K6 Task
2	Spring 2012 EOC Math and Grade 8 Math SOL test results inclusive of the Student Performance by Question reports will be analyzed by the Math Supervisor and HHS administration in order to identify target groups of students for remediation and to develop scheduled tiered intervention. Fall 2011 and spring 2012 EOC and Grade 8 Math SOL test results will be analyzed to identify strand/category weaknesses to be addressed in summer curriculum development and in the professional development plan for the upcoming school year. Indicators: G3 Task 1, K5 Tasks 1,2 and 4
3	By August 2012 curriculum maps and pacing guides will be revised by teacher leaders for core content courses in response to teacher feedback and 2011-12 SOL test results. Benchmark assessments will be revised to reflect the new reading and science standards and to strengthen alignment of all SOL strands. Indicators K5 Task 1, K6 Task 1
4	The master schedule will be revised to include opportunities for input from 100% of faculty and curriculum specialists to ensure appropriate placement of interventions, courses and personnel as indicated by an analysis of the following data: IStation, SOL, READ180, System44, AP scores, grades, IEP's. Indicator B2 Task 3, I 11 Task 3
5	By September 2012 PBIS data will be reviewed to define training and support needed to prepare teachers to implement behavior intervention strategies which will result in a 15% decrease in student disciplinary incidents for the 2012 – 2013 school year. Indicator K11 Tasks 1 and 2.

B. Please list 3 (SMART) goals for the first 30 days of the upcoming school year:

Example: Grade level math teachers will increase their use of formative assessments by 25% to drive instruction as evidenced by weekly formative assessment plans submitted to principal by first week of school for the first 6-weeks, inclusion of formative assessment strategies in lesson plans, associated data-driven decisions in teacher grade-level meeting minutes, and observed implementation.

(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	To ensure that 100% of identified students are properly scheduled and receiving the needed remediation, the September 2012 istation data will be correlated to the summer analysis of the Spring 2012 EOC reading and writing SOL tests and eighth grade reading and writing SOL tests which will result in any needed adjustments to intervention groups and instructional strategies based on possible academic regression and/or transient population Indicators K6 Task 1, K9 Task 4
2	By October 15, 2012, all teachers of core content areas will participate in 3 staff trainings provided by the Supervisors of English and Math to learn how to implement vocabulary strategies from CRISS resources and Rozelle's Power Tools. Teacher attendance will be verified through rosters taken at training. Indicators K3 Task 3, I 9 Task 1
3	Establish by September 5, 2012, a schedule of support for new and existing staff members. The activities are intended to foster an environment of respect and rapport, representative of the belief that, in order to create conditions for productive learning for students, we must ensure those same conditions exist for educational personnel. 100% of staff will participate in team and relationship building activities, within and across departments, will purposefully be scheduled for all staff at least

	<p>twice monthly. The series will begin with the following "Quick Win" spring/summer activities:</p> <ul style="list-style-type: none"> • Invitation to existing personnel to "volunteer" for a day during the summer at which time they would be present on campus to assist incoming new staff. Suggested support includes: assisting new personnel with settling into their new classroom, decorating, securing instructional materials/resources, making posters, making copies, help with moving furniture and carrying in personal items. • Provide incoming new teachers with as much information and as many resources as are available at that time for their new teaching assignment. This will include the contact information of department chairs/lead teachers, VDOE and HPS resources for planning and preparation of lessons, and teacher's editions of content to be taught. • Existing personnel will be solicited for items that would be needed by new staff, to include but not be limited to: pens, pencils, hand sanitizer, posters, etc. Items collected would be combined into "gift baskets" to be presented at a "New Teacher Shower/Reception" during the Pre-School Week. A program will be developed for introductions of all staff members. <p>Indicator I2, Task 1</p>
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C. Please list 5 (SMART) goals for the upcoming school year:

<p>Example: By June 2013 SOL mathematics scores will increase by 15% in grade 7 and by 5% in grade 6, 8 to exceed the state benchmark by 5% by establishing a laser-like focus on the monitoring of math remediation services using the ARDT as a screening tool for all students to identify area of student need, design remediation content, establish a timeline for remediation services, and record strand assessments results. (Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under each indicator to accomplish each goal.)</p>	
1	<p>By June 2013, core content area teachers will increase their use of vocabulary development strategies for guided and independent practice by 25% to increase student acquisition of academic content specific vocabulary during 2012-2013. The effectiveness of the increased instruction will be monitored and evaluated through lesson plan review, observation, and both informal and formal assessments. Indicators K3 Task 3, I9 Task 1, K5 Tasks 1, 2 3 and 4.</p>
2	<p>By June 2013, SOL mathematics assessment pass rates will increase by 15% in Algebra I, Geometry, and Algebra II. Math teachers will coordinate the intervention services for the students in their classes. School administrators will monitor instruction through classroom observations and walk-throughs, student progress on benchmark assessments, and examination of instruction as detailed in lesson plans. Indicators K4 tasks 1 2 3 and 4, K5 tasks 1, 2 3 and 4, K6 Task 1, K7 Tasks 1 and 3.</p>
3	<p>100% of instructional staff will solicit student feedback on a quarterly basis for the purpose of improved planning for meaningful student learning, and as general evidence of a continuing search for improved practice. Student surveys will provide teachers with qualitative data on preferred learning styles and levels of instructional engagement. Survey questions will focus on each teacher's usage of motivators, focus activities, and instructional techniques. By September 30, 2012, all teachers will aggregate data by class period and use the resulting knowledge to support content-related instructional goals. Indicator I 10 Task 2, G3 Task1</p>
4	<p>Through the implementation of the Positive Behavior Interventions and Supports Program (PBIS), overall discipline referrals will decrease by 15% in grades nine through twelve by June 2013. Comprehensive instructional strategies, lesson plans and behavior matrices will be developed and implemented by all staff members in order to teach students appropriate school behaviors. Daily praise and quarterly incentives will be implemented to recognize and praise students for behaving according to the Hopewell High School Code of Conduct. .Indicator D5 Task 1</p>

5	By June, 2013, increased opportunities for student success will be provided through local elective courses, defined by student achievement data. Courses will include opportunities for remediation, acceleration and credit recovery. These courses, as well as programs such as IStation and READ 180, will result in the graduation rate improving by 10%. Indicator J 8 Task 1, J3 Task 2.
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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).

Part IV (a): Interventions for students who are at-risk of failing a reading SOL	
Tier 2	Istation or other literacy support for 30 – 90 minutes per week, depending on need, provided by English or Literacy Teacher.
Tier 3	Read180, 90 minutes per day, identified per semester, provided by Reading Classroom Teacher.
Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL	
Tier 2	Algebra Readiness or math literacy tutoring twice a week (30 minutes each session) provided by Math Teacher and/or Math Tutor.
Tier 3	Year-long/Double block instruction for Algebra I. For other courses (Algebra II and Geometry) extended day online access to Bright Storm, Kahn Academy, Eschool Plus and teacher support three times a week (30 minutes a session).
Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable	
Tier 2	NA

Tier 3	NA
Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above	
Tier 2	Students who passed the English 11 course but failed the grade 11 reading or writing assessments are either assigned to a special session of English 12 taught by the English Teacher for 90 minutes (provided available seats) or receiving small group additional support two times a week for 30 minutes each session by the English Teacher and/or Literacy Teacher.
Tier 3	Students who passed the English 11 course but failed the grade 11 reading and writing assessments are automatically assigned to a special session of English 12 for additional support taught by the English Teacher for 90 minutes.
Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above	
Tier 2	Algebra Readiness Tutoring and/or mathematics literacy support during the school day provided by the Math Teacher or Math Tutor for (30 minutes per session).
Tier 3	Small group direct instruction provided by a Math Teacher for 90 minutes daily and/or extended day access to Brightstorm, Kahn Academy, and E2020 virtual learning opportunities for at least 30 minutes daily.

Part V: BUDGET (LEA 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:				COHORT II <input checked="" type="checkbox"/>	COHORT I <input type="checkbox"/>
Year 1: 2011-2012 (includes pre-implementation period)				2012-2013	
Expenditure Codes	Pre-implementation SIG Funds	SIG Funds	Other Funds	SIG Funds	Other Funds
1000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	\$4,000 (substitutes)
	School Expenses \$	School Expenses \$		School Expenses \$200,784	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	\$0
	School Expenses \$	School Expenses \$		School Expenses \$44,258	
3000 – Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	\$15,960 (Remediation funds)
	School Expenses \$	School Expenses \$		School Expenses \$260,050	
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$0	\$0
		School Expenses \$		School Expenses \$0	

5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$13,500	Other: \$0
	School Expenses \$	School Expenses \$		School Expenses \$0	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$0
	School Expenses \$	School Expenses \$		School Expenses \$48,095	
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$0	Other: \$0
	School Expenses \$	School Expenses \$		School Expenses \$0	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$213,500.00	Other: \$0
	School Expenses \$	School Expenses \$		School Expenses \$352,403	
				Total Division Expenses \$214,284.00	
				Total School Expenses \$352,403.00	
				TOTAL \$566,687.00	

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	COHORT II <input checked="" type="checkbox"/>	COHORT I <input type="checkbox"/>
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, SIG) 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)		

SCHOOL NAME: Hopewell High	COHORT II <input checked="" type="checkbox"/>	COHORT I <input type="checkbox"/>
1000 – Personnel (Use as much space as necessary.) Data Specialist \$59,000, literacy specialist \$59,000, principal and assistant principal pay for performance bonus \$20,000, tutoring, credit recovery and Saturday school \$50,784 (\$25 per hour), supplements for school improvement team leaders (12@ \$1,000 each) \$12,000 Total \$200,784.00		
2000 -Employee Benefits (Use as much space as necessary.) Benefits for above= \$15,300.00 (FICA); other benefits for Data and Literacy Specialist \$28,958.00. Total \$44,258.00		
3000 - Purchased Services (Use as much space as necessary.) Virginia Tech LTP \$208,000, Datacation \$500, Istation \$6,500, Writescore \$8,000, Mechanically Inclined Training \$5,000, Software \$12,850, additional staff development \$10,000, curriculum writing training \$9,200 Total \$260,050.00		
4000 - Internal Services (Use as much space as necessary.) 0		
5000 - Other Charges (Use as much space as necessary.) Transportation for extended school day \$13,500.00		
6000 - Materials and Supplies (Use as much space as necessary.) Copying, mailing, communication \$1,000; student incentives \$5,000, instructional materials \$42,095 Total \$48,095.00		
8000 – Equipment/Capital Outlay (Use as much space as necessary.)		

Combined Division-Level Budget Summary for ALL (Tier I and Tier II) 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 I and Tier II) schools in the division.

PART VI

Combined Division-Level Budget Summary for ALL (Tier I and Tier II) 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 I and Tier II schools under the appropriate cohort .

Expenditure Codes	Year 1: 2011-2012 (includes pre-implementation period)			Cohort II ONLY <u>Year 2: 2012-2013</u>		Cohort I ONLY <u>Year 3: 2012-2013</u>	
	Pre-implementation (SIG Funds)	SIG Funds	Other Funds	SIG Funds for Cohort II ONLY	Other Funds	SIG Funds for Cohort I ONLY	Other Funds
1000 - Personnel	\$	\$	\$	\$200,784	\$4,000 (substitutes)	\$	\$
2000 - Employee Benefits	\$	\$	\$	\$44,258	\$	\$	\$
3000 - Purchased Services	\$	\$	\$	\$260,050	\$15,960 (Remediation funds)	\$	\$
4000 - Internal Services	\$	\$	\$	\$0	\$	\$	\$
5000 - Other Charges	\$	\$	\$	\$13,500	\$	\$	\$
6000 - Materials and Supplies	\$	\$	\$	\$48,095	\$	\$	\$
8000 - Equipment/ Capital Outlay	\$	\$	\$	\$0	\$	\$	\$
Total	\$	\$	\$	TOTAL Cohort II SIG Funds Only \$566,687.00	Total Other Funds \$19,960.00	TOTAL Cohort I SIG Funds Only \$	Total Other Funds \$

Application Submission
Applications are due on Friday, June 1, 2012.

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 from the division's Superintendent's office to

Janice Garland

by Friday, June 1, 2012.

In the subject line, indicate the division name and application type (e.g., Norfolk SIG 2012_2013 Continuation Application).

*(If there is a need for a drop box user name and password, please contact the division's SSWS division administrator.)
Retain the original application with the Superintendent's signature in the division's files.*