

**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**

Please complete this application for each school.

**PART I: DIVISION INFORMATION**

School Division Name:		<b>Norfolk Public Schools</b>				
Division Contact:		<b>Dr. Carolyn Taylor</b>				
Telephone of Division Contact (include extension if applicable):			<b>757-628-3989</b>	Fax:	<b>757-628-3987</b>	
Email of Division Contact:	<b>ctaylor1@nps.k12.va.us</b>					
Name of School	<b>Lindenwood Elementary</b>	2012-2013 Grade Span	<b>PK - 5</b>	Projected School Membership	<b>350</b>	
	Current Percent Identified as Disadvantaged	<b>90.2%</b>	Current Percent Students with Disabilities	<b>10.7%</b>	Current Percent Limited English Proficient	<b>1.9%</b>
Name of Principal	<b>Danjile Henedrson</b>					
Telephone of Principal	<b>757-628-2577</b>					
Email of Principal	<b>dhenderson@nps.k12.va.us</b>					

**PART I: DIVISION INFORMATION**

School Division Name:		<b>Norfolk Public Schools</b>				
Division Contact:		<b>Dr. Carolyn Taylor</b>				
Telephone of Division Contact (include extension if applicable):			<b>757-628-3989</b>	Fax:	<b>757-628-3987</b>	
Email of Division Contact:	<b>ctaylor1@nps.k12.va.us</b>					
Name of School	<b>Tidewater Park Elementary</b>	2012-2013 Grade Span	<b>PK - 5</b>	Projected School Membership	<b>350</b>	
	Current Percent Identified as Disadvantaged	<b>99%</b>	Current Percent Students with Disabilities	<b>7%</b>	Current Percent Limited English Proficient	<b>0%</b>
Name of Principal	<b>Dr. Dawn Lawrence</b>					
Telephone of Principal	<b>757-628-2500</b>					
Email of Principal	<b>dmlawren@nps.k12.va.us</b>					

**PART I: DIVISION INFORMATION**

School Division Name:	<b>Norfolk Public Schools</b>					
Division Contact:	<b>Dr. Sharon Byrdson</b>					
Telephone of Division Contact (include extension if applicable):	<b>757-628-3989</b>			Fax:	<b>757-628-3987</b>	
Email of Division Contact:	<b>sbyrdson@nps.k12.va.us</b>					
Name of School	<b>Lake Taylor Middle School</b>		2012-2013 Grade Span	<b>6-8</b>	Projected School Membership	<b>983</b>
	Current Percent Identified as Disadvantaged	<b>81%</b>	Current Percent Students with Disabilities	<b>17%</b>	Current Percent Limited English Proficient	<b>1.6%</b>
Name of Principal	<b>Dr. Lynnell Gibson</b>					
Telephone of Principal	<b>757-892-3230</b>					
Email of Principal	<b>lgibson@nps.k12.va.us</b>					

**PART I: DIVISION INFORMATION**

School Division Name:	<b>Norfolk Public Schools</b>					
Division Contact:	<b>Dr. Sharon Byrdson</b>					
Telephone of Division Contact (include extension if applicable):	<b>757-628-3989</b>			Fax:	<b>757-628-3987</b>	
Email of Division Contact:	<b>sbyrdson@nps.k12.va.us</b>					
Name of School	<b>Ruffner Middle School</b>		2012-2013 Grade Span	<b>6-8</b>	Projected School Membership	<b>773</b>
	Current Percent Identified as Disadvantaged	<b>79%</b>	Current Percent Students with Disabilities	<b>16%</b>	Current Percent Limited English Proficient	<b>0.26%</b>
Name of Principal	<b>Mrs. Sharon Mims</b>					
Telephone of Principal	<b>757-628-2466</b>					
Email of Principal	<b>smims@nps.k12.va.us</b>					

**\*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:

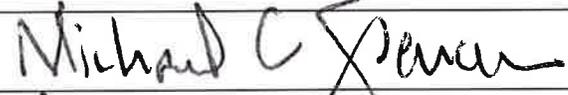
The LEA must assure that it —

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:	Michael C. Spencer
Date:	5-31-2012

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 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?

#### **Tidewater Park:**

A system to communicate with the staff through the Weekly Message was put in place along with opportunities for staff to express kudos to one another. Many upgrades were completed in the building to make it more aesthetically pleasing, including the creation of a teacher workroom/lunchroom. The principal participated in a community fun day to interact with parents and students. Parent workshops and family engagement activities were offered to improve community involvement. Teachers were provided extended planning time with building level specialists and central office support. Incentives were given to increase

recognition of teachers and students who exceeded standards/guidelines.

**Lindenwood:**

There has been a specific focus on climate during faculty meetings and professional development sessions. School leadership was distributed among grade level chairs and staff-members were involved in the transformation process. Time was allotted during meetings for open communication. Positive referrals for students were implemented and when students received them, administration telephoned parents to share the good news. Feedback was consistent from administration, the internal lead partner, the external lead partner and central administration. Student recognition for academic and behavioral success has occurred more frequently (quarterly) this school year. Bucket drops for faculty, staff, and students were shared daily during the morning announcements. A Principal's Book of the Month Club began in October which allowed members of the school family to converse about a common theme. A school-wide incentive program to promote positive behavior was initiated in April. Students received blue or yellow tickets for appropriate behavior. Tickets were redeemed at the school store for various school supplies and toys. The staff agreed upon and signed a culture contract designed to support a positive school climate. Parent Teachers Association (PTA) and parent involvement events had increased. Also, cafeteria monitors provided special treats for the class on each grade level with the most "green days" on a monthly basis.

**Lake Taylor Middle School:**

Strategies to change the school climate, as it relates to students, include: recognition activities (honor roll assemblies, student of the month breakfasts, t-shirt day, grade level field trips, beginning stages of clusters); opportunities for students to participate in extra-curricular activities (sports and clubs); incentive tickets and awards given to students on school-wide and classroom levels; and establishment of the Student Council Association (SCA) and election of officers to give students a voice.

Strategies to change the school climate, as it relates to teachers, include: requiring teachers to report absences to the principal prior to requesting a substitute; involving teachers in decision-making and goal setting for the year; monthly refreshments in meetings and on the fourth Friday morning of each month; teacher incentives for completing tasks and meeting deadlines; requiring teachers to have and implement lesson plans that are aligned to the curriculum; organizing the elective departments, ensuring they function more effectively; recognizing teachers for their accomplishments as individuals, departments, and grade levels; providing teachers with feedback on their efforts; and providing teachers with general and specific professional development.

Strategies to change the school climate, as it relates to parents, include: establishing an active PTA with parent engagement; meeting with parents to plan events and/or discuss issues; and communicating with parents through mailings, telephone calls, home visits, and neighborhood walks.

Lastly, the school facility is more conducive to a more positive climate as the halls have been decorated with student work, student and staff accomplishments, and student recognition banners.

**Ruffner Middle School:**

Ruffner implemented a SMART (School Management and Resource Team) program to resolve discipline problems in a systematic, preventative, and consistent manner. In addition, a Principal Advisory Council (PAC) was implemented for teaching staff to communicate and facilitate action toward solving school issues. A school-wide incentive program to promote positive behavior was implemented this year. Students earn "bulldog bucks" for demonstrating appropriate behavior. These bucks can then be used at the school store to purchase school-related items. An attendance campaign was implemented second semester challenging students at each grade level to attend school daily. The grade level with highest attendance rate for the month earned a treat. A "Ditch Your Uniform" campaign was also implemented, wherein students that passed 3 out of 4 benchmark assessments earned a t-shirt to wear in place of their uniform. Early Warning Indicator (EWI) meetings occurred bi-weekly again this school year. During these meetings, teachers and support staff identified students who struggle with attendance, behavior, and academics. In addition, interventions were developed to address the concerns.

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

**Tidewater Park:**

The cafeteria structure was adjusted to allow for more fluid movement of students through the scheduled

lunch periods. Limited staff and minimal follow through were some of the causes for this being an unsuccessful strategy.

**Lindenwood:**

Communication with parents and the community regarding our transformation has improved. However, there is room for growth in the area of parental and community involvement. A system for staff recognition has been difficult to maintain consistently due to time constraints. Improving public relations was another area for growth. This was also due to time constraints.

**Lake Taylor Middle School:**

It is imperative that the person serving in the climate coach position builds positive relationships with staff and supports them in meeting the expectations of the administration and district.

**Ruffner Middle School:**

All teachers did not consistently distribute bulldog bucks to students who demonstrated appropriate behavior in school; therefore, all teachers did not experience the success of this strategy. In addition, the SMART program and PAC will need to continue to be refined so that the work from these two committees positively impacts the school climate.

Consistent implementation of school-wide strategies by all staff members is an area that will be a continued focus for next school year. Consistent monitoring of the implementation of the strategies is needed in order to evaluate the effectiveness, too.

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

**Tidewater Park:**

The expectations for behavior are in place but are not reinforced consistently throughout the school. Student behavior has improved since the beginning of the year, however, additional support/strategies are needed for both students and teachers to decrease inappropriate behaviors (i.e., fighting, name calling, threatening, and bullying) and to increase positive behaviors.

**Lindenwood:**

Student behavior expectations have been reinforced consistently throughout the school. However, additional support is needed to assist individual teachers who have difficulties with classroom management and students who have frequent behavioral issues. Referral and suspension data has increased from 2010-2011 and from the first semester to the second semester of the current school year.

**Lake Taylor Middle School:**

Student behavior expectations are in place; however, they have not been reinforced consistently throughout all the classrooms. Administration and deans have worked diligently to consistently enforce behavior expectations, and this is evident by the increase in the number of infractions recorded in STARBASE.

**Ruffner Middle School:**

All teachers are not consistently enforcing class rules and providing consequences within their classrooms. There has been an increase in discipline data, as deans are now addressing referrals and providing students with consequences. Four discipline assemblies have been held per grade level this school year. There has been a decrease in the number of fighting incidents, from 16 in March 2012 to 4 in April 2012 and in the area of insubordination, from 56 in March 2012 to 41 in April 2012.

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?

**Tidewater Park:**

There has been a gradual increase in the climate within the building (i.e., positive attitude of office staff and foyer enhancements). We are working towards consistency in maintaining a positive climate.

**Lindenwood:**

Parents appear to be more comfortable with the faculty and staff. More parents are greeting and/or responding to well wishes from staff. Additionally, parents are more inclined to contact administrators

regarding concerns rather than going directly to central administration. Students feel cared for and loved as evidenced by their comments. They are more inclined to seek academic, emotional, and social support from faculty and staff. To further improve the general school climate in the upcoming school year, school leadership has discussed meeting to strategize on how to support grade levels that are impacted emotionally by repeat offenders. Support will be provided by generating grade level behavioral support plans, initiating a 2 x 10 program (adults meet with behaviorally challenged students for two (2) minutes for ten (10) consecutive days for general conversation), relationship building, and increasing the amount of positive communication from teachers to parents.

**Lake Taylor Middle School:**

The general school climate has changed since the beginning of the year; however, establishing a more positive first impression will be an area of focus for the principal during the 2012-13 school year. Teachers will continue to receive professional development with building positive working relationships with students and interacting with students positively on a daily basis. Positive behaviors interventions will be consistently implemented next year on a school-wide basis. Teachers will receive training in Capturing Kid's Hearts during the summer. In addition, specific professional development will be provided throughout the school year to address teacher and student behaviors.

**Ruffner Middle School:**

School climate is not where it needs to be. Recent climate survey results revealed three areas of concern; trust in leadership, staff morale, and safety.

Grade level teams have started to work together to create common behavioral expectations and plans to provide recognition for students meeting these expectations. In addition, these teams will decide how to personalize the learning environment to meet the social, emotional, and academic needs of the students. During the 2012-2013 school year, teachers and students will be a part of a cluster, or small learning community, which will assist in the personalization of the school environment.

Practices must be in place at the beginning of the year to build trust in leadership. Teachers need to feel that their voice is heard through committees such as the SMART program and PAC. Teachers must also see the connections between their concerns and the actions taken by administration.

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

**Tidewater Park:**

Some of the barriers include time for collaboration with all stakeholders and acquiring incentives for community involvement.

**Lindenwood:**

Teachers' perceptions of parents and their level of involvement in their children's academic lives is an anticipated barrier to further improving the school climate, as well as parents' perceptions of teachers and the school.

**Lake Taylor Middle School:**

Some of the barriers include collaboration of all stakeholders and teachers' and parents' perceptions of each other. Additionally, LTMS is not located near the community where some of the families live, making it difficult for some parents to participate in school events.

**Ruffner Middle School:**

Anticipated barriers include possible staff turnover due to school climate; getting staff to start fresh at the beginning of the 2012-2013 school year; and teachers' and parents' perceptions of each other.

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?

**Tidewater Park:**

The principal and leadership team will engage in community stakeholders outreach opportunities over the summer and into the beginning of the school year.

**Lindenwood:**

The focus of back-to-school events for parents will be the transformation process. A station for the lead turn around partner will be set-up and displays with examples of the critical features of a lesson will be shown. A staff retreat will be held during the summer or pre-service week focusing on relationships with the external and internal lead partners, as well as where the school has been and is going, teacher expectations, non-negotiables, and school-wide criteria-based goals. Each teacher will have a standards-based display of student work outside of his/her classroom that is updated weekly.

**Lake Taylor Middle School:**

LTMS will implement a cluster model across the school to develop small communities to increase student connectivity to school. It will also enhance consistency in maintaining appropriate student behaviors from classroom to classroom and throughout the school. Grade level planning will be implemented, which will allow teachers to work in smaller groups per content area and plan interdisciplinary lessons. They will also be able to have their cluster meetings and address their students' needs on a more personal level. Parent conferences will be able to be held both during the day and after school. Positive behavior intervention will be utilized throughout the school, with all students receiving the Mastering the Middle Grades program through their health classes. In addition, 50 staff members will participate in Capturing Kids' Hearts training in August 2012. A group of 11 teachers were trained this school year.

**Ruffner Middle School:**

Clear behavior expectations will be established and communicated to all stakeholders, and deans will be in place at the start of the school year to enforce these expectations. Logistics will be finalized and in place when teachers return to school (i.e. master schedule and teacher rosters). Teachers will have all the information they need during pre-service week to plan a smooth start of the school year for students. Guidance counselors and administrators will review the students' schedules during the summer to ensure that students who have a history of conflict with one another are not scheduled into the same cluster and do not have classes together, if possible.

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

**Tidewater Park:**

This school year will end with celebrations which include the SOL pep rally, field day, volunteer luncheon, teacher appreciation week, student achievement recognition ceremony, promotion ceremonies, and grade level celebrations. Students who attain a perfect score of 600 on the SOL tests will attend a special luncheon with the principal.

**Lindenwood:**

This school year will end with the following celebrations:

- Teacher superlatives
- Video of implemented practices
- Reflections
- Students rotating among teachers for instruction
- Student focus groups to discuss ways to improve the school and the school's climate
- Motivational assemblies, such as whole grade level Jeopardy-style reviews for SOL
- Student incentives
- Revisit Pearson focus groups to compare data from beginning/end of year
- Students visiting teachers who teach their upcoming grade level for instruction and relationship building
- Field Day
- PTA formal dance
- Promotion ceremonies
- Field trips
- Individual classroom awards ceremonies

**Lake Taylor Middle School:**

Student Celebrations:

- Incentive trip to Smithsonian for students (June 2012)
- Daily incentives awarded to students each afternoon from May 14, 2012 through June 15, 2012

Staff Celebrations:

- teacher appreciation week
- end of the year luncheon for staff

**Community Celebrations:**

-community partnership recognition dinner with Principal Kafale

**Strategies/Practices:**

- SOL motivational posters, announcements, and bulletin boards
- Pull-out groups for math and reading to support students who need additional instruction to pass the SOL tests
- Phones calls to homes to remind parents and students of SOL testing schedule
- Neighborhood walks and town hall meetings to inform parents about SOL testing and school expectations (April 30, 2012 and May 1, 2012)
- Scheduling retreat that involved staff in discussions about the master schedule for 2012-13 school year.

**Ruffner Middle School:**

**Celebrations:**

- Teacher appreciation week
- Staff cook-out at the end of the year
- A student-parent-teacher luncheon for all the students who scored 600 on their SOLs
- Positive behavior campaign to recognize the grade level with the fewest referrals in a period of time

**Strategies/Practices:**

- SOL motivational posters, announcements, and bulletin boards
- Pull-out groups for math, reading, science and social studies to support students who need additional instruction to pass the SOL tests

**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?

**Tidewater Park:**

All Leadership Team members are given opportunities to voice their opinions and ideas during meetings. All ideas are acknowledged and assessed to determine their impact on student achievement. Decisions are explained and the rationale behind them shared.

**Lindenwood:**

The organization and facilitation of all meetings are open and contain time for the brainstorming of ideas. Yes, all decisions are explained with the rationale behind it, as well as why or why not opinions were or were not incorporated. Administration links the decisions to the SIG grant, NPS expectations, etc.

**Lake Taylor Middle School:**

Each team member of the leadership team/improvement team submits input for the work of the school program through participation in meetings, retreats, planning sessions, and by adding to the Indistar plan and quarterly report forms. The principal maintains a binder to capture the work of each department.

Team members' ideas, needs, and opinions are heard during meetings, via email, and through personal conversations and assessed to determine impact on student achievement. Opinions are discussed and presented to staff and instructional leadership team members for review, and plans for implementation are developed by committees. All staff members receive copies of reports (via email) that have been submitted to the VDOE. State feedback and reports are highlighted during faculty meetings. Teachers have participated in a scheduling retreat for 2012-13, and teachers have spear-headed the development of testing groups. Teachers have led and served on committees that address various aspects of the school program. They sought input from each other and presented plans for approval to administration in order to complete their committee/project work.

**Ruffner Middle School:**

Team members have opportunities to speak in both Instructional Leadership Team and School Improvement Team meetings. Opinions are considered, and those that will positively impact student achievement are incorporated into action plans. Information about how opinions and ideas were considered in the decision-making process needs to be shared with staff so they have an understanding

about how their original concerns influenced the plan.

Teachers provided concerns to the SMART program leader and the Principal Advisory Council. The committees determined if these issues had been addressed before. If so, the team decided if the interventions put in place had been implemented with the fidelity, and administration followed up if needed. If concerns were new, then the committees determined possible interventions to address the identified concerns. Administration made efforts to monitor communication from committees to floor leaders about the decisions made by these committees and the implementation of the interventions suggested.

In 2012-13, a common process will be created for all committees and instructional leaders so that staff will know how to share their concerns, how their concerns will be addressed, and how they will receive feedback about their concerns.

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

**Tidewater Park:**

Leadership Team members provide support according to academic content and other identified areas of need. Resources are available to assist with full implementation and support of their responsibilities. If additional resources are needed, the principal will ensure their availability.

**Lindenwood:**

Responsibilities are divided based on staff member's strengths and weaknesses and the divisions are clear. At the conclusion of each meeting, responsibilities are summarized. More difficult tasks are handled using a team approach. Responsible parties have the resources necessary to follow through. If not, administration is made aware so that it can be resolved and resources are no longer a barrier to the accomplishment of the task.

**Lake Taylor Middle School:**

Responsibilities are divided based on the job description of each team member. Divisions are clear, and responsible parties have the resources needed to follow through.

Team members have instructional responsibilities, hall duty, and other duties that ensure the climate of the school is supported. Listed below are the additional duties for each team member:

Reading Coach – student of the month breakfast

Math Coach – hall recognition certificates for students who reach identified math levels in various programs

EWI Coach – community outreach and positive continuity with partners, lunch duty, and staff celebrations

Special Education Coach – breakfast duty

Science Coach – CHROME Club; science instruction to students who have been placed in alternative settings

History Coach – history instruction to students who have been placed in alternative settings

Teachers – various teachers lead committees and events

**Ruffner Middle School:**

Responsibilities are divided based on staff member's strengths and weaknesses. Communication and division of expectations need to be monitored after the information is provided to the staff. Resources are provided, but follow-up needs to be done to ensure those responsible are doing what is expected. In addition, administration needs to continue to ensure that coaches and department chair job responsibilities remain separate.

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

**Tidewater Park:**

The school improvement plan serves as our primary monitoring tool. Classroom observations are also used and feedback is provided. Adjustments are made as needed based on professional development sessions and as new data become available.

**Lindenwood:**

Through informal quarterly planning, faculty meetings, professional development, homework assignments, and formal and informal teacher observations, new strategies or practices are monitored. If the strategies or practices are not working, additional professional development is planned and the issues are addressed through faculty meetings, lead team meetings, grade level meetings, and one-on-one meetings between teachers and administrators, as well as teachers and support staff.

**Lake Taylor Middle School:**

New strategies and practices are monitored through the Indistar plan, informal (learning walks and Teachscape) and formal observations, and student outcome data

New strategies or practices are monitored through written documentation such as spreadsheets, rosters, and viewing products created as a result of the initiative. If a practice/strategy did not work, staff made changes and regrouped to make it work, or the practice/strategy was stopped all together. All practices/strategies that were implemented were closely monitored to make sure consistency was maintained so that it did not quickly fall apart before it could be determined if the practice/strategy was effective.

**Ruffner Middle School:**

New strategies and practices are monitored throughout the year through collaborative team meeting minutes, lesson plan reviews, informal and formal observations, student outcome data, and the Indistar plan. The content teams, with support of instructional coaches and building administrators, assessed the implementation and delivery of strategies based on the data and made changes, when necessary.

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

**Tidewater Park:**

The momentum of the improvement effort was sustained through weekly Leadership Team meetings; follow up discussions with Pearson, VDOE trainings and webinars, and School Governance Team (SGT). Also, improvement efforts are maintained through SGT and Division Team meetings, the principal's Weekly Message, parent workshops, and classroom observations (formal and informal).

**Lindenwood:**

The momentum of the improvement effort was sustained over the course of the year through continuous observations, feedback, and professional development that provided scaffolds for the implementation of the new strategies and/or practices, as well as teachers sharing artifacts with their colleagues related to the new strategies and/or practices.

**Lake Taylor Middle School:**

Each faculty meeting focused on the efforts and progress being made in student achievement. Evidence of Need plans (EONs) were reviewed monthly, and common formative assessment data was used to determine students' remediation needs. Teachers' and students' efforts were acknowledged, and instruction and student behavior were monitored. Teachers received ongoing feedback of their work in relation to the goals the school set to achieve at the end of the year. Not only was feedback positive and constructive, it was also reinforced with individualized professional development. Following feedback and professional development, continued monitoring helped support momentum and kept staff engaged in focusing on improvement.

Momentum was also sustained through SGT and division team meetings, VDOE technical assistance and webinars, and monthly visits and discussions with the lead turnaround partner. Support from instructional coaches and staff from the Curriculum and Professional Development (CPD) have assisted in maintaining the momentum of the instructional program, too.

**Ruffner Middle School:**

Momentum has been sustained through instructional leadership meetings, SGT and division improvement meetings, VDOE technical assistance and webinars, and monthly visits and discussions with the facilitators from the lead turnaround partner. Support from instructional coaches and staff from the CPD have assisted in maintaining the momentum of the instructional program, too.

There has to be continued effort to maintain open communication, set clear expectations, and follow through

with progress monitoring to sustain the momentum.

### C. Instruction

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

#### **Tidewater Park:**

Multiple data sources (i.e., benchmark/district assessments, Istation, formative assessments) are used to identify students who need additional support.

#### **Lindenwood:**

In grades K-5, all students are assessed quarterly in reading and writing through a division system called ePortfolio. This includes the use of the Developmental Reading Assessment (DRA) in grades K-2. In grades 1-3, PALS is administered in September (K-October), January, and May. Second grade is administered division science and social studies diagnostic assessments in December & June and a division mathematics diagnostic and performance assessment in January and June. Grades K-1 are administered a division mathematics diagnostic and performance assessment in March and June. The school division requires that benchmark tests be administered three times per school year (November, January and March) in all core content areas for grades 3-5. Data from all of the aforementioned assessments, as well as informal data, data from teacher created assessments, Istation, and Breakthrough to Literacy are used to identify students in need of additional support.

#### **Lake Taylor Middle School:**

Students are identified as needing additional support in core content areas based on the following: district benchmark assessment data; missing course work; absenteeism (previous year's and ongoing); common formative assessment data; passing/failing grades; Individual Education Plans; iStation data; ARDT data; and EWI meetings.

#### **Ruffner Middle School:**

Students needing additional support in core content areas are identified at the beginning of the year by reviewing their previous academic and behavior history and having conversations with staff at the feeder elementary schools. During the school year, students are identified as needing additional support in core content areas based on the following: district benchmark assessment data; missing course work; absenteeism (previous year's and ongoing); common formative assessment data; passing/failing grades; Individual Education Plans; iStation data; ARDT data; and EWI meetings.

2. How do teachers differentiate learning for students?

#### **Tidewater Park:**

Teachers use data and class profile sheets to develop flexible groupings of students and to provide differentiated instruction.

#### **Lindenwood:**

Teachers differentiate learning for students through small and flexible grouping, as well as varying the content, process, and/or product as needed.

#### **Lake Taylor Middle School:**

This is an area of need that is going to be addressed during year three. Teachers have just begun to incorporate cooperative learning and differentiated instruction into their lessons on a school-wide basis. They have analyzed their benchmark data and have begun implementing differentiated lessons based on objectives students still need to master. The focus will be for teachers to differentiate by readiness, interest, learning style, and knowledge.

#### **Ruffner Middle School:**

Not all teachers consistently differentiate instruction for students. This is an area of need that will continue to be a focus for next year. Teachers will continue to receive professional development on differentiating by readiness, interest, style, and knowledge to address the needs of all students.

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)

**Tidewater Park:**

Our district specialists have worked to develop an aligned curriculum. We are planning to meet in vertical teams more next year so that all teachers support the learning that precedes and follows their specific grade level. Grade levels plan together weekly to ensure all students are being taught the required objectives.

**Lindenwood:**

Yes, the curriculum is aligned within the school and across grade levels.

**Lake Taylor Middle School:**

The curriculum is aligned within the school and across grade levels.

**Ruffner Middle School:**

The curriculum is aligned within the school and across grade levels.

4. How are formative assessments used in your school?

**Tidewater Park:**

Formative assessments are used to check for understanding, to adjust instructional practices, and make instructional decisions concerning the next steps needed to ensure that mastery is reached for all objectives.

**Lindenwood:**

Formative assessments are used to track and document students' progress toward achieving mastery of the Standards of Learning. It is also used to improve instructional practices, give students timely & specific feedback and differentiated instructional support throughout the teaching and learning process.

**Lake Taylor Middle School:**

Formative assessments are used to determine what students have learned and what students need to learn; to drive instruction; and to differentiate to meet needs of all students

**Ruffner Middle School:**

Results from common formative assessments and district benchmark assessments are used to inform instructional practices. Data is used in both collaborative planning meetings and data team meetings to identify changes needed to instructional programming to meet the needs of all students. Standard forms have been created for all the teams to complete during these meetings. 45-day plans in each core content area were created using third quarter data to identify objectives that needed to be remediated. These plans included the identification of required re-teaching or remediation for the remaining instructional time prior to SOL assessments.

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

**Tidewater Park:**

Many teachers have a strong understanding about classroom management techniques and best practices. However, some teachers need additional, on-going support in building their capacity in using their management skills and techniques consistently. Professional development will be provided to build the capacity of teachers in need of assistance. In addition, a request is being submitted to fund an Instructional Behavior Specialist to assist with the implementation of research-based strategies.

**Lindenwood:**

No, all teachers do not have a strong understanding of classroom management techniques. Our school provides differentiated professional development to all instructional staff. Teachers who have not mastered this skill-set have attended several sessions led by a teacher specialist from the Department of Special Education Services. As part of this professional development, each teacher was required to select a student with challenging behaviors to collect data on and to develop a plan for replacing those behaviors with appropriate ones. The teacher specialist also supports these teachers by visiting them on a regular basis to discuss concerns and offer suggestions. Professional development in classroom management techniques is scheduled to continue into the next school year for these teachers.

**Lake Taylor Middle School:**

No, all teachers do not have a strong understanding of classroom management techniques. This has been addressed through both school-wide and individualized professional development. It has also been addressed through teachers' evaluations on the summative appraisal instrument. Teachers will receive training from the following programs, Capturing Kids' Hearts and Mastering the Middle Grades, to assist in building capacity in this area.

**Ruffner Middle School:**

No, all teachers do not have a strong understanding of classroom management techniques. Professional development opportunities will continue to be offered to support this area of need. Teachers received training in setting common routines. Each floor established common classroom expectations. The breakdown occurred in the inconsistent implementation of these rules and the lack of follow through with consequences. Mastering the Middle Grades is being implemented in 6<sup>th</sup> grade English classes, as well as in the overage program, to prepare students for the academic and social challenges of middle school. High Five As and Bs, a school-wide, comprehensive program based on the principles of behavior support, has been implemented. This will be reinforced next year and monitored to ensure that it is being implemented with fidelity.

**D. External Support**

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

**Tidewater Park:**

Various community agencies have provided an assortment of trainings and workshops to staff and parents. Community stakeholder's involvement has increased in providing incentives to students, teachers, parents, and the school. Some major hurdles to date include screening processes and procedures for volunteers per district policies.

**Lindenwood:**

The community has supported the improvement by donating its time to improve the appearance of the grounds, read aloud to classes, gave out free books, and donating supplies and/or money to support school activities. The major hurdle to community involvement and support is time. This includes time to plan and coordinate efforts and sustain the relationship.

**Lake Taylor Middle School:**

There needs to be a continued focus on improving school-community relationships. There must be effort to improve communication with community agencies and sustain the relationship.

One of the major hurdles is that the school is not located within the communities of the majority of the students it serves and this impacts parental involvement in school events.

**Ruffner Middle School:**

Various community partners have been obtained to support the school through the school improvement process. They assist with school supplies, uniforms, teacher incentives, as well as provide mentoring and tutoring services to students.

There still needs to be an increased effort in enhancing the image of Ruffner Middle School in the community, which will help to increase community involvement in the school improvement process.

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

**Tidewater Park:**

The following community and faith-based organizations support our school improvement efforts:

-The Literacy Partnership and Norfolk Rotary Club have provided books to the students as part of the Reading Is Fundamental program.

- Gethemane Community Church has provided monetary support to address the needs of students.
- Norfolk Police Department has provided student behavior support and parent training sessions.
- Norfolk Redevelopment and Housing Authority (NRHA) has assisted with meeting the social/emotional needs of students.

**Lindenwood:**

Volunteers for the United Way’s Day of Caring helped to improve the physical appearance of the front of the school in the fall. Volunteers for Reading is Fundamental (RIF) visit the school on a regular basis to read aloud to classes and give out free books to students. The Norfolk Police Department was instrumental in the school starting a basketball team and has sponsored several Family Movie Nights. Additionally, the following organizations have been involved this year with the provision of information and speakers for workshops and donations of clothes, food, and/or toys for the students: Old Dominion University, Norfolk State University, the Norfolk Sheriff’s Office, the Foodbank of South Hampton Roads Backpack Food Program, Eastern Virginia Medical School’s Coats for Kids project, the Virginia Parent Education and Training Center, Family and Youth Foundation and Counseling Services, Fleet and Family Services, Norfolk Public Library, and Regent University. All of these efforts have had a positive Impact on the school’s climate.

**Lake Taylor Middle School:**

One of the community-based organizations that is involved with the improvement effort is LINKS. This organization donates gift cards for staff and student incentives. It also donates groceries to needy families and several members volunteered within the building for career day. Members have also chaperoned fieldtrips. This organization is composed of professional women who have inroads to various aspects of the community, and their support of the school can help change the community’s impression of the school.

**Ruffner Middle School:**

Below is a list of community organizations and what they are doing to support the school:

- Buffalo Wild Wings (awards for honor students and teacher discount cards for teachers)
- Chick-fil-A (teacher gift cards)
- Kappa Alpha Psi Fraternity (mentoring/tutoring)
- Delta Sigma Theta Sorority (student school supplies)
- Regent University (student tutoring in reading and math and staff lunch during teacher appreciation week)
- Norfolk university (student tutoring)
- WHRO Youth Partnership (community meetings)
- Gethsemane Baptist Church (student supplies and uniforms)
- Great Bridge Baptist Church (breakfast for staff during pre-service week)

The school will continue to coordinate resources and services for families, students, and the school with community businesses, agencies, cultural and civic organizations, colleges or universities, and other community groups.

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

**Tidewater Park:**

Pearson Learning will continue to provide support with our school improvement efforts. This past school year, they have provided effective support (based on data) in the following areas: instruction, curriculum alignment, parent engagement, leadership, and professional development.

**Lindenwood:**

Pearson Learning will continue to provide support with our school improvement efforts. This past school year, they have provided effective support (based on data) in the following areas: instruction, curriculum alignment, parent engagement, leadership, and professional development.

**Lake Taylor Middle School:**

Youth Challenged Advised and Positively Promoted (Y-CAPP) and Compacion will continue to be used next year. They have provided on-site and in-home counseling to students who have challenging behavioral and family issues. Their support has benefitted the school program and the students.

JHU will continue to provide support with the school improvement process. This past school year they have provided effective support in the following areas: instruction, climate, and organization.

**Ruffner Middle School:**

Compacion and Y-CAPP are two service providers that provide direct services to identified students with challenging behaviors. These programs assist students in developing coping and problem-solving strategies.

JHU will continue to provide support with the school improvement process. This past school year they have provided effective support in the following areas: instruction, climate, and organization

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

**Tidewater Park:**

Parents are beginning to support the effort by attending trainings/workshops, parent-teacher conferences, awards ceremonies, and by volunteering in classrooms.

**Lindenwood:**

A few parents have been in attendance at standards-based afterschool events, parent workshops and PTA functions. Also, there are a small percentage of parents that have been devout in taking advantage of before, after and Saturday school standards-based instructional events. Some parents have supported the improvement in the way of coaching and helping with extra-curricular activities such as the newly formed school basketball team. Several parents are reading and implementing books and learning activities that are sent home through the Family Engagement Program. Parents assist in the Parent Center and classroom, provide instructional materials and transportation to extra-curricular events, help with the distribution of bags of food to the neediest students and attend School Board meetings.

**Lake Taylor Middle School:**

The PTA has been established and has provided support to teachers during school events and teacher appreciation week. The PTA has held four fund raisers – two skating parties for students and two sales fundraisers for parents..

**Ruffner Middle School:**

There has been an increase in parent involvement at Ruffner over the past two years, but there is still great opportunity for growth.

Below is a list of how parents are involved in the school and their children's education:

-The principal has hosted "Breakfast with the Principal" (quarter one), "Lunch with the Principal" (quarter two), and "Dinner with the Principal" (quarter three). These events afforded parents the opportunity to have candid conversations with the principal, regarding their children's educational experience at Ruffner.

-Staff members attended local housing meetings to increase parent awareness of the academic supports that are offered at Ruffner Academy.

-Parents attended sports events, honor roll assemblies, and student performances.

-Parents participated in weekly parent conferences per the request of the teachers or parents.

-Parent SOL Night was held on April 18, 2012. Parents and students received information about strategies to ensure student success on the SOL assessments.

The school will continue to include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, PTA, and other parent organizations.

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

**Tidewater Park:**

Parents could increase their participation in trainings/workshops, PTA, and field trips. Parents also need to increase their communication with school personnel on all school related topics and by consistently assisting their children with homework assignments.

**Lindenwood:**

Parents could be more involved in the PTA. Currently, all positions in the organization are held by staff-members. Parents' participation in standards-based family-engagement activities, parent workshops and after-school events such as SOL Night, Family Reading Night, etc. could be increased, as well as the number of parents that send their students to before, after, and Saturday school standards-based instructional events.

**Lake Taylor Middle School:**

Parents could run the Parent Resource Center so that there could be established hours of operation.

The school will continue to work on building family school partnerships with the goal of empowering parents to be actively involved in the education of their children.

**Ruffner Middle School:**

The school will continue to work on building family school partnerships with the goal of empowering parents to be actively involved in the education of their children. In addition, Ruffner would like to increase parent participation in the PTA.

**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?

**Tidewater Park:**

Endorsements are reviewed yearly. Teachers may request specific grade levels for the upcoming year. Data, endorsements, and position availability are three criteria considered before teachers are placed in a specific grade.

**Lindenwood:**

Teachers are given positions, classes, and grades based on the needs of the school and their strengths and weaknesses. For the most part, the process is getting the most skilled teachers in front of the right group of students. However, the process could be improved through the selection of possible candidates that are sent by Human Resources to interview for positions at the school.

**Lake Taylor Middle School:**

Teachers are given positions, classes, and grades based on what they are certified to teach, what the needs of the school are, and what the strengths and weaknesses are for that teacher. It is very difficult to find qualified teaching candidates in certain areas. The process could be changed to allow for early hiring and selection of teachers for positions that are already vacant for the 2012-13 school year. There are very few experienced teachers on the staff, so if a teacher is moved to a critical area, another area will go lacking.

**Ruffner Middle School:**

Teachers are placed in their positions, including grade level and content area, based on their endorsement area(s) and previous SOL and district benchmark assessment trend data. In addition, staff was surveyed at the end of the 2010-11 school year to find out what the teachers' preferences were for the 2011-12 school year.

Conversations need to be held with the department chairs and instructional coaches to discuss the strengths and weaknesses of each teacher to determine if teachers are in front of the right group of students. Data and observations should be used to make informed decisions for the 2012-13 year.

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

**Tidewater Park:**

Observations, feedback, and follow up visits are conducted all year by school administrators, internal lead partner, external lead partners, leadership team, and district specialists. These findings are shared with the

principal who completes the summative evaluation for each teacher. Teachers share data and pertinent information during post-observation conferences. All of these areas are considered when evaluating teacher quality.

**Lindenwood:**

A teacher's quality throughout the year is evaluated through both formal and informal observations of classroom instruction regardless of whether or not the teacher is in the summative evaluation phase. Teachers' quality is assessed in seven areas: knowledge of content and curriculum, human relations and communication skills, professionalism, planning for instruction, management of student behavior, delivery of instruction and monitoring and evaluating student and program outcomes.

**Lake Taylor Middle School:**

A teacher's quality throughout the year is evaluated through both formal and informal observations. Teachers that are due for a summative evaluation are evaluated based on the Teacher Appraisal Instrument, which includes the following areas: knowledge of content and curriculum, human relations and communication skills, professionalism, planning for instruction, management of student behavior, delivery of instruction, and monitoring and evaluating student and program outcomes.. Specific deadlines regarding notification, observations, feedback, and completion of the process must be followed. Beginning the 2012-2013 school year, teachers will be evaluated by student growth data.

**Ruffner Middle School:**

A teacher's quality throughout the year is evaluated through both formal and informal observations. Teachers that are due for a summative evaluation are evaluated based on the Teacher Appraisal Instrument, which includes the following areas: knowledge of content and curriculum, human relations and communication skills, professionalism, planning for instruction, management of student behavior, delivery of instruction, and monitoring and evaluating student and program outcomes.. Specific deadlines regarding notification, observations, feedback, and completion of the process must be followed. Beginning the 2012-2013 school year, teachers will be evaluated by student growth data.

3. Describe how teachers are provided professional development.

**Tidewater Park:**

Professional development is on-going and job embedded. It is determined by individual and grade level identified needs based on data provided by Curriculum and Professional Development specialists, building level administrators, and leadership team members. School-wide PD is provided by the external lead partner on topics of need determined by their evaluations.

**Lindenwood:**

Teachers are provided professional development based on the needs of the school as a whole, based on the needs of small groups of teachers, and based on the needs of individual teachers. These needs are determined based on formal and informal data and goals set by teachers in their Professional Growth Plans at the beginning of the school year.

**Lake Taylor Middle School:**

Professional development is provided to teachers through division offerings, school-wide initiatives, departmental needs, and the teacher's individual needs. Professional development is ongoing throughout the year. Teachers also have the opportunity to select their own professional development. JHU conducted a needs assessment of all teachers to assist in identifying professional development needs for the upcoming school year.

**Ruffner Middle School:**

Professional development opportunities are provided and recommended for staff members through job-embedded professional development by instructional coaches and JHU facilitators, district-level professional development, and national and state conferences. In addition, individualized professional development opportunities are provided based on the needs of the teachers, as determined by analysis of data and observations. This school year the instructional coaches grouped the teachers in red, yellow, and green tiers to better plan structured support and professional development opportunities to meet the needs of individual teachers.

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

often?

**Tidewater Park:**

The principal is evaluated by the Executive Director. Monitoring is ongoing and feedback is provided monthly in the performance areas.

**Lindenwood:**

The principal is formally evaluated by one of the division's executive directors for elementary schools. Yearly, the division has teachers, parents, and students complete a survey that gives feedback on the principal's level of support throughout the school year.

**Lake Taylor Middle School:**

The principal is evaluated by the Executive Director of Secondary Schools using the NPS Principal Appraisal Instrument. A mid-year and summative evaluation is completed formally during the school year. Additional feedback is provided when necessary.

Teachers, parents, and students provide feedback on the school, including leadership, through surveys conducted at the end of the school year.

**Ruffner Middle School:**

The principal is evaluated by the Executive Director of Secondary Schools using the NPS Principal Appraisal Instrument. A mid-year and summative evaluation is completed formally during the school year. Additional feedback is provided when necessary.

Teachers, parents, and students provide feedback on the school, including leadership, through surveys conducted at the end of the school year.

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?

**Tidewater Park:**

When there is a teacher vacancy, qualified teaching candidates are initially selected by Human Resources to be interviewed by school staff. SIG schools are given priority to interview potential candidates.

**Lindenwood:**

When there is a teacher vacancy, qualified teaching candidates are initially selected by Human Resources to be interviewed by school staff. SIG schools are given priority to interview potential candidates.

**Lake Taylor Middle School:**

When there is a teacher vacancy, qualified teaching candidates are initially selected by Human Resources to be interviewed by school staff. SIG schools are given priority to interview potential candidates.

**Ruffner Middle School:**

When there is a teacher vacancy, qualified teaching candidates are initially selected by Human Resources to be interviewed by school staff. SIG schools are given priority to interview potential candidates.

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

**Tidewater Park:**

Professional development goals will be determined by SOL assessments and benchmark data. Other data considered will include: external lead observations/feedback, teacher needs assessments, as well as district initiatives.

**Lindenwood:**

Teachers determine their individual professional development lessons/goals for their Professional Growth Plan based on their personal reflections on the previous school year, formal and informal observation feedback, summative evaluations, and division & state data. Formal and informal observation feedback,

summative evaluations, feedback from audits, and division & state data will be used by administration to develop differentiated professional development lessons/goals for the entire faculty and staff.

**Lake Taylor Middle School:**

To determine professional development lessons/goals, the principal will consider the teachers' performance and capacity in contributing to the improvement of school climate and student achievement. Professional development has already been scheduled for Mastering the Middle Grades and Capturing Kids' Hearts. The principal will also be researching professional development opportunities to increase teachers' capacity to use data to drive instruction.

In addition, JHU facilitators will debrief with the principal, SGT principal, and internal lead partner to reflect on support provided this year, as well as make plans for next school year. JHU facilitators will also meet with the internal lead partner and content coordinators to develop an initial plan that includes more collaboration between JHU facilitators and content coordinators for next school year.

**Ruffner Middle School:**

Professional development goals will be determined based on teacher observations and 2011-12 student outcome data. In addition, JHU facilitators will debrief with the principal, SGT principal, and internal lead partner to reflect on support provided this year, as well as make plans for next school year. JHU facilitators will also meet with the internal lead partner and content coordinators to develop an initial plan that includes more collaboration between JHU facilitators and content coordinators for next school year.

JHU conducted an informal needs assessment with the teachers, and data from this tool will be used when developing professional development goals for 2012-13, too.

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

**Tidewater Park:**

New teachers will be assigned a mentor, given a district handbook, and introduced to policies and procedures during pre-service week. The external lead partner will provide an instructional institute to familiarize new staff with the elements of the transformation process. Administrators and building level specialists will meet with new teachers to ensure that they understand the policies and practices of our transformational efforts.

**Lindenwood:**

New teachers and staff new to the school will be introduced to the philosophies, practices and the differences of our school during pre-service events specifically designed to fill this void, as well as during differentiated professional development sessions and new teacher/new staff meetings throughout the school year.

**Lake Taylor Middle School:**

New teachers to the school will be introduced to the philosophies, practices, and the differences of the school during an orientation day during the summer. Additionally, practices will be reviewed and introduced to the staff during pre-service events. New staff will be assigned a mentor and differentiated professional development will be provided through the year to meet the individual needs of teachers that need more support.

**Ruffner Middle School:**

New teachers to the school will be introduced to the philosophies, practices, and the differences of the school during an orientation day during the summer. Additionally, practices will be reviewed and introduced to the staff during pre-service events. New staff will be assigned a mentor and differentiated professional development will be provided through the year to meet the individual needs of teachers that need more support.

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

**Tidewater Park:**

The leadership team is a collaborative body that shares in the commitment to increase student achievement. The leadership team includes administrators, building level specialists, internal lead partner, interventionists, and grade level chairs. The team is working to increase collaboration and communications with the focus on improving student achievement. Another way to improve would include having more time to collaborate with grade level chairs and to share the responsibilities more effectively.

**Lindenwood:**

The relationships within the school's Leadership Team are one of mutual respect. The relationship can be improved by continuing to foster open communication.

**Lake Taylor Middle School:**

The relationships within the school's leadership team are very work oriented. These relationships can be improved by allowing some time for people to get to know each other on a more personal level. The principal has scheduled a conference for the administrative team in June to allow some time for the team to be together away from the building.

**Ruffner Middle School:**

The relationships within the school's leadership team, which include department chairs, instructional coaches, and building administrators are work-oriented. As portrayed in the climate survey results, trust in leadership is a concern. This must be a focus in the new year in order for this team to function effectively and move the school forward.

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

**Tidewater Park:**

The relationship between the principal and the Lead Turnaround Partner is productive, instructionally centered, and professional. An improvement would be to make certain that goals and expectations are established before the school year begins.

**Lindenwood:**

The relationship between the Lead Turnaround Partner and the principal is collegial. The relationship will continue to grow as the Lead Turnaround Partner recognizes the uniqueness of the school and individual teachers in its approach to helping to build teacher capacity and improve teaching and learning.

**Lake Taylor Middle School:**

The relationship between the principal and the Lead Turnaround Partner is productive, instructionally centered, and professional. Continued communication and collaboration is imperative in moving the school forward.

**Ruffner Middle School:**

The relationship between the principal and the Lead Turnaround Partner is productive, instructionally centered, and professional. Continued communication and collaboration is imperative in moving the school forward.

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

**Tidewater Park:**

The relationship is professional, productive, and collaborative. Increasing communications and preplanning to address timelines prior to the start of the new school year would improve this relationship.

**Lindenwood:**

The relationship between the Internal Lead Partner and the principal is mutually respectful. The relationship will continue to grow as the Internal Lead Partner continues to advocate for the school in matters involving the Lead Turnaround Partner and central administration.

**Lake Taylor Middle School:**

The relationship between the internal lead partner and principal is mutually respectful and collaborative. Continued communication and collaboration will be important as planning for year three begins.

**Ruffner Middle School:**

The relationship between the internal lead partner and principal is professional. The addition of the Shared Governance Team Principal assisted in helping this relationship become more productive. Communication and collaboration needs to be a continued focus as planning for year three begins. Discussion of a shift in responsibilities and planning for sustainability after the grant is completed will be an integral part of the plan.

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

**Tidewater Park:**

The relationship is productive, instructionally centered, and professional between the Lead Turnaround Partner and the Internal Lead Partner. This relationship will continue to improve with on-going open lines of communications.

**Lindenwood:**

The relationship between the Lead Turnaround Partner and the Internal Lead Partner is collegial. This relationship will continue to grow as both partners work to meet the school's unique needs.

**Lake Taylor Middle School:**

The relationship between the lead turnaround partner and internal lead partner is productive, instructionally-centered, and professional. It can be maintained by continued communication throughout the third year of the grant in order to best prepare the school to continue with the practices that have been successful during the school improvement process.

**Ruffner Middle School:**

The relationship between the lead turnaround partner and internal lead partner is productive, instructionally-centered, and professional. It can be maintained by continued communication throughout the third year of the grant in order to best prepare the school to continue with the practices that have been successful throughout the school improvement process.

**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?

**Tidewater Park:**

Decisions are made by the district, principal, and leadership team based on student achievement data and teacher performance.

**Lindenwood:**

The Lead Team meets weekly to discuss anything related to the school improvement effort, overall strategic vision, and issues that impact the improvement plan. During this time, the team works collaboratively to make all decisions. Before final decisions are made, everyone has an opportunity to share his/her thoughts. All information is considered in the final decision.

**Lake Taylor Middle School:**

The decision-making process is a collaborative effort involving various stakeholders, including the building administrators, instructional coaches, teachers, lead turnaround partner, internal lead partner, VDOE

facilitator, Executive Director of Secondary Schools, other district staff, parents, and community members. Level of involvement of stakeholders in the decision-making process depends on the impact of the decision.

**Ruffner Middle School:**

The decision-making process is a collaborative effort involving various stakeholders, including the building administrators, instructional coaches, teachers, lead turnaround partner, internal lead partner, VDOE facilitator, Executive Director of Secondary Schools, other district staff, parents, and community members. Level of involvement of stakeholders in the decision-making process depends on the impact of the decision.

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?

**Tidewater Park:**

Final decisions about the school's improvement plan (Indistar) are made by the principal. Various VDOE reports and documents are reviewed by central office administrators for final approval.

**Lindenwood:**

The principal has the final decision about the school's improvement plan. The principal should be the decision-maker because the principal will be the person who is ultimately held responsible for whether or not the improvement plan is successful.

**Lake Taylor Middle School:**

The principal develops the school's improvement plan with input from stakeholders. The Superintendent approves the plan to be implemented and the School Board has opportunities to provide feedback. The Superintendent makes the final decisions because he will be the person that will ultimately have to answer to the School Board and the VDOE.

**Ruffner Middle School:**

The principal develops the school's improvement plan with input from stakeholders. The Superintendent approves the plan to be implemented and the School Board has opportunities to provide feedback. The Superintendent makes the final decisions because he will be the person that will ultimately have to answer to the School Board and the VDOE.

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

**Tidewater Park:**

The following division policies were changed to support school improvement efforts: a full-time Instructional Administrator, a full-time math coach, and professional development flexibility

**Lindenwood:**

The following division policies were changed to support school improvement efforts: a full-time Instructional Administrator and professional development flexibility

**Lake Taylor Middle School:**

SIG schools did not have to take any teacher administrative placements for 2011-12 school year.

**Ruffner Middle School:**

SIG schools did not have to take any teacher administrative placements for 2011-12 school year.

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).

**Tidewater Park:**

District policies concerning seniority and Reduction in Force (RIF) may impact the teacher selection process. Situations are addressed on a case by case basis.

**Lindenwood:**

District policies concerning seniority and Reduction in Force (RIF) may impact the teacher selection process. Situations are addressed on a case by case basis.

**Lake Taylor Middle School:**

Policy barriers regarding the removal of ineffective staff exist. These policies originate on the federal level of government in terms of labor laws. Division policies must align to federal and state laws. There is no process to remove these barriers.

**Ruffner Middle School:**

Policy barriers regarding the removal of ineffective staff exist. These policies originate on the federal level of government in terms of labor laws. Division policies must align to federal and state laws. There is no process to remove these barriers.

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

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

**Lake Taylor Middle School:**

With the changes in math standards and the increase in rigor, LTMS would benefit from the continued support of a math specialist/coach to provide job-embedded professional development and daily support with research-based practices to improve student outcomes. In addition, the EWI coach has been instrumental in assisting teachers meet the needs of students struggling with attendance, behavior, and academic performance.

**Ruffner Middle School:**

With the changes in math standards and increase in rigor, Ruffner would benefit from the continued support of a math specialist/coach to provide job-embedded professional development and daily support with research-based practices to improve student outcomes. Incentives for students have been instrumental in improving attendance, behavior, and academic performance, too.

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

**Lake Taylor Middle School:**

It will be important for the school to continue to build upon their current community partners for student and staff incentives, as well as determine incentives that are not dependent upon funding. Department chairs will need to be trained to ensure that they understand their job-related responsibilities. Duties and responsibilities of coaches will begin to be absorbed by teacher-leaders in each department.

**Ruffner Middle School:**

It will be important for the school to continue to build upon their current community partners for student and staff incentives, as well as determine incentives that are not dependent upon funding. Department chairs will need to be trained to ensure that they understand their job-related responsibilities. Duties and responsibilities of coaches will begin to be absorbed by teacher-leaders in each department.

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

**Lake Taylor Middle School:**

Support from central administration staff will be needed to continue to support the schools. In addition, discussions should begin, at the district level, about maintaining some of the support positions in place at the school level to ensure continued success.

**Ruffner Middle School:**

Support from central administration staff will be needed to continue to support the schools. In addition, discussions should begin, at the district level, about maintaining some of the support positions in place at the school level to ensure continued success.

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

**Lake Taylor Middle School:**

-The Department of Human Resources needs to work with those individuals that have been serving in grant-funded positions to support job promotions and/or transfers.

-Department chairs and teacher leaders need to be prepared to assume the job-related responsibilities that coaches have been doing.

-The Executive Team needs to begin discussions about maintaining some of the support positions at the school level to ensure continued growth and success.

-The phase-out process needs to become a standing agenda item at school improvement meetings to assist in planning for sustainability.

**Ruffner Middle School:**

-The Department of Human Resources needs to work with those individuals that have been serving in grant-funded positions to support job promotions and/or transfers.

-Department chairs and teacher leaders need to be prepared to assume the job-related responsibilities that coaches have been doing.

-The Executive Team needs to begin discussions about maintaining some of the support positions at the school level to ensure continued growth and success.

-The phase-out process needs to become a standing agenda item at school improvement meetings to assist in planning for sustainability.

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

**Lake Taylor Middle School:**

The principal would like to attain and then sustain high levels of student achievement and full accreditation. She is fearful that the added layer of support, which will be removed at the end of the grant, will make this difficult.

**Ruffner Middle School:** The biggest fears about the phase out process include sustainability of efforts and loss of staff that has been trained in the strategies and practices used throughout the school improvement process. Instructional coaches have supported the teachers within their department by providing job-embedded professional development and leadership during planning and data meetings. Department chairs will have to assume these job-related responsibilities, as well as teach classes. Other staff will have to assume additional responsibilities that have assisted the school with making progress, which may cause stress.

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

**Lake Taylor Middle School: Ruffner Middle School:**

Supports from the state that would be most helpful during year three include continued communication regarding expectations as the grant closes out.

**Ruffner Middle School:**

Supports from the state that would be most helpful during year three include continued communication regarding expectations as the grant closes out.

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

**Lake Taylor Middle School:**

Supports from the state that would be most helpful when SIG funding ends include: to continue with DATAcation; a compilation of effective practices used throughout the school improvement process in all SIG schools across the state; and quarterly technical assistance opportunities to discuss successful sustainability efforts.

**Ruffner Middle School:**

Supports from the state that would be most helpful when SIG funding ends include: to continue with DATAcation; a compilation of effective practices used throughout the school improvement process in all SIG schools across the state; and quarterly technical assistance opportunities to discuss successful sustainability efforts.

**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:**

**Tidewater Park:**

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	<p>100% of teachers will attend content specific professional development in the areas of reading and mathematics based on longitudinal student achievement and staff performance data.</p> <p><b>K3: Align professional development with classroom observations and teacher evaluation criteria.</b></p> <ul style="list-style-type: none"> <li>○ Pearson, building coaches, and CPD specialists will provide summer professional development opportunities for all teachers in need of additional support in the areas of reading and math based on various student performance data and classroom observation data (SOL, PALS, Istation, Pearson, Critical Features, Teachscape, etc.).</li> </ul> <p><b>I14: Provide all staff high quality, on-going, job embedded, differentiated professional development.</b></p> <ul style="list-style-type: none"> <li>○ District level differentiated professional development opportunities will be offered to meet the various learning needs of all staff.</li> </ul>
2	<p>100% of students will achieve master of the math concepts and skills provided during the 5-week summer school program for grades K-4.</p> <p><b>K4: The principal ensure that teachers align instruction with standards and benchmarks</b></p> <ul style="list-style-type: none"> <li>○ Summer school teachers and tutors will be engaged in content specific professional development provided by Pearson and Scholastic.</li> <li>○ Pre and post assessments will be administered to all summer school participants to ensure that differentiated instructional support is provided that is aligned with state standards.</li> </ul> <p><b>K5: All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments</b></p> <ul style="list-style-type: none"> <li>○ Teachers and tutors will use formative assessments, including instructional profile sheets, to monitor students' mastery of objectives and to make instructional adjustments.</li> </ul>
3	<p>All students will engage in 30 minutes of independent reading, respond to questions regarding their reading, and maintain a reading log during the 5-week summer program.</p>

	<p><b>K6: All teachers, working in teams, will differentiate and align learning activities with state standards.</b></p> <ul style="list-style-type: none"> <li>○ Students will be provided daily opportunities to read various genres independently.</li> <li>○ Students will maintain a reading log and writing journal that will be monitored closely by teachers and tutors to inform instructional decisions/support.</li> </ul>
4	<p>35% of the student population will attend the 5-week summer school program and maintain 75% attendance during the sessions.</p> <p><b>J4: The LEA/School has allocated funds to support extended learning time, including innovative partnerships</b></p> <ul style="list-style-type: none"> <li>○ Various community resource organizations will provide enrichment opportunities to summer school participants.</li> <li>○ Funding has been allocated to support a 5-week summer extended learning program for all students.</li> </ul> <p><b>J8: The LEA/School monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications</b></p> <ul style="list-style-type: none"> <li>○ Student attendance and academic achievement will be monitored by teachers, tutors, and administrators.</li> <li>○ Building level and central office administrators will maintain on-going communications to ensure effective implementation of the summer program.</li> </ul>
5	<p>The Leadership Team will collaborate 2-3 days to analyze and review data and develop or re-establish goals for content and leadership for the 2012 – 2013 school year.</p> <p><b>G3: The principal will collect and act on data from a variety of sources and in a timely manner</b></p> <ul style="list-style-type: none"> <li>○ The leadership team will participate in various planning sessions with team members and Pearson (ELP) to analyze and review various student achievement and staff performance data to establish instructional goals and leadership goals for the school year.</li> </ul> <p><b>K5: All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments</b></p> <ul style="list-style-type: none"> <li>○ Leadership team members (including grade level chairs) will participate in various professional development summer sessions to analyze and review various content specific data to inform instructional decisions for the upcoming school year.</li> </ul>

**Lindenwood:**

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	<p>1. Administration will use data from the Lead Turnaround Partners' spring diagnostic assessment and state assessments to develop a plan and professional development calendar for the continuation of teacher support by the Lead Turnaround Partner.</p> <p><b>a. K2: The principal will focus on building leadership capacity, achieving learning goals, and improving instruction.</b></p> <ul style="list-style-type: none"> <li>i. Joint observations will be conducted with the principal, instructional administrator, ILP, LTP, and district SGT members.</li> <li>ii. The principal and instructional administrator will develop a system of conducting classroom observations and providing immediate feedback.</li> </ul> <p><b>b. K3: The principal will align professional development with classroom observations and teacher evaluation criteria.</b></p> <ul style="list-style-type: none"> <li>i. A professional development calendar will be established based on classroom observation data.</li> </ul> <p><b>c. K4: The principal will ensure that teachers align instruction with standards and</b></p>
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	<p><b>benchmarks.</b></p> <ul style="list-style-type: none"> <li>i. Professional development will be provided by district, school level, and LTP focused on developing a standards-based classroom.</li> </ul> <p><b>d. K9: All teachers will provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.</b></p> <ul style="list-style-type: none"> <li>i. The LTP will model lessons in selected classrooms and provide opportunities for peer observations of the critical features of an effective lesson.</li> <li>ii. The LTP will provide professional development on and modeling of the critical features of a lesson, as listed on the Classroom Observation Form.</li> </ul>
2	<ul style="list-style-type: none"> <li>1. Administration will develop a master schedule that includes time for independent reading time and remediation across all grade levels during the regular school day. <ul style="list-style-type: none"> <li><b>a. K5: All teachers will monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.</b> <ul style="list-style-type: none"> <li>i. Teachers will analyze division benchmark data and submit written reports.</li> <li>ii. Teachers will have half day planning sessions to plan instruction based on student data.</li> <li>iii. Teachers will use various sets of data to drive instructional decision making.</li> <li>iv. Teachers will utilize a checking for understanding tracking form to monitor daily objective mastery through informal assessment.</li> </ul> </li> <li><b>b. K6: All teachers, working in teams, will differentiate and align learning activities with state standards.</b> <ul style="list-style-type: none"> <li>i. Teacher grade level teams will continue to meet at least once per week to collaborate and plan differentiated learning activities aligned to state standards. Grade level meeting notebooks will be submitted to the principal each week.</li> </ul> </li> </ul> </li> </ul>
3	<ul style="list-style-type: none"> <li>2. The leadership team will realign the school’s leadership structure to allow for more distributive leadership. <ul style="list-style-type: none"> <li><b>a. G1: The principal will be a change leader.</b> <ul style="list-style-type: none"> <li>i. Reorganize staff roles (including grade chairs) and leadership team members.</li> </ul> </li> </ul> </li> </ul>
4	<ul style="list-style-type: none"> <li>3. Administration and the parent liaison will develop an informational packet for potential community partners. <ul style="list-style-type: none"> <li><b>a. D3: Engage parents and the community</b> <ul style="list-style-type: none"> <li>i. Plan back to school and open house events to include transformation progress.</li> <li>ii. Survey parents on how they would like to be involved in the process.</li> </ul> </li> <li><b>b. D4: Build support for transformation</b> <ul style="list-style-type: none"> <li>i. Utilize the NPS “Support NPS Initiative” to build community support.</li> </ul> </li> </ul> </li> </ul>
5	<ul style="list-style-type: none"> <li>4. The leadership team will develop instructional structures based on the LTP’s spring diagnostic assessment. <ul style="list-style-type: none"> <li><b>a. K2: The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.</b> <ul style="list-style-type: none"> <li>i. Provide professional development to implement effective professional learning communities</li> <li>ii. The principal along with the leadership team will create a quarterly action plan to address school learning goals and improving instructional practices.</li> </ul> </li> </ul> </li> </ul>

**Lake Taylor Middle:**

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	<p>The curriculum for 100% of English classes on each grade level will be reviewed, and specific writing strategies to support the teaching of writing will be identified for implementation during the 2012-13 school year, as evidenced by lesson plan reviews and observations.</p> <p><b>Indistar Indicator # 1</b> - Our school provides formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline.</p> <p>Task # 4: Johns Hopkins University staff and school staff will work collaboratively to create "Evidence of Need" plans for each content area, as well as climate and EWI program, to identify the strategies and support required for student academic success.</p>
2	<p>In June 2012, 100% of sixth and seventh grade reading teachers will receive training to implement <u>A History of Us</u> in order to improve reading and enhance student achievement in history 6 and 7, as evidenced by common formative assessment and district benchmark assessment data in reading and history.</p> <p><b>Indistar Indicator # 2</b> - Our school employs research-based strategies that provide an immediate and dramatic turnaround in student achievement.</p> <p>Task # 3: Observation trends and student outcomes will be examined to support subsequent professional development experiences for teachers and the leader.</p>
3	<p>In August 2012, fifty staff members will receive professional development in Capturing Kids Hearts in order to prepare to implement the program in September 2012 to assist in improving school climate, as evidenced by climate survey results.</p> <p><b>Indistar Indicator #17</b> - Our school is consistent with the state Standards of Learning and recommends alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.</p> <p>Task #2: Enhance the rigor of common formative assessments to align with state curriculum standards.</p>
4	<p>In June 2012, 100% of the physical education teachers will receive training in Mastering the Middle Grades to prepare for further the implementation of a school-wide behavior expectation system, as evidenced by discipline data throughout the school year.</p> <p><b>Indistar Indicator #1</b> - Our school provides formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline.</p> <p>Task #3: The school will target students demonstrating early warning signs (attendance, behavior, and/or course performance) for intensive support efforts.</p> <p>Task #4: Johns Hopkins University staff and school staff will work collaboratively to create "Evidence of Need" plans for each content area, as well as climate and EWI program, to identify the strategies and support required for student academic success.)</p> <p>Task #5: The school will target students demonstrating early warning signs (attendance, behavior, and/or course performance) for intensive support efforts.</p>
5	<p>In July 2012, program evaluations of 100% of the extended learning programs will be completed to determine which programs will continue and which programs will be eliminated, as evidenced by the extended learning time schedule for 2012-13 school year.</p>

	<p><b>Indistar Indicator #16</b> - Our school recommends which existing programs are to be continued and which programs are to be eliminated.  Task #1: The school will examine the effectiveness of all existing programs on student achievement.  Task #2: The school will discontinue programs which fail to contribute to advances in student achievement.</p>
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<p><b>Ruffner Middle:</b></p> <p>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.)</p>	
1	<p>One hundred percent of special educators serving students with disabilities in reading, writing, and math will be scheduled the entire instructional block to provide specially designed instruction to students with disabilities and support remediation groups, as evidenced by the master schedule and student outcome data.</p> <p><b>Indistar Indicator # 2</b> - Our school employs research-based strategies that provide an immediate and dramatic turnaround in student achievement.</p> <p>Task #1 – Instructional coaches will provide training monthly on research-based strategies for sustained student academic gains.</p> <p><b>Indistar Indicator #15</b> - Our school provides comprehensive, coherent, manageable and integrated instructional and support programs.</p> <p>Task #1 – Meet with parents to discuss internal and external support services for students needing additional support.</p>
2	<p>A math remediation block will be added at 100% of grade levels during the regular school day to allow for intensive, small group instruction on specific student weaknesses as evidenced by the 2012-13 master schedule and student outcome data.</p> <p><b>Indistar Indicator # 2</b> - Our school employs research-based strategies that provide an immediate and dramatic turnaround in student achievement.</p> <p>Task #1 – Instructional coaches will provide training monthly on research-based strategies for sustained student academic gains.</p> <p><b>Indistar Indicator #13</b> – Our school requires commitment from parents to allow for additional time for instruction (such as after school support).</p> <p>Task #1 – Invitations, postcards, and contracts will be sent to parents to allow students to attend extended day program.</p> <p><b>Indistar Indicator #15</b> - Our school provides comprehensive, coherent, manageable and integrated instructional and support programs.</p> <p>Task #1 – Meet with parents to discuss internal and external support services for students needing additional support.</p> <p><b>Indistar Indicator #17</b> - Our school is consistent with the state Standards of Learning and recommends alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.</p> <p>Task #4 – A professional development plan will be developed by the instructional team to enhance the level of student engagement observed in the classroom.</p>

3	<p>In June 2012, reading and writing classes will be realigned so that 100% of English/Language Arts teachers will teach both reading and writing for the 2012-13 school year, as evidenced by the 2012-13 master schedule.</p> <p><b>Indistar Indicator # 2</b> - Our school employs research-based strategies that provide an immediate and dramatic turnaround in student achievement.</p> <p>Task #1 – Instructional coaches will provide training monthly on research-based strategies for sustained student academic gains.</p>
4	<p>In June 2012, 100% of social studies teachers will receive training to implement <u>A History of Us</u> in order to improve reading and enhance student achievement in history, as evidenced by student outcome data and observations.</p> <p><b>Indistar Indicator # 2</b> - Our school employs research-based strategies that provide an immediate and dramatic turnaround in student achievement.</p> <p>Task #1 – Instructional coaches will provide training monthly on research-based strategies for sustained student academic gains.</p>
5	<p>In July 2012, program evaluations of 100% of the extended learning programs will be completed to determine which programs will continue and which programs will be eliminated, as evidenced by the extended learning time schedule for 2012-13 school year.</p> <p><b>Indistar Indicator #16</b> - Our school recommends which existing programs are to be continued and which programs are to be eliminated.</p>

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

<p><b>Tidewater Park:</b></p> <p>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.)</p>	
1	<p>Student performance levels in math and reading will be identified and utilized to guide instruction and flexible grouping in 100% of classrooms as evidenced through prior assessments and class profiles.</p> <p><b>K7: All teachers will assess student learning frequently using standards-based classroom assessments.</b></p> <ul style="list-style-type: none"> <li>○ Teachers will use the following data sources to obtain an overall profile of students to drive instruction: attendance, behavior, PALS, DRA, district benchmarks, Istation, and monthly CFAs</li> <li>○ Teachers will form remediation groups based on data.</li> </ul> <p><b>K6: All teachers, working in teams, will differentiate and align learning activities with state standards.</b></p> <ul style="list-style-type: none"> <li>○ Teachers will utilize various data to differentiate instruction.</li> </ul>
2	<p>80% of classroom teachers will use higher level questions reflected in daily lesson plans during the first 5-weeks of school.</p> <p><b>I6: The LEA/School will provide sustained and embedded professional development related to implementation of new programs and strategies.</b></p> <ul style="list-style-type: none"> <li>○ Provide professional development on writing and using higher level questions in the classroom.</li> </ul> <p><b>I7: The LEA/School will set goals for professional development and monitor the extent to which it has changed practice.</b></p> <ul style="list-style-type: none"> <li>○ Offer differentiated professional development based on individual teacher needs.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Develop a professional development calendar each quarter based on observations, teacher indicated needs, and student data.</li> </ul>
	<p>Through school-based informational sessions and community outreach, 100% of parents will be informed of their child's grade level standards, procedures, opportunities, and strategies they can use to support their child's learning.</p> <p><b>D3: The LEA/School will engage parents and community in the transformation process.</b></p> <ul style="list-style-type: none"> <li>○ Provide informational sessions for parents to attend to find ways to support student achievement at home.</li> <li>○ Provide parent workshops on content area instruction weekly.</li> <li>○ Provide parents with information sheets containing grade level standards for all subject areas at the start of each school year.</li> </ul> <p><b>K10: All teachers will demonstrate sound homework practices and communication with parents.</b></p> <ul style="list-style-type: none"> <li>○ During the first few weeks of school, teachers will create a plan to monitor on-going communications with parents</li> <li>○ Teachers will make parents and students aware of homework policies and procedures.</li> </ul>

<b>Lindenwood:</b>	
<p>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.)</p>	
1	<p>Administration will conduct focus walks of the critical features of an effective lesson to gather instructional baseline data and implement a plan for the continuation of teacher support (professional development, modeling, coaching, etc.) by the Lead Turnaround Partner.</p> <ul style="list-style-type: none"> <li>a. <b>K2: The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.</b> <ul style="list-style-type: none"> <li>i. Joint observations will be conducted with the principal and instructional administrator, ILP, LTP, and district SGT members.</li> </ul> </li> <li>b. <b>K3: The principal will align professional development with classroom observations and teacher evaluation criteria.</b> <ul style="list-style-type: none"> <li>i. A professional development calendar will be established based on classroom observation data.</li> </ul> </li> <li>c. <b>K4: The principal will ensure that teachers align instruction with standards and benchmarks.</b> <ul style="list-style-type: none"> <li>i. Professional development will be provided by LTP focused on developing a standards-based classroom.</li> <li>ii. Follow-up observations will occur to ensure that teachers' are fully implementing instructional best practices.</li> </ul> </li> <li>d. <b>K9: All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.</b> <ul style="list-style-type: none"> <li>i. The LTP will model lessons in selected classrooms and provide opportunities for peer observations of the critical features of an effective lesson. Teachers will implement newly learned strategies and practices during their delivery of instruction as evident through lesson plans and classroom observations.</li> <li>ii. The LTP will provide professional development on and modeling of the critical features of a lesson, as listed on the Classroom Observation Form.</li> </ul> </li> </ul>
2	<p>The leadership team will develop and implement a system of rewards for students and teachers based on observation data, discipline data and the teacher evaluation system.</p> <ul style="list-style-type: none"> <li>a. <b>D5: Establishing a positive organizational culture</b> <ul style="list-style-type: none"> <li>● Create a list of community partners</li> <li>● Contact community stakeholders for teacher and student incentives.</li> </ul> </li> <li>b. <b>H10: Create a system for making awards transparent and fair</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Survey teachers to develop rewards criteria.</li> <li>• Develop reward system based on survey feedback.</li> <li>• Develop plan for monitoring and implementing reward system.</li> </ul> <p><b>c. H12: Implement a communication plan for building stakeholder support</b></p> <ul style="list-style-type: none"> <li>• Develop a plan to enlist support from community stakeholders.</li> <li>• Send out letters/flyers to businesses.</li> <li>• Hold partnership interest meeting.</li> <li>• Implement the process for NPS “Support NPS Initiative”.</li> </ul> <p><b>d. K11: All teachers employ effective classroom management.</b></p> <ul style="list-style-type: none"> <li>• Review discipline data for strengths and weaknesses amongst staff.</li> <li>• Develop professional development plan for staff needing classroom management support.</li> <li>• Revise building wide discipline plan and student rewards plan.</li> </ul>
3	<p>Administration and the parent liaison will meet with community partners to develop a plan of support for the school year.</p> <p><b>a. D1: Assign transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation</b></p> <ul style="list-style-type: none"> <li>i. Have parent liaison review participation from activities.</li> <li>ii. Decide which activities need to be kept or added and create a plan.</li> </ul> <p><b>b. D3: Engage parents and the community</b></p> <ul style="list-style-type: none"> <li>i. Plan back to school and open house events to include transformation progress.</li> <li>ii. Survey parents on how they would like to be involved in the process.</li> </ul> <p><b>c. D4: Build support for transformation</b></p> <ul style="list-style-type: none"> <li>i. Utilize the NPS “Support NPS Initiative” to build community support.</li> </ul>

### Lake Taylor Middle:

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	<p>One hundred percent of teachers who teach SOL tested courses (math, history, reading, writing, science) will pre-assess students using a released SOL test/teacher-made mock test at the beginning of the school year and use tri-weekly formative assessments throughout the year to drive instruction and remediation of non-mastered objectives, as evidenced by student outcome data.</p> <p><b>Indistar Indicator #17</b> - Our school is consistent with the state Standards of Learning and recommends alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.</p> <p>Task #2: Enhance the rigor of common formative assessments to align with state curriculum standards.</p>
2	<p>One hundred percent of sixth grade reading teachers will use iStation to pre-assess all sixth graders in September as evidenced by iStation reports. Students who score in Tier 1 will not participate in iStation for the remainder of the school year. Students who score in Tiers 2 and 3 will participate in iStation for the remainder of the school year.</p> <p><b>Indistar Indicator #15</b> - Our school provides comprehensive, coherent, manageable and integrated instructional and support programs.</p> <p>Task #2: Each core content area will effectively utilize computer-based programs to support increases in student achievement.</p>
3	<p>One hundred percent of teachers will implement positive behavior interventions for school climate and</p>

	<p>discipline in September 2012, as evidenced by parent and student signatures to be submitted to cluster leaders by the second week of September, minutes from monthly cluster meetings, and observed implementation throughout the school year</p> <p><b>Indistar Indicator #1</b> - Our school provides formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline.</p> <p>Task #3: The school will target students demonstrating early warning signs (attendance, behavior, and/or course performance) for intensive support efforts.</p>
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**Ruffner Middle:**

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	<p>English/Language Arts teachers will administer weekly quizzes, in addition to unit-based common formative assessments, increasing their use of formative assessments by 20%, as evidenced by weekly lesson plans, collaborative planning meetings, and data team meetings.</p> <p><b>Indistar Indicator #2</b> – Our school employs research-based strategies that provide an immediate and dramatic turnaround in student achievement.</p> <p>Task #1 – Instructional coaches will provide training monthly on research-based strategies for sustained student academic gains.</p>
2	<p>One hundred percent of common formative assessments for 2012-2013 school year will include open-ended test items that mirror the rigor and technology-enhanced item types on the SOL assessments, as evidenced by the common formative assessments created by each content area during the first month of school.</p> <p><b>Indistar Indicator #17</b> - Our school is consistent with the state Standards of Learning and recommends alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.</p> <p>Task #4 – A professional development plan will be developed by the instructional team to enhance the level of student engagement observed in the classroom.</p>
3	<p>One hundred percent of students that did not pass the math SOL assessment will be assigned IXL (computer-based software) units during the first 30 days of school based on identified weaknesses in the reporting categories, as evidenced by IXL reports.</p> <p><b>Indistar Indicator #2</b> – Our school employs research-based strategies that provide an immediate and dramatic turnaround in students achievement.</p> <p>Task #1 – Instructional coaches will provide training monthly on research-based strategies for sustained student academic gains.</p> <p><b>Indistar Indicator #13</b> – Our school requires commitment from parents to allow for additional time for instruction (such as after school support).</p> <p>Task #1 – Invitations, postcards, and contracts will be sent to parents to allow students to attend extended day program.</p> <p><b>Indistar Indicator #15</b> - Our school provides comprehensive, coherent, manageable and</p>

	<p>integrated instructional and support programs.</p> <p>Task #1 – Meet with parents to discuss internal and external support services for students needing additional support.</p> <p><b>Indistar Indicator #17</b> - Our school is consistent with the state Standards of Learning and recommends alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.</p> <p>Task #4 – A professional development plan will be developed by the instructional team to enhance the level of student engagement observed in the classroom.</p> <p><b>Indistar Indicator #21</b> - Our school identifies and obtains adequate materials from school system resources (such as the Algebra Readiness Diagnostic Assessment (ARDT) or benchmark assessments).</p> <p>Task #1: The D2SC tool will be utilized to monitor data results on common formative assessments and district benchmarks.</p> <p>Task #2: The Algebra Readiness Diagnostic Assessment resource will serve as a diagnostic tool as well as assessment strand progress.</p>
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**C. Please list 5 (SMART) goals for the upcoming school year:**

<b>Tidewater Park:</b>	
<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, Reading SOL scores will increase by 20% and meet/exceed the SOL benchmark through daily independent reading, targeted instruction, and formative assessments.</p> <p><b>G1: The principal will be a change leader.</b></p> <ul style="list-style-type: none"> <li>○ Use data to identify and implement an instructional program that is research-based and vertically aligned with state academic standards.</li> </ul> <p><b>G6: The principal, with the school transformation team, will persist and persevere, but will discontinue failing strategies.</b></p> <ul style="list-style-type: none"> <li>○ New strategies (i.e., teachers analyzing student data to provide differentiated instructional support, grade level chairs will be part of the leadership team, collaboration with special education staff, etc.) that are implemented will be monitored and assessed on a regular basis to determine effectiveness.</li> <li>○ Professional development will be offered to increase the use of effective strategies.</li> </ul> <p><b>K6: All teachers, working in teams, will differentiate and align learning activities with state standards.</b></p> <ul style="list-style-type: none"> <li>○ Teachers will utilize various data to differentiate instruction.</li> </ul> <p><b>K7: All teachers will assess student learning frequently using standards-based classroom assessments.</b></p> <ul style="list-style-type: none"> <li>○ Teachers will use the following data sources to obtain an overall profile of student-driven instruction: attendance, behavior, PALS, DRA, benchmark, Istation, and monthly CFAs.</li> <li>○ Teachers will form remediation groups based on data.</li> <li>○ The daily schedules of the content specialist, interventionist, and tutors will be revised to provide intense, strategic instruction of the tier 2 and 3 students.</li> <li>○ The leadership team and teachers will work together to develop a list of students strategically selected from Tier 2 and top Tier 3 students who have a good chance of achieving the target percentile scores.</li> </ul>

2	<p>By June 2013, Science SOL scores will increase by 15% (from 49% to 56.35%) and Social Studies SOL scores will increase by 20% (from 32% to 45%) as well as meet/exceed the SOL benchmarks through identification of staff members who will attend science and social studies district meetings and professional development opportunities. In addition, information received will be disseminated to classroom teachers and the leadership team to help improve instruction.</p> <p><b>G1: The principal will be a change leader.</b></p> <ul style="list-style-type: none"> <li>○ Use data to identify and implement an instructional program that is research-based and vertically aligned with state academic standards.</li> </ul> <p><b>G6: The principal, with the school transformation team, will persist and persevere, but will discontinue failing strategies.</b></p> <ul style="list-style-type: none"> <li>○ New strategies (i.e., increase integration across the curriculum, weekly lab activities, etc.) that are implemented will be monitored and assessed on a regular basis to determine effectiveness.</li> <li>○ Professional development will be offered to increase the use of effective strategies.</li> </ul> <p><b>I7: The LEA/School will set goals for professional development and monitor the extent to which it has changed practice.</b></p> <ul style="list-style-type: none"> <li>○ Content lead teachers will participate in district professional development and disseminate information to staff to improve instruction. Administrators will monitor the level of implementation throughout the building.</li> </ul> <p><b>K6: All teachers, working in teams, will differentiate and align learning activities with state standards.</b></p> <ul style="list-style-type: none"> <li>○ Teachers will utilize various data to differentiate instruction (CFAs, district benchmark, etc.).</li> </ul> <p><b>K7: All teachers will assess student learning frequently using standards-based classroom assessments.</b></p> <ul style="list-style-type: none"> <li>○ Teachers will use the following data sources to obtain an overall profile of students to drive instruction. Data sources will include: attendance, behavior, PALS, DRA, benchmark, Istation, and monthly CFAs.</li> <li>○ Teachers will form remediation groups based on data.</li> <li>○ The daily schedules of the content specialist, interventionist, and tutors will be revised to provide intense, strategic instruction to tier 2 and 3 students.</li> <li>○ Leadership team and teachers will work together to develop a list of students strategically selected from Tier 2 and top Tier 3 students who have a good chance of achieving the target percentile scores</li> </ul>
3	<p>By June 2013, SOL mathematics scores will increase by 20% in grade 3-(52% to 62.4%), 4-(57% to 68.4) and 5- (74% to 88%) as well as meet/exceed the SOL benchmarks, by establishing a laser-like focus on the monitoring of math remediation services. Formative assessment will be used as a screening tool for all students to identify areas of need, design remediation support, establish a timeline for remediation services, and monitor strand assessments results.</p> <p><b>G1: The principal will be a change leader.</b></p> <ul style="list-style-type: none"> <li>○ Use data to identify and implement an instructional program that is research-based and vertically aligned with state academic standards.</li> </ul> <p><b>G6: The principal, with the school transformation team, will persist and persevere, but will discontinue failing strategies.</b></p> <ul style="list-style-type: none"> <li>○ New strategies (i.e., increase the use of manipulative, differentiate math centers, etc.) that are implemented will be monitored and assessed on a regular basis to determine effectiveness.</li> <li>○ Professional development will be offered to increase the use of effective strategies.</li> </ul> <p><b>K6: All teachers, working in teams, will differentiate and align learning activities with state standards.</b></p> <ul style="list-style-type: none"> <li>○ Teachers will utilize various data to differentiate instruction (district benchmark, CFA's, etc.).</li> </ul> <p><b>K7: All teachers will assess student learning frequently using standards-based classroom assessments.</b></p> <ul style="list-style-type: none"> <li>○ Teachers will use the following data sources to obtain an overall profile of students to drive instruction: attendance, behavior, PALS, DRA, benchmark, and monthly CFAs</li> <li>○ Teachers will form remediation groups based on data.</li> <li>○ The daily schedules of the content specialist, interventionist, and tutors were revised to provide intense, strategic instruction of the tier 2 and 3 students.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Leadership team and teachers will work together to develop a list of students strategically selected from Tier 2 and top Tier 3 students who have a good chance of achieving the target percentile scores</li> </ul>
4	<p>By June 2013, the number of discipline referrals will decrease by 15% through reinforcement of school-wide rules, classroom management support, and differentiation of instruction. In addition, an instructional behavioral specialist will help to reduce the number of referrals by providing best practice strategies for managing classroom behaviors.</p> <p><b>K11: All teachers will employ effective classroom management</b></p> <ul style="list-style-type: none"> <li>○ Teachers will be required to submit classroom behavior management plans by the end of the first week of school.</li> <li>○ Evidence of implementation of behavior plans will be demonstrated in a decline in the number of school-wide referrals.</li> </ul>
5	<p>By June 2013, 40% of parent and community members will be involved in the transformation process through parent workshops, parent teacher conferences, PTA meetings, and other school events.</p> <p><b>D3: The LEA/School will engage parents and community in the transformation process.</b></p> <ul style="list-style-type: none"> <li>○ A PTA will be established within the first 30 days of the school year.</li> <li>○ Provide informational sessions for parents to attend and discover ways to support student achievement at home.</li> <li>○ Provide parent workshops on content area instruction quarterly.</li> <li>○ Provide parents with information sheets containing grade level standards for all subject areas at the start of each school year.</li> </ul> <p><b>K10: All teachers will demonstrate sound homework practices and communication with parents.</b></p> <ul style="list-style-type: none"> <li>○ During the first few weeks of school, teachers will create a plan to monitor on-going communications with parents to include the district's homework policy and expectations.</li> </ul>

### Lindenwood Elementary:

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 mathematics scores in grades 3-5 will increase by more than 5% and exceed the state benchmark by using school and district formative assessments to design remediation instruction and plan and deliver instruction aligned with the standards, division benchmarks and state assessments.</p> <p><b>K2: The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.</b></p> <ul style="list-style-type: none"> <li>● Joint observations will be conducted with the principal, instructional administrator, ILP, ELP and district SGT members.</li> <li>● The principal and instructional administrator will develop a system of conducting classroom observations and providing immediate feedback.</li> <li>● Grade level chairs will attend leadership team meetings bi-monthly.</li> </ul> <p><b>K3: The principal will align professional development with classroom observations and teacher evaluation criteria.</b></p> <ul style="list-style-type: none"> <li>● A professional development calendar will be established based on classroom observation data.</li> <li>● Classroom observation and learner walk data will be shared at SGT and leadership team meetings.</li> </ul> <p><b>K4: The principal will ensure that teachers align instruction with standards and benchmarks.</b></p> <ul style="list-style-type: none"> <li>● Ensure that all teachers have the current state and district curriculum and supporting instructional tools.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Learner walks will be utilized to provide teachers feedback.</li> <li>• Lesson plans will be collected, reviewed, and feedback will be given to ensure alignment.</li> <li>• Professional development will be provided by district, school level, and LTP focused on developing a standards-based classroom.</li> </ul> <p><b>K5: All teachers will monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.</b></p> <ul style="list-style-type: none"> <li>• Teachers will analyze division benchmark data and submit written reports.</li> <li>• Teachers will have half day planning sessions to plan instruction based on student data.</li> <li>• Teachers will use various sets of data to drive instructional decision making.</li> <li>• Teachers will utilize a checking for understanding tracking form to monitor daily objective mastery through informal assessments.</li> </ul> <p><b>K6: All teachers, working in teams, will differentiate and align learning activities with state standards.</b></p> <ul style="list-style-type: none"> <li>• Grade level teams will work collaboratively to develop common grade level assessments to measure mastery of content. Common grade level assessments will be developed when plans are developed for the week and submitted with weekly plans.</li> <li>• Teacher grade level teams will continue to meet at least once per week to collaborate and plan differentiated learning activities aligned to state standards. Grade level meeting notebooks will be submitted to the principal each week.</li> </ul> <p><b>K7: All teachers assess student learning frequently using standards-based classroom assessments.</b></p> <ul style="list-style-type: none"> <li>• Teachers will be provided professional development on the creation of pre- and post- assessments. District content specialists will lead sessions related to their content areas.</li> <li>• Teachers will continue to wrap the discussion of “Checking for Understanding: Formative Assessment Techniques for Your Classroom” by Fisher and Frey into weekly collaborative planning sessions. The discussion will be evidenced in the grade level collaborative notebooks and lesson plans.</li> </ul> <p><b>K9: All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.</b></p> <ul style="list-style-type: none"> <li>• The LTP will model lessons in selected classrooms and provide opportunities for peer observations of the critical features of an effective lesson.</li> <li>• The LTP will provide professional development on and modeling of the critical features of a lesson, as listed on the Classroom Observation Form.</li> <li>• Teachers in grades K-5 will implement Istation computer-based instruction in their classrooms, with particular attention to the Tiered Instruction and minutes needed for each student. The interventionists will utilize appropriate comprehension lessons from Istation to instruct the students they service.</li> <li>• Using various data sources, teachers will provide differentiated small group instructional support.</li> </ul> <p><b>K10: All teachers demonstrate sound homework practices and communication with parents.</b></p> <ul style="list-style-type: none"> <li>• The parent liaison will provide several Esembler training sessions for parents to demonstrate how to assess their child’s grades from home.</li> <li>• Teachers will utilize student agendas, homework folders, and parent contact logs to document parent communication.</li> <li>• The guidance counselor will create an attendance plan to track weekly student attendance to decrease excessive absences.</li> </ul>
2	<p>By June 2013, SOL science scores in grades 3-5 will increase by 5% as well as meet/exceed the SOL benchmark by using school and district formative assessments to design remediation instruction and plan and deliver instruction aligned with the standards, division benchmarks and state assessments.</p> <p><b>K2: The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.</b></p> <ul style="list-style-type: none"> <li>• Time allocated for science was increased to allow for daily instruction to occur</li> <li>• Joint observations will be conducted with the principal, instructional administrator, ILP, ELP and district SGT members.</li> <li>• The principal and instructional administrator will develop a system of conducting</li> </ul>

- classroom observations and providing immediate feedback.
  - Grade level chairs will attend leadership team meetings bi-monthly.
- K3: The principal will align professional development with classroom observations and teacher evaluation criteria.**
- A professional development calendar will be established based on classroom observation data.
  - Various data will be used to provide differentiated professional development.
  - Classroom observation and learner walk data will be shared at SGT and leadership team meetings.
- K4: The principal will ensure that teachers align instruction with standards and benchmarks.**
- A science lead teacher will attend district content meetings and disseminate information to staff.
  - Ensure that all teachers have the current state and district curriculum and supporting instructional tools.
  - Learner walks will be utilized to provide teachers feedback.
  - Lesson plans will be collected, reviewed, and feedback will be given to ensure alignment.
  - Professional development will be provided by district, school level, and LTP focused on developing a standards-based classroom.
- K5: All teachers will monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.**
- Teachers will analyze division benchmark data and submit written reports.
  - Teachers will have half day planning sessions to plan instruction based on student data.
  - Teachers will use various sets of data to drive instructional decision making.
  - Teachers will utilize a checking for understanding tracking form to monitor daily objective mastery through informal assessment.
- K6: All teachers, working in teams, will differentiate and align learning activities with state standards.**
- Grade level teams will work collaboratively to develop common grade level assessments to measure mastery of content. Common grade level assessments will be created when plans are developed for the week and submitted with weekly plans.
  - Teacher grade level teams will continue to meet at least once per week to collaborate and plan differentiated learning activities aligned to state standards. Grade level meeting notebooks will be submitted to the principal each week.
- K7: All teachers assess student learning frequently using standards-based classroom assessments.**
- Teachers will be provided professional development on the creation of pre- and post- assessments. District content specialists will lead sessions related to their content areas.
  - Teachers will continue to wrap the discussion of Checking for Understanding: Formative Assessment Techniques for Your Classroom by Fisher and Frey into weekly collaborative planning sessions. The discussion will be evidenced in the grade level collaborative notebooks.
- K9: All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.**
- The LTP will model lessons in selected classrooms and provide opportunities for peer observations of the critical features of an effective lesson.
  - Observations will occur to ensure teachers' implementation of best practices and strategies.
  - The LTP will provide professional development on and modeling of the critical features of a lesson, as listed on the Classroom Observation Form.
  - Teachers in grades K-5 will implement Istation computer-based instruction in their classrooms, with particular attention to the Tiered Instruction and minutes needed for each student. The interventionists will utilize appropriate comprehension lessons from Istation to instruct the students they service.
  - Using various data sources, teachers will provide differentiated small group instructional support.
- K10: All teachers demonstrate sound homework practices and communication with parents.**

	<ul style="list-style-type: none"> <li>• The parent liaison will provide several Esemblar training sessions for parents to demonstrate how to assess their child’s grades from home.</li> <li>• Teachers will utilize student agendas, homework folders, and parent contact logs to document parent communication.</li> <li>• The guidance counselor will create an attendance plan to track weekly student attendance to decrease excessive absences.</li> </ul>
3	<p>By June 2013, SOL history scores in grades 3-5 will increase by 5% as well as meet/exceed the SOL benchmark by using school and district formative assessments to design remediation instruction and plan and deliver instruction aligned with state standards, division benchmarks and state assessments.</p> <p><b>K2: The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.</b></p> <ul style="list-style-type: none"> <li>• Time allocated for history was increased to allow for daily instruction to occur</li> <li>• Joint observations will be conducted with the principal, instructional administrator, ILP, ELP and district SGT members.</li> <li>• The principal and instructional administrator will develop a system of conducting classroom observations and providing feedback.</li> <li>• Grade level chairs will attend leadership team meetings bi-monthly.</li> </ul> <p><b>K3: The principal will align professional development with classroom observations and teacher evaluation criteria.</b></p> <ul style="list-style-type: none"> <li>• A professional development calendar will be established based on classroom observation data.</li> <li>• Classroom observation and learner walk data will be shared at SGT and leadership team meetings.</li> </ul> <p><b>K4: The principal will ensure that teachers align instruction with standards and benchmarks.</b></p> <ul style="list-style-type: none"> <li>• A history lead teacher will attend district content meetings and disseminate information to staff.</li> <li>• Ensure that all teachers have the current state and district curriculum and supporting instructional tools.</li> <li>• Learner walks will be utilized to provide teachers feedback.</li> <li>• Lesson plans will be collected, reviewed, and feedback will be given to ensure alignment.</li> <li>• Professional development will be provided by district, school level, and LTP focused on developing a standards-based classroom.</li> </ul> <p><b>K5: All teachers will monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.</b></p> <ul style="list-style-type: none"> <li>• Teachers will analyze division benchmark data and submit written reports.</li> <li>• Teachers will have half day planning sessions to plan instruction based on student data.</li> <li>• Teachers will use various sets of data to drive instructional decision making.</li> <li>• Teachers will utilize a checking for understanding tracking form to monitor daily objective mastery through informal assessment.</li> </ul> <p><b>K6: All teachers, working in teams, will differentiate and align learning activities with state standards.</b></p> <ul style="list-style-type: none"> <li>• Grade level teams will work collaboratively to develop common grade level assessments to measure mastery of content. Common grade level assessments will be created when plans are developed for the week and submitted with weekly plans.</li> <li>• Teacher grade level teams will continue to meet at least once per week to collaborate and plan differentiated learning activities aligned to state standards. Grade level meeting notebooks will be submitted to the principal each week.</li> </ul> <p><b>K7: All teachers assess student learning frequently using standards-based classroom assessments.</b></p> <ul style="list-style-type: none"> <li>• Teachers will be provided professional development on the creation of pre- and post- assessments. District content specialists will lead sessions related to their content areas.</li> <li>• Teachers will continue to wrap the discussion of “Checking for Understanding: Formative Assessment Techniques for Your Classroom” by Fisher and Frey into weekly collaborative planning sessions. The discussion will be evidenced in the grade level collaborative notebooks.</li> </ul> <p><b>K9: All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group;</b></p>

	<p><b>independent work; computer-based; homework.</b></p> <ul style="list-style-type: none"> <li>• The LTP will model lessons in selected classrooms and provide opportunities for peer observations of the critical features of an effective lesson.</li> <li>• The LTP will provide professional development on and modeling of the critical features of a lesson, as listed on the Classroom Observation Form.</li> <li>• Teachers in grades K-5 will implement Istation computer-based instruction in their classrooms, with particular attention to the Tiered Instruction and minutes needed for each student. The interventionists will utilize appropriate comprehension lessons from Istation to instruct the students they service.</li> <li>• Using various data sources, teachers will provide differentiated small group instructional support.</li> </ul> <p><b>K10: All teachers demonstrate sound homework practices and communication with parents.</b></p> <ul style="list-style-type: none"> <li>• The parent liaison will provide several Esemblar training sessions for parents to demonstrate how to assess their child's grades from home.</li> <li>• Teachers will utilize student agendas, homework folders, and parent contact logs to document parent communication.</li> <li>• The guidance counselor will create an attendance plan to track weekly student attendance to decrease excessive absences.</li> </ul>
4	<p>By June 2013, SOL reading scores in grades 3-5 will exceed state benchmarks by using school and district formative assessments to design remediation instruction and plan and deliver instruction aligned with the standards, division benchmarks and state assessments.</p> <p><b>K2: The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.</b></p> <ul style="list-style-type: none"> <li>• Master schedules were revised to allow for additional writing time.</li> <li>• Joint observations will be conducted with the principal, instructional administrator, ILP, ELP and district SGT members.</li> <li>• The principal and instructional administrator will develop a system of conducting classroom observations and providing immediate feedback.</li> <li>• Grade level chairs will attend leadership team meetings bi-monthly.</li> </ul> <p><b>K3: The principal will align professional development with classroom observations and teacher evaluation criteria.</b></p> <ul style="list-style-type: none"> <li>• A professional development calendar will be established based on classroom observation data.</li> <li>• Teachers will participate in district –level professional development opportunities.</li> <li>• Classroom observation and learner walk data will be shared at SGT and leadership team meetings.</li> </ul> <p><b>K4: The principal will ensure that teachers align instruction with standards and benchmarks.</b></p> <ul style="list-style-type: none"> <li>• Ensure that all teachers have the current state and district curriculum and supporting instructional tools.</li> <li>• Lesson plans will be checked to ensure that teachers are lesson plans and delivery of instruction is aligned.</li> <li>• Learner walks will be utilized to provide teachers immediate feedback.</li> <li>• Lesson plans will be collected, reviewed, and feedback will be given to ensure alignment.</li> <li>• Professional development will be provided by district, school level, and LTP focused on developing a standards-based classroom.</li> </ul> <p><b>K5: All teachers will monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.</b></p> <ul style="list-style-type: none"> <li>• Teachers will analyze division benchmark data and submit written reports.</li> <li>• Teachers will have half day planning sessions to plan instruction based on student data.</li> <li>• Teachers will use various sets of data to drive instructional decision making.</li> <li>• Teachers will utilize a checking for understanding tracking form to monitor daily objective mastery through informal assessment.</li> </ul> <p><b>K6: All teachers, working in teams, will differentiate and align learning activities with state standards.</b></p> <ul style="list-style-type: none"> <li>• Grade level teams will work collaboratively to develop common grade level assessments to measure mastery of content. Common grade level assessments will be developed when plans are developed for the week and submitted with</li> </ul>

	<p>weekly plans.</p> <ul style="list-style-type: none"> <li>Teacher grade level teams will continue to meet at least once per week to collaborate and plan differentiated learning activities aligned to state standards. Grade level meeting notebooks will be submitted to the principal each week.</li> </ul> <p><b>K7: All teachers assess student learning frequently using standards-based classroom assessments.</b></p> <ul style="list-style-type: none"> <li>Teachers will be provided professional development on the creation of pre- and post- assessments. District content specialists will lead sessions related to their content areas.</li> <li>Teachers will continue to wrap the discussion of “Checking for Understanding: Formative Assessment Techniques for Your Classroom” by Fisher and Frey into weekly collaborative planning sessions. The discussion will be evidenced in the grade level collaborative notebooks.</li> </ul> <p><b>K9: All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.</b></p> <ul style="list-style-type: none"> <li>The LTP will model lessons in selected classrooms and provide opportunities for peer observations of the critical features of an effective lesson.</li> <li>The LTP will provide professional development on and modeling of the critical features of a lesson, as listed on the Classroom Observation Form.</li> <li>Teachers in grades K-5 will implement Istation computer-based instruction in their classrooms, with particular attention to the Tiered Instruction and minutes needed for each student. The interventionists will utilize appropriate comprehension lessons from Istation to instruct the students they service.</li> </ul> <p><b>K10: All teachers demonstrate sound homework practices and communication with parents.</b></p> <ul style="list-style-type: none"> <li>The parent liaison will provide several Esemblar training sessions for parents to demonstrate how to assess their child’s grades from home.</li> <li>Teachers will utilize student agendas, homework folders, and parent contact logs to document parent communication.</li> <li>The guidance counselor will create an attendance plan to track weekly student attendance to decrease excessive absences.</li> </ul>
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5	<p>By March 2013, SOL writing scores in grade 5 will exceed state benchmarks by using school and district formative assessments to design remediation instruction and plan and deliver instruction aligned with state standards, division benchmarks, and state assessments.</p> <p><b>K2: The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.</b></p> <ul style="list-style-type: none"> <li>Building-wide writing prompts will be distributed monthly.</li> <li>Joint observations will be conducted with the principal, instructional administrator, ILP, ELP and district SGT members.</li> <li>With writing instruction as a focus, the principal and instructional administrator will develop a system of conducting classroom observations and providing immediate feedback.</li> </ul> <p><b>K3: The principal will align professional development with classroom observations and teacher evaluation criteria.</b></p> <ul style="list-style-type: none"> <li>Based on classroom observation data and reviewing student work, professional development will be provided to build teachers’ capacity in this area.</li> <li>Classroom observation and learner walk data will be shared at SGT and leadership team meetings.</li> </ul> <p><b>K4: The principal will ensure that teachers align instruction with standards and benchmarks.</b></p> <ul style="list-style-type: none"> <li>Ensure that all teachers have the current state and district curriculum and supporting instructional tools.</li> <li>Learner walks will be utilized to provide teachers feedback.</li> <li>Lesson plans will be collected, reviewed, and feedback will be given to ensure alignment.</li> <li>Professional development will be provided by district, school level, and LTP focused on developing a standards-based classroom.</li> </ul> <p><b>K5: All teachers will monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.</b></p> <ul style="list-style-type: none"> <li>Teachers will analyze division benchmark data and submit written reports.</li> <li>Teachers will have half day planning sessions to plan instruction based on</li> </ul>
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	<p>student data.</p> <ul style="list-style-type: none"> <li>• Teachers will use various sets of data to drive instructional decision making.</li> <li>• Teachers will utilize a checking for understanding tracking form to monitor daily objective mastery through informal assessment.</li> </ul> <p><b>K6: All teachers, working in teams, will differentiate and align learning activities with state standards.</b></p> <ul style="list-style-type: none"> <li>• Grade level teams will work collaboratively to develop common grade level assessments to measure mastery of content. Common grade level assessments will be created when lesson plans are developed for the week and submitted with weekly plans.</li> <li>• Teacher grade level teams will continue to meet at least once per week to collaborate and plan differentiated learning activities aligned to state standards. Grade level meeting notebooks will be submitted to the principal each week.</li> </ul> <p><b>K7: All teachers assess student learning frequently using standards-based classroom assessments.</b></p> <ul style="list-style-type: none"> <li>• Teachers will be provided professional development on the creation of pre- and post- assessments. District content specialists will lead sessions related to their content areas.</li> <li>• Teachers will continue to wrap the discussion of “Checking for Understanding: Formative Assessment Techniques for Your Classroom” by Fisher and Frey into weekly collaborative planning sessions. The discussion will be evidenced in the grade level collaborative notebooks.</li> </ul> <p><b>K9: All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.</b></p> <ul style="list-style-type: none"> <li>• The LTP will model lessons in selected classrooms and provide opportunities for peer observations of the critical features of an effective lesson.</li> <li>• The LTP will provide professional development on and modeling of the critical features of a lesson, as listed on the Classroom Observation Form.</li> <li>• Teachers in grades K-5 will implement Istation computer-based instruction in their classrooms, with particular attention to the Tiered Instruction and minutes needed for each student. The interventionists will utilize appropriate comprehension lessons from Istation to instruct the students they service.</li> </ul> <p><b>K10: All teachers demonstrate sound homework practices and communication with parents.</b></p> <ul style="list-style-type: none"> <li>• The parent liaison will provide several Esemblar training sessions for parents to demonstrate how to assess their child’s grades from home.</li> <li>• Teachers will utilize student agendas, homework folders, and parent contact logs to document parent communication.</li> <li>• The guidance counselor will create an attendance plan to track weekly student attendance to decrease excessive absences.</li> </ul>
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<b>Lake Taylor Middle:</b>	
<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, SOL mathematics scores will surpass 70% in grades 6, 7, and 8. ARDT will be used to monitor progress and to assist in identifying the remediation needs of all students.</p> <p><b>Indistar Indicator #15</b> - Our school provides comprehensive, coherent, manageable and integrated instructional and support programs.</p> <p>Task #2: Each core content area will effectively utilize computer-based programs to support increases in student achievement.)</p> <p><b>Indistar Indicator #21</b> - Our school identifies and obtains adequate materials from school</p>

	<p>system resources (such as the Algebra Readiness Diagnostic Assessment (ARDT) or benchmark assessments).</p> <p>Task #1: The D2SC tool will be utilized to monitor data results on common formative assessments and district benchmarks.</p> <p>Task #2: The Algebra Readiness Diagnostic Assessment resource will serve as a diagnostic tool as well as assessment strand progress.</p>
2	<p>By June 2013, SOL reading scores will surpass 70% in grades 6, 7, and 8. Common formative assessments, district benchmark assessments, and iStation assessments will be used to determine students' remediation needs. Intervention lessons derived from iStation and collaborative planning will be used to address students' remediation needs.</p> <p><b>Indistar Indicator #15</b> - Our school provides comprehensive, coherent, manageable and integrated instructional and support programs.</p> <p>Task #2: Each core content area will effectively utilize computer-based programs to support increases in student achievement.</p> <p><b>Indistar Indicator #17</b> - Our school is consistent with the state Standards of Learning and recommends alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.</p> <p>Task #1: Provide site specific content focused professional development based on areas of identified needs via classroom observations, faculty recommendations, or student data.</p> <p>Task #2: Enhance the rigor of common formative assessments to align with state curriculum standards.</p> <p><b>Indistar Indicator #21</b> - Our school identifies and obtains adequate materials from school system resources (such as the Algebra Readiness Diagnostic Assessment (ARDT) or benchmark assessments).</p> <p>Task #3: Istation assessment will be utilized to track student progress.</p>
3	<p>By June 2013, SOL history scores will surpass 70% in grades 6, 7, and 8. Study Island will be utilized to measure students' knowledge of content. Common formative assessments and district benchmark assessments will be used to determine students' remediation needs.</p> <p><b>Indistar Indicator #17</b> - Our school is consistent with the state Standards of Learning and recommends alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.</p> <p>Task #1: Provide site specific content focused professional development based on areas of identified needs via classroom observations, faculty recommendations, or student data.</p> <p>Task #2: Enhance the rigor of common formative assessments to align with state curriculum standards.</p>
4	<p>By June 2013, 60% of students with disabilities will pass all SOL tests. Direct instruction for all core content areas will be recorded and used in resource classes and extended learning sessions to enhance student learning.</p> <p><b>Indistar Indicator #15</b> - Our school provides comprehensive, coherent, manageable and integrated instructional and support programs.</p> <p>Task #2: Each core content area will effectively utilize computer-based programs to support increases in student achievement.</p>

5	<p>By June 2013, school climate will improve by a mean increase of 0.1 in composite measures, as evidenced by the division's student, teacher, and parent surveys.</p> <p><b>Indistar Indicator #20</b> - Our school identifies and recommends supporting partners to address social, emotional and behavioral issues (e.g., over-age students).</p> <p>Task # 1: IEP teams will consider individual needs of students to align supporting community partnerships.</p> <p>Task #2: Over-age students will be referred to community agencies and family support programs throughout the year to promote career and emotional wellness.</p> <p><b>Indistar Indicator #22</b> - Our school identifies and recommends outside resources needed in the reform effort.</p> <p>Task #1: Identify and recommend community resources as an outgrowth of Early Warning Indicator meetings.</p> <p>Task # 2: Guidance counselors, school social worker, school nurse, and school psychologist will refer students to appropriate community agencies and family support programs.</p>
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### Ruffner Middle:

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 mathematics scores will surpass 70% in grades 6, 7, and 8 by establishing a focus on the monitoring of students' progress using ARDT, the identification of the remediation needs of all students, and the implementation of remediation plans.</p> <p><b>Indistar Indicator #2</b> – Our school employs research-based strategies that provide an immediate and dramatic turnaround in students achievement.</p> <p>Task #1 – Instructional coaches will provide training monthly on research-based strategies for sustained student academic gains.</p> <p><b>Indistar Indicator #6</b> – Our school promotes student motivation for learning.</p> <p>Task #3 – Students will be able to earn rewards for demonstrating the High Fives Daily (attendance, attitude, achievement, accountability, and awareness).</p> <p><b>Indistar Indicator #13</b> – Our school requires commitment from parents to allow for additional time for instruction (such as after school support).</p> <p>Task #1 – Invitations, postcards, and contracts will be sent to parents to allow students to attend extended day program.</p> <p><b>Indistar Indicator #15</b> - Our school provides comprehensive, coherent, manageable and integrated instructional and support programs.</p> <p>Task #1 – Meet with parents to discuss internal and external support services for students needing additional support.</p> <p><b>Indistar Indicator #17</b> - Our school is consistent with the state Standards of Learning and recommends alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.</p>
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	<p>Task #4 – A professional development plan will be developed by the instructional team to enhance the level of student engagement observed in the classroom.</p> <p><b>Indistar Indicator #21</b> - Our school identifies and obtains adequate materials from school system resources (such as the Algebra Readiness Diagnostic Assessment (ARDT) or benchmark assessments).</p> <p>Task #1: The D2SC tool will be utilized to monitor data results on common formative assessments and district benchmarks.</p> <p>Task #2: The Algebra Readiness Diagnostic Assessment resource will serve as a diagnostic tool as well as assessment strand progress.</p>
2	<p>By June 2013, 50% of students with disabilities will pass all SOL tests by establishing a laser-like focus on the monitoring of specially designed instruction provided in both the general and special education settings.</p> <p><b>Indistar Indicator #2</b> – Our school employs research-based strategies that provide an immediate and dramatic turnaround in students achievement.</p> <p>Task #1 – Instructional coaches will provide training monthly on research-based strategies for sustained student academic gains.</p> <p>Task #15 – Teachers will maximize their time in co-taught classes and collaborative planning to provide services for students with disabilities.</p> <p>Task #16 – Teachers will utilize a continuum of data to create specially designed instruction as it relates to students specific disabilities.</p> <p><b>Indistar Indicator #15</b> - Our school provides comprehensive, coherent, manageable and integrated instructional and support programs.</p> <p>Task #1 – Meet with parents to discuss internal and external support services for students needing additional support.</p> <p><b>Indistar Indicator #17</b> - Our school is consistent with the state Standards of Learning and recommends alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.</p> <p>Task #4 – A professional development plan will be developed by the instructional team to enhance the level of student engagement observed in the classroom.</p> <p><b>Indistar Indicator #21</b> - Our school identifies and obtains adequate materials from school system resources (such as the Algebra Readiness Diagnostic Assessment (ARDT) or benchmark assessments).</p> <p>Task #1: The D2SC tool will be utilized to monitor data results on common formative assessments and district benchmarks.</p> <p>Task #2: The Algebra Readiness Diagnostic Assessment resource will serve as a diagnostic tool as well as assessment strand progress.</p>
3	<p>By June 2013, SOL reading scores will surpass 80% in grades 6, 7, and 8 by establishing a focus on the monitoring of students’ progress through common formative assessments, district benchmark assessments, and iStation assessments and the implementation of intervention lessons to address students’ remediation needs.</p> <p><b>Indistar Indicator #2</b> – Our school employs research-based strategies that provide an immediate and dramatic turnaround in students achievement.</p> <p>Task #1 – Instructional coaches will provide training monthly on research-based strategies for sustained student academic gains.</p>

	<p><b>Indistar Indicator #6 – Our school promotes student motivation for learning.</b></p> <p>Task #3 – Students will be able to earn rewards for demonstrating the High Fives Daily (attendance, attitude, achievement, accountability, and awareness).</p> <p><b>Indistar Indicator #13 – Our school requires commitment from parents to allow for additional time for instruction (such as after school support).</b></p> <p>Task #1 – Invitations, postcards, and contracts will be sent to parents to allow students to attend extended day program.</p> <p><b>Indistar Indicator #15 - Our school provides comprehensive, coherent, manageable and integrated instructional and support programs.</b></p> <p>Task #1 – Meet with parents to discuss internal and external support services for students needing additional support.</p> <p><b>Indistar Indicator #17 - Our school is consistent with the state Standards of Learning and recommends alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.</b></p> <p>Task #4 – A professional development plan will be developed by the instructional team to enhance the level of student engagement observed in the classroom.</p> <p><b>Indistar Indicator #21 - Our school identifies and obtains adequate materials from school system resources (such as the Algebra Readiness Diagnostic Assessment (ARDT) or benchmark assessments).</b></p> <p>Task #3: Istation assessment will be utilized to track student progress.</p>
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4	<p>By June 2013, SOL history scores will surpass 70% in grades 6, 7, and 8 by establishing a focus on the monitoring of students’ progress as measured by common formative assessments and district benchmark assessments and the implementation of intervention lessons to address students’ remediation needs.</p> <p><b>Indistar Indicator #2 – Our school employs research-based strategies that provide an immediate and dramatic turnaround in students achievement.</b></p> <p>Task #1 – Instructional coaches will provide training monthly on research-based strategies for sustained student academic gains.</p> <p><b>Indistar Indicator #6 – Our school promotes student motivation for learning.</b></p> <p>Task #3 – Students will be able to earn rewards for demonstrating the High Fives Daily (attendance, attitude, achievement, accountability, and awareness).</p> <p><b>Indistar Indicator #13 – Our school requires commitment from parents to allow for additional time for instruction (such as after school support).</b></p> <p>Task #1 – Invitations, postcards, and contracts will be sent to parents to allow students to attend extended day program.</p> <p><b>Indistar Indicator #15 - Our school provides comprehensive, coherent, manageable and integrated instructional and support programs.</b></p> <p>Task #1 – Meet with parents to discuss internal and external support services for students needing additional support.</p> <p><b>Indistar Indicator #17 - Our school is consistent with the state Standards of Learning and recommends alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.</b></p>
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	<p>Task #4 – A professional development plan will be developed by the instructional team to enhance the level of student engagement observed in the classroom.</p> <p><b>Indistar Indicator #21</b> - Our school identifies and obtains adequate materials from school system resources (such as the Algebra Readiness Diagnostic Assessment (ARDT) or benchmark assessments).</p> <p>Task #1: The D2SC tool will be utilized to monitor data results on common formative assessments and district benchmarks.</p>
5	<p>By June 2013, school climate will improve by a mean increase of 0.2 in composite measures related to trust in leadership, staff morale, and school safety, as evidenced by the division’s teacher survey.</p> <p><b>Indistar Indicator #19</b> – Our school develops and implements evidence-based discipline programs that minimize time out of school and/or class.</p> <p>Task #2 – Implement an effective Positive Behavior Support Program: Johns Hopkins Talent Development Initiative – High Fives As and Bs.</p> <p><b>Indistar Indicator #20</b> - Our school identifies and recommends supporting partners to address social, emotional and behavioral issues (e.g., over-age students).</p> <p>Task #1 – Parent Awareness Day – Parents will gain information regarding internal and external partners to support their child.</p> <p><b>Indistar Indicator #22</b> - Our school identifies and recommends outside resources needed in the reform effort.</p> <p>Task # 1 – Identify and recommend community resources as an outgrowth of Early Warning Indicator Meetings.</p>

**PART IV: SCHOOL PLAN TO MONITOR INTERVENTIONS AT THE SCHOOL-LEVEL**

Based on the analysis of the school’s academic achievement and intervention data collected during the 2011-12 school year, provide a detailed tiered approach to interventions to support student achievement that will be implemented in the school improvement plan as it is developed. Describe specific interventions being put in place as a result of the data analysis.

The description of the intervention for each group should include the following elements:

- a. targeted group; intervention description;
- b. intervention provider;
- c. frequency and amount of time for each tier; and,
- d. description of how the intervention will be monitored.

See the sample provided.

SAMPLE RESPONSE

<b>Students who are at-risk of failing a mathematics SOL</b>	
Tier 2	5 <sup>th</sup> grade math teachers will work collaboratively to develop a list of activities on the math remediation software (intervention description) for the highly qualified paraprofessional (intervention provider) to use with the students identified by grades C-D, low weekly formative assessment performance and scoring 70-80% on 9-weeks assessment (targeted group) during the first 9 weeks in lieu of specials 3 days per week for 40

	minutes (frequency and time). Teachers will review results from remediation software reports bi-weekly (monitoring).
Tier 3	5 <sup>th</sup> grade math teachers will work collaboratively with math specialist to analyze lesson plans and instructional strategies used during instruction of Measurement and Geometry to develop hands-on activities for daily intervention small group pull-out (intervention description). The licensed Title I teacher (intervention provider) will address specific skills identified in the strand for the targeted population 5 days/week for 40 minutes (frequency and time). Teachers will review results of ARDT strand tests as they are completed in accordance with student's remediation timeline (4 weeks at minimum) (monitoring).

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

Tier 2	<p><b>Tidewater Park:</b>  <b>Tier 2:</b> Teachers will meet weekly with leadership team members and Lead Turnaround Partner (Pearson) to plan small group instruction for students and discuss their progress. In addition, these students will receive 60 minutes of weekly reading support from a computerized reading program (Istation) that addresses targeted areas. Computerized interventions will be monitored weekly to determine instructional needs.</p> <p><b>Lindenwood:</b>  <b>Tier 2:</b> Students in 3<sup>rd</sup>-5<sup>th</sup> grades will participate in “Before the Bell” Istation sessions overseen by school tutors and/or interventionists for 30 minutes 2 times per week. Teachers will review results from Istation reports monthly.</p> <p><b>Lake Taylor Middle School:</b>  <b>Tier 2:</b> Reading teachers will work collaboratively to develop a list of intervention lessons on iStation and other activities for the departmental teachers to use with the students identified by grades C-D, low weekly formative assessment performance, and scoring below 70% on district benchmark assessments. Identified students will receive remediation for at least 40 minutes weekly during reading class. Teachers will review results from remediation software reports bi-weekly.</p> <p><b>Ruffner Middle School:</b>  <b>Tier 2:</b> Reading teachers will work collaboratively to develop a list of intervention lessons on iStation and other activities for the reading teachers to use with the students identified by grades C-D, low weekly formative assessment performance, and scoring between 50% to 60% on district benchmark assessments. Identified students will receive remediation for at least 30 minutes 2 times per week during reading class. Teachers will review results from remediation software reports and informal assessments to determine progress.</p>
Tier 3	<p><b>Tidewater Park:</b>  <b>Tier 3:</b> Students will receive 2.5 hours weekly of additional and intense instruction from the interventionist or instructional tutor to address targeted areas of need. In addition, these students will receive 90 minutes of weekly reading support from a computerized reading program (Istation) that addresses targeted areas. Computerized interventions will be monitored weekly to determine instructional needs.</p> <p><b>Lindenwood:</b></p>

	<p><b>Tier 3:</b> Interventionists will use iStation lessons with students in 3<sup>rd</sup>-5<sup>th</sup> grades who have grades of D-E in reading, perform poorly on grade level formative assessments, and score below 60% on division benchmarks for 30 minutes 3 or more times per week. Teachers will review data gathered when checking for understanding during instruction and grades from common formative assessments weekly.</p> <p><b>Lake Taylor Middle School:</b>  <b>Tier 3:</b> Reading teachers will work collaboratively to develop a list of intervention lessons on iStation and other activities for the departmental teachers, the media specialist, reading coach, and highly qualified paraprofessional to use with the students identified by grades C-D, low weekly formative assessment performance, and scoring below 60% on district benchmark assessments. Identified students will receive radiation in small groups for at least 40 minutes weekly during reading class. Teachers will review results from remediation software reports bi-weekly.</p> <p><b>Ruffner Middle School:</b>  <b>Tier 3:</b> Reading teachers will work collaboratively to develop a list of intervention lessons on iStation and other activities for the reading teachers, special education teachers, reading coach, special education coach, and highly qualified paraprofessional to use with the students identified by grades D-E, low weekly formative assessment performance, and scoring below 50% on district benchmark assessments. Identified students will receive remediation in small groups for at least 30 minutes 2 times per during reading class. Teachers will review results from remediation software reports and informal assessments to determine progress.</p>
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**Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL**

<p>Tier 2</p>	<p><b>Tidewater Park:</b>  <b>Tier 2:</b> 3<sup>rd</sup>-5<sup>th</sup> grade teachers and the math coach will work collaboratively to develop a list of activities for math remediation for the highly qualified math tutors to use with the students identified by report card grades C-D, low weekly formative assessment performance, and scoring 50-60% on the district benchmark assessments during the first 9 weeks of school. Additional support will be provided 3 days per week for 30 minutes. Teachers will review progress on a weekly basis.</p> <p><b>Lindenwood:</b>  <b>Tier 2:</b> 3<sup>rd</sup>-5<sup>th</sup> grade teachers will work collaboratively with the instructional coach to develop remediation lessons to use with students who have grades of D-E in mathematics, perform poorly on grade level formative assessments, and score below 60% on division benchmarks for 20-30 minutes 3 or more times per week. Teachers will review data gathered when checking for understanding during instruction and grades from common formative assessments weekly.</p> <p><b>Lake Taylor Middle School:</b>  <b>Tier 2:</b> Math teachers will work collaboratively to develop a list of intervention lessons on ARDT, Carnegie Learning, or Reflex Math for the departmental teachers and paraprofessionals to use with the students identified by grades C-D, low weekly formative assessment performance and scoring below 60% on district benchmark</p>
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	<p>assessments. Identified students will receive remediation for at least 40 minutes weekly during math or resource class. Teachers will review results from remediation software reports bi-weekly.</p> <p><b>Ruffner Middle School:</b>  <b>Tier 2:</b> Math teachers will work collaboratively to develop a list of intervention lessons on ARDT and IXL for the math teachers, special education teachers, and paraprofessionals to use with the students identified by grades C-D, low weekly formative assessment performance, and scoring between 50% to 60% on district benchmark assessments. Students will receive remediation for at least 40 minutes weekly during math class. Teachers will review results from remediation software reports bi-weekly.</p>
Tier 3	<p><b>Tidewater Park:</b>  <b>Tier 3:</b> 3<sup>rd</sup>-5<sup>th</sup> grade teachers will work collaboratively with the math coach to analyze lesson plans and instructional strategies used to develop hands-on activities for daily intervention of small groups. Remediation support will be provided for students who scored 49% or below on the district benchmark assessment. Math will address specific skills identified for the targeted population 3 days per week for 30 minutes. Teachers will review progress bi-weekly</p> <p><b>Lindenwood:</b>  <b>Tier 3:</b> Interventionists and tutors will deliver lessons planned by the instructional coach to students in 3<sup>rd</sup>-5<sup>th</sup> grades who have grades of D-E in mathematics, perform poorly on grade level formative assessments, and score below 60% on division benchmarks will work with an interventionist or tutor for 30 minutes 2 or more times per week. Teachers will review data gathered when checking for understanding during instruction and grades from common formative assessments weekly.</p> <p><b>Lake Taylor Middle School:</b>  <b>Tier 3:</b> Math teachers will work collaboratively to develop a list of intervention lessons on ARDT, Carnegie Learning, and pull out groups for the departmental teachers and paraprofessionals to use with the students identified by grades C-D, low weekly formative assessment performance and scoring below 50% on district benchmark assessments each month and for at least 40 minutes weekly during resource and elective classes. Teachers will review results from remediation software reports bi-weekly.</p> <p><b>Ruffner Middle School:</b>  Math teachers will work collaboratively to develop a list of intervention lessons on ARDT and IXL for the math teachers, special education teachers, and paraprofessionals to use with the students identified by grades D-E, low weekly formative assessment performance, and scoring below 50% on district benchmark assessments. Students will receive remediation for at least 30 minutes 2 times per week in a small group during math class. Teachers will review results from remediation software reports bi-weekly.</p>
Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable	
Tier 2	<p><b>Tidewater Park:</b>  <b>Tier 2:</b> Teachers will meet weekly with leadership team members and Lead Turnaround</p>

	<p>Partner (Pearson) to plan small group instruction for students and discuss students' progress. Additionally, these students will receive 60 minutes of weekly reading support from a computerized reading program (Istation and Breakthrough to Literacy) that addresses targeted areas. Computerized interventions will be monitored weekly to determine instructional needs.</p> <p><b>Lindenwood:</b>  <b>Tier 2:</b> Students in K-3<sup>rd</sup> grades who fail to meet fall PALS benchmarks will participate in "Before the Bell" Istation sessions overseen by school tutors and/or interventionists for 30 minutes 2 times per week. Teachers will review results from Istation reports monthly.</p>
Tier 3	<p><b>Tidewater Park:</b>  <b>Tier 3:</b> Students will receive 2.5 hours of additional and intense instruction per week from the interventionist or the school's tutor to address targeted areas of need. In addition, these students will receive 90 minutes of weekly reading support from a computerized reading program (Istation and Breakthrough Through to Literacy) that addresses targeted areas. Computerized interventions will be monitored weekly to determine instructional needs. Teachers will use the PALS website as a resource for creating lessons.</p> <p><b>Lindenwood:</b>  <b>Tier 3:</b> Interventionists will use Istation lessons and PALS activities with students in K-3<sup>rd</sup> grades who fail to meet fall PALS benchmarks for 30 minutes 3 or more times per week. Teachers will review results from ePortfolio quarterly.</p>
Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above	
Tier 2	<p><b>Tidewater Park:</b>  <b>Tier 2:</b> Students will receive 60 minutes of support from a computerized reading program (Istation) that addresses targeted areas of need. Students' progress will be monitored weekly to determine additional instructional support.</p> <p><b>Lindenwood:</b>  <b>Tier 2:</b> Students in 3<sup>rd</sup>-5<sup>th</sup> grades will participate in "Before the Bell" Istation session overseen by school tutors and/or interventionists for 30 minutes 2 times per week. Teachers will review results from Istation reports monthly.</p> <p><b>Lake Taylor Middle School:</b>  <b>Tier 2:</b> Reading teachers will work collaboratively to develop a monthly list of intervention lessons on iStation for the departmental teachers to use with the students identified as having failed the SOL reading assessment in 2012 with a score of 375 or below. Identified students will receive remediation for at least 40 minutes weekly during reading class. Teachers will review results from remediation software reports bi-weekly.</p> <p><b>Ruffner Middle School:</b>  <b>Tier 2:</b> Reading teachers will work collaboratively to develop a list of intervention lessons on iStation for the reading teachers to use with the students identified as having failed the SOL reading assessment in 2012 with a score of 375 or below. Identified students will receive remediation for at least 40 minutes each week during reading class</p>

	<p>through computer-based programs and teacher-created centers. Teachers will review results from remediation software reports and informal assessments to determine progress.</p>
Tier 3	<p><b>Tidewater Park:</b>  <b>Tier 3:</b> Students will receive 90 minutes of support from a computerized reading program (iStation) that addresses targeted areas of need. Students’ progress will be monitored weekly to determine additional instructional needs.</p> <p><b>Lindenwood:</b>  <b>Tier 3:</b> Interventionists will use iStation lessons with students in 3<sup>rd</sup>-5<sup>th</sup> grades who have grades of D-E in reading, perform poorly on grade level formative assessments, and score below 60% on division benchmarks for 30 minutes 3 or more times per week. Teachers will review data gathered when checking for understanding during instruction and grades from common formative assessments weekly.</p> <p><b>Lake Taylor Middle School:</b>  <b>Tier 3:</b> Reading teachers will work collaboratively to develop a monthly list of intervention lessons on iStation for the departmental teachers, the media specialist, reading coach, and highly qualified paraprofessional to use with the students identified as having failed the SOL reading assessment in 2012 with a score between 0 and 375. Identified students will receive remediation in small group format for at least 60 each week during reading class. Teachers will review results from remediation software reports bi-weekly.</p> <p><b>Ruffner Middle School:</b>  <b>Tier 3:</b> Reading teachers will work collaboratively to develop a list of intervention lessons on iStation for the reading teachers to use with the students identified as having failed the SOL reading assessment in 2012 with a score of 375 or below. Identified students will receive remediation during in small group format for at least 30 minutes 2 times per week during reading class. Teachers will review results from remediation software reports and informal assessments to determine progress.</p>
<p>Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above</p>	
Tier 2	<p><b>Tidewater Park:</b>  <b>Tier 2:</b> 3<sup>rd</sup>-5<sup>th</sup> grade teachers and the math coach will work collaboratively to develop a list of activities for math remediation for the highly qualified math tutors to use with the students identified by report card grades C-D, low weekly formative assessment performance, and scoring 50-60% on the district benchmark assessments during the first 9 weeks, 3 days per week, for 30 minutes. Teachers will review progress on a weekly basis.</p> <p><b>Lindenwood:</b>  <b>Tier 2:</b> 3<sup>rd</sup>-5<sup>th</sup> grade teachers will work collaboratively with the coach to develop</p>

	<p>remediation lessons to use with students who have grades of D-E in mathematics, perform poorly on grade level formative assessments, and score below 60% on division benchmarks for 20-30 minutes 3 or more times per week. Teachers will review data gathered when checking for understanding during instruction and grades from common formative assessments weekly.</p> <p><b>Lake Taylor Middle School:</b>  <b>Tier 2:</b> Math teachers will work collaboratively to develop a monthly list of intervention lessons on ARDT for the departmental teachers to use with the students identified as having failed the SOL math assessment in 2012 with a score of 375 or below. Identified student will receive remediation for at least 40 minutes weekly during math class. Teachers will review results from remediation software reports bi-weekly.</p> <p><b>Ruffner Middle School:</b>  <b>Tier 2:</b> Math teachers will work collaboratively to develop a list of intervention lessons on ARDT and IXL for the math teachers to use with the students identified as having failed the SOL math assessment in 2012 with a score in the range of 350 to 399. Identified students will receive remediation for at least 40 minutes weekly during math class using computer-based programs and teacher-created centers. Teachers will review results from remediation software reports bi-weekly.</p>
Tier 3	<p><b>Tidewater Park:</b>  <b>Tier 3:</b> 3<sup>rd</sup>-5<sup>th</sup> grade teachers will work collaboratively with the math coach to analyze lesson plans and instructional strategies to develop hands-on activities for daily intervention small group. Remediation support will be provided for students who scored 49% or below on the district benchmark assessment. The math will address specific skills identified for the targeted population 3 days a week for 30 minutes. Teachers will review progress bi-weekly.</p> <p><b>Lindenwood:</b>  <b>Tier 3:</b> Interventionists and tutors will deliver lessons planned by the instructional coach to students in 3<sup>rd</sup>-5<sup>th</sup> grades who have grades of D-E in mathematics, perform poorly on grade level formative assessments, and score below 60% on division benchmarks will work with an interventionist or tutor for 30 minutes 2 or more times per week. Teachers will review data gathered when checking for understanding during instruction and grades from common formative assessments weekly.</p> <p><b>Lake Taylor Middle School:</b>  <b>Tier 3:</b> Math teachers will work collaboratively to develop a monthly list of intervention lessons on ARDT for the departmental teachers, the media specialist, math coach, and highly qualified paraprofessional to use with the students identified as having failed the SOL math assessment in 2012 with a score between 0 and 375. Identified students will receive remediation for at least 40 minutes each week in a small group during an elective class. Teachers will review results from remediation software reports bi-weekly.</p> <p><b>Ruffner Middle School: Tier 3:</b> Math teachers will work collaboratively to develop a list of intervention lessons on ARDT and IXL for the math teachers, special education teachers, math coach, special education coach, and highly qualified paraprofessional to</p>

	use with the students identified as having failed the SOL math assessment in 2012 with a score below 350. Identified students will receive remediation in a small group for at least 30 minutes 2 times per week during math class. Teachers will review results from remediation software reports bi-weekly.
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## 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.

- |      |  |
|------|--|
| 1000 | Personal Services - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period. |
| 2000 | Employee Benefits - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.  |
| 3000 | Purchased Services - Services acquired from outside sources (i.e., private vendors, other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.   |
| 4000 | Internal Services - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intra-governmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.   |
| 5000 | Other Charges - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, leases/rental, Indirect Cost, and other.  |
| 6000 | Materials and Supplies - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."   |
| 8000 | Equipment/Capital Outlay - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.  |

Part V (a): School Budget Summary

In the chart below, please provide a budget detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Provide the school name and identify the correct cohort. Separate division- and school-level expenses for SIG funds. Division-level expenses are those that occur at the division level to support school improvement activities for the specific school. School-level expenses are those expenses that are incurred for school improvement activities at the school building.

SCHOOL NAME: <b>Lindenwood Elementary</b>				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 <b>\$81,000</b>	Other: <b>\$3,000 (Title I)</b>
	School Expenses \$	School Expenses \$		School Expenses <b>\$50,370</b>	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses <b>\$23,430</b>	Other: <b>\$500 (Title I)</b>
	School Expenses \$	School Expenses \$		School Expenses <b>\$10,050</b>	
3000- Purchased Services	Division Expense \$	Division Expense \$	Other: \$	Division Expense	Other: <b>\$1,000 (Title I)</b>
	School Expense \$	School Expense		School Expense <b>\$310,000</b>	
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: <b>\$1,000</b>
	School Expenses	School Expenses		School Expenses	

	\$	\$		\$5,000	
5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$18,789	Other: \$1,000
	School Expenses \$	School Expenses \$		School Expenses \$16,991	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$5,000 (Title I)
	School Expenses \$	School Expenses \$		School Expenses \$40,000	
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$123,219	Other: \$11,500
	School Expenses \$	School Expenses \$		School Expenses \$432,411	
				Total Division Expenses \$123,219	
				Total School Expenses \$432,411	
				<b>TOTAL \$555,630</b>	

Part V (b): School Budget Narrative

In the chart below, please provide a budget narrative of expenditures for activities designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Include the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives. Use as much space as needed for each Expenditure Code.

SCHOOL NAME: SAMPLE	COHORT II <input checked="" type="checkbox"/>	COHORT I <input type="checkbox"/>
<p>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)</p> <p>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)</p>		

SCHOOL NAME: <b>Lindenwood Elementary</b>	COHORT II <input checked="" type="checkbox"/>	COHORT I <input type="checkbox"/>
<p>1000 – Personnel (Use as much space as necessary.)  <b>SIG funding will support the following: part-time instructional tutors (during the school day and for extended learning opportunities) – (\$35,370); substitute teachers to cover classes while teachers participate in quarterly planning and professional development activities – (\$10,000); stipends/differentials – (\$5,000); Internal Lead Partner (50% - \$46,000); and an Instructional Behavior Specialist to provide parents and staff with instructional &amp; behavior best practice strategies as well as instructional support for students (50% - \$35,000).</b></p> <p><b>Title I funds will support part-time teachers and tutors – (\$3,000)</b></p>		
<p>2000 -Employee Benefits (Use as much space as necessary.)  <b>SIG – Fringes/Benefits (\$33,480)</b>  <b>Title I – Fringes/Benefits (\$500)</b></p>		
<p>3000 - Purchased Services (Use as much space as necessary.)  <b>SIG – Contract services for External Lead Partner /Pearson (\$301,000), Istation (\$6,000), and other services (\$3,000)</b>  <b>Title I – Contract services that support increasing student achievement (\$1,000)</b></p>		
<p>4000 - Internal Services (Use as much space as necessary.)  <b>SIG – Student travel and field trips (\$5,000)</b>  <b>Title I – Student travel and field trips (\$1,000)</b></p>		
<p>5000 - Other Charges (Use as much space as necessary.)  <b>SIG – Professional development opportunities (\$15,000), cell phone expenses for ILP (\$1,991), and indirect costs (\$18,789)</b>  <b>Title I – Professional development (\$1,000)</b></p>		

6000 - Materials and Supplies (Use as much space as necessary.)  
**SIG – Instructional materials and supplies (including incentives) that increase student achievement and build staff capacity (\$40,000)**  
**Title I – Materials and supplies (\$5,000)**  
8000 – Equipment/Capital Outlay (Use as much space as necessary.)

Part V (a): School Budget Summary

In the chart below, please provide a budget detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Provide the school name and identify the correct cohort. Separate division- and school-level expenses for SIG funds. Division-level expenses are those that occur at the division level to support school improvement activities for the specific school. School-level expenses are those expenses that are incurred for school improvement activities at the school building.

SCHOOL NAME: <b>Tidewater Park Elementary</b>				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 <b>\$81,000</b>	Other: <b>\$2,000 (Title I)</b>
	School Expenses \$	School Expenses \$		School Expenses <b>\$67,680</b>	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses <b>\$35,810</b>	Other: <b>\$500 (Title I)</b>
	School Expenses \$	School Expenses \$		School Expenses <b>\$11,374</b>	
3000- Purchased Services	Division Expense \$	Division Expense \$	Other: \$	Division Expense	Other: <b>\$1,000 (Title I)</b>

	School Expense \$	School Expense		School Expense <b>\$305,000</b>	
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: <b>\$500</b>
	School Expenses \$	School Expenses \$		School Expenses <b>\$5,000</b>	
5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses <b>\$18,789</b>	Other: <b>\$1,000</b>
	School Expenses \$	School Expenses \$		School Expenses <b>\$10,977</b>	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: <b>\$5,000 (Title I)</b>
	School Expenses \$	School Expenses \$		School Expenses <b>\$20,000</b>	
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses <b>\$135,599</b>	Other: <b>\$10,000</b>
	School Expenses \$	School Expenses \$		School Expenses <b>\$420,031</b>	
				Total Division Expenses <b>\$135,599</b>	

	Total School Expenses	\$420,031	
	<b>TOTAL</b>	<b>\$555,630</b>	

Part V (b): School Budget Narrative

In the chart below, please provide a budget narrative of expenditures for activities designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Include the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives. Use as much space as needed for each Expenditure Code.

SCHOOL NAME: <b>Tidewater Park Elementary</b>	COHORT II <input checked="" type="checkbox"/> COHORT I <input type="checkbox"/>
1000 – Personnel (Use as much space as necessary.) <b>SIG funding will support the following: part-time instructional tutors (during the school day and for extended learning opportunities) – (\$15,680); substitute teachers to cover classes while teachers participate in quarterly planning and professional development activities – (\$2,000); stipends/differentials – (\$5,000); Internal Lead Partner (50% - \$46,000); Instructional Behavior Specialist to provide parents and staff with instructional &amp; behavior best practice strategies as well as instructional support for students (50% - \$35,000); and a Math Coach to provide instructional and coaching support for teachers and students while modeling and implementing best practices (\$45,000)</b>  <b>Title I funds will support part-time teachers and tutors – (\$2,000)</b>	
2000 -Employee Benefits (Use as much space as necessary.) <b>SIG – Fringes/Benefits (\$47,184)</b> <b>Title I – Fringes/Benefits (\$500)</b>	
3000 - Purchased Services (Use as much space as necessary.) <b>SIG – Contract services for External Lead Partner/Pearson (\$299,000) and Istation (\$6,000)</b> <b>Title I – Contract services that support increasing student achievement (\$1,000)</b>	
4000 - Internal Services (Use as much space as necessary.) <b>SIG – Student travel and field trips (\$5,000)</b> <b>Title I – Student travel and field trips (\$500)</b>	
5000 - Other Charges (Use as much space as necessary.) <b>SIG – Professional development opportunities (\$9,000), cell phone expenses for ILP (\$1,977), and indirect costs (\$18,789)</b> <b>Title I – Professional development (\$1,000)</b>	
6000 - Materials and Supplies (Use as much space as necessary.) <b>SIG – Instructional materials and supplies (including incentives) that increase student achievement and build staff capacity (\$20,000)</b> <b>Title I – Materials and supplies (\$5,000)</b>	
8000 – Equipment/Capital Outlay (Use as much space as necessary.)	

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.

<b>SCHOOL NAME: Lake Taylor Middle School</b>				<b>COHORT II</b> <input type="checkbox"/>		<b>COHORT I</b> <input checked="" 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	<b>\$85,000</b>	Other:	\$
	School Expenses \$	School Expenses \$		School Expenses	<b>\$351,680</b>		
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses	<b>\$25,500</b>	Other:	\$
	School Expenses \$	School Expenses \$		School Expenses	<b>\$99,462</b>		
3000 – <i>Purchased Services</i>	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses	\$	Other:	\$
	School Expenses \$	School Expenses \$		School Expenses	<b>\$451,794</b>		
4000 - <i>Internal Services</i>	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses	\$	Other:	\$
	School Expenses	School Expenses		School Expenses			

	\$	\$		\$224,630	
5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$56,045	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$151,097	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$224,500	
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$100,000	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$	
				Total Division Expenses \$166,545	
				Total School Expenses \$1,603,163	
				TOTAL \$1,769,708	

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: <b>Lake Taylor Middle School</b>	COHORT II <input type="checkbox"/> COHORT I <input checked="" type="checkbox"/>
<p>1000 – Personnel (Use as much space as necessary.)  <b>District project manager at 50% of salary (\$55,000); extended hours for teachers (\$43,680); 6 instructional coaches – math, reading, science, social studies, climate, special education (\$300,000); substitute teachers (\$8,000); and clerical assistant at 50% of salary (\$30,000)</b></p> <p><b>*Funds for SpringBoard (not included on the previous School Budget Summary):</b>  <b>Part-time pay for teachers (\$5,670)</b></p>	
<p>2000 -Employee Benefits (Use as much space as necessary.)  <b>Benefits for district project manager (\$16,500); benefits for clerical assistant (\$9,000); benefits for instructional coaches (\$90,000); FICA for extended hours for teachers (\$3,342); and FICA for substitute teachers (\$6120)</b></p> <p><b>*Funds for SpringBoard (not included on the previous School Budget Summary):</b>  <b>FICA for part-time pay for teachers (\$434)</b></p>	
<p>3000 - Purchased Services (Use as much space as necessary.)  <b>Johns Hopkins University contract (\$320,372); iStation (\$6,500); ARDT (\$3,172); and instructional consultants for staff development (\$25,000)</b></p> <p><b>Additional Extended Learning Time Funds:</b>  <b>Tutor.com (\$96,750)</b></p>	
<p>4000 - Internal Services (Use as much space as necessary.)  <b>Additional Extended Learning Time Funds:</b>  <b>Transportation (\$224,630)</b></p>	

<p>5000 - Other Charges (Use as much space as necessary.)  <b>Instructional retreats (2 per school year @ \$10,000 each = \$20,000); 10 instructional mini-grants @ \$3,000 each = \$30,000 parent/community members outreach center (\$10,000); student field trip and incentives (\$16,536); conferences -national and state instructional conferences for teachers and support staff , VDOE meetings for turnaround schools, etc. (\$79,061); cell phone allowance (\$500); and indirect costs (\$41,725)</b></p> <p><b>Additional Extended Learning Time Funds:</b>  <b>Indirect costs (\$9,320)</b></p> <p><b>*Funds for SpringBoard (not included on the previous School Budget Summary):</b>  <b>Professional development (\$7,020) and indirect costs (\$1,124)</b></p>
<p>6000 - Materials and Supplies (Use as much space as necessary.)  <b>Johns Hopkins Instructional Materials (\$175,000); office supplies (\$19,500); and instructional supplies (\$30,000)</b></p> <p><b>*Funds for SpringBoard (not included on the previous School Budget Summary):</b>  <b>Instructional materials (\$17,844)</b></p>
<p>8000 – Equipment/Capital Outlay (Use as much space as necessary.)  <b>Instructional hardware (\$100,000)</b></p>

Part V (a): School Budget Summary

In the chart below, please provide a budget detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Provide the school name and identify the correct cohort. Separate division- and school-level expenses for SIG funds. Division-level expenses are those that occur at the division level to support school improvement activities for the specific school. School-level expenses are those expenses that are incurred for school improvement activities at the school building.

SCHOOL NAME: <b>Ruffner Middle School</b>				COHORT II <input type="checkbox"/>	COHORT I <input checked="" 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 \$85,000	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$410,648	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$25,500	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$103,974	
3000 – Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$470,562	
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$15,878	
5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$44,307	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$126,536	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$224,500	
8000 –	Division Expenses	Division Expenses	Other:	Division Expenses	Other:

Equipment/ Capital Outlay	\$	\$	\$	\$	\$
	School Expenses \$	School Expenses \$		School Expenses \$19,982	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$	
				Total Division Expenses	\$154,807
				Total School Expenses	\$1,372,080
				TOTAL	\$1,526,887

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: <b>Ruffner Middle School</b>	COHORT II <input type="checkbox"/>	COHORT I <input checked="" type="checkbox"/>
1000 – Personnel (Use as much space as necessary.) <b>District project manager at 50% of salary (\$55,000); extended hours for teachers (\$43,680); 6 instructional coaches – math, reading, science, social studies, climate, special education (\$300,000); substitute teachers (\$8,000); and clerical assistant at 50%</b>		

of salary (\$30,000)

**Additional Extended Learning Time Funds:**

**Extended hours for teachers (\$58,968)**

**\*Funds for SpringBoard (not included on the previous School Budget Summary):**

**Part-time pay for teachers (\$5,670)**

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

**Benefits for district project manager (\$16,500); benefits for clerical assistant (\$9,000); benefits for instructional coaches (\$90,000); FICA for extended hours for teachers (\$3,342); and FICA for substitute teachers (\$6120)**

**Additional Extended Learning Time Funds:**

**FICA for extended hours for teachers (\$4,512)**

**\*Funds for SpringBoard (not included on the previous School Budget Summary):**

**FICA for part-time pay for teachers (\$434)**

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

**Johns Hopkins University contract (\$338,956); iStation (\$6,500); ARDT (\$3,356); and instructional consultants for staff development (\$25,000)**

**Additional Extended Learning Time Funds:**

**Tutor.com (\$96,750)**

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

**Additional Extended Learning Time Funds:**

**Transportation (\$15,878)**

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

**Instructional retreats (2 per school year @ \$10,000 each = \$20,000); 10 instructional mini-grants @ \$3,000 each = \$30,000 parent/community members outreach center (\$10,000); student field trip and incentives (\$16,536); conferences -national and state instructional conferences for teachers and support staff , VDOE meetings for turnaround schools, etc. (\$50,000); cell phone allowance (\$500); and indirect costs (\$38,700)**

<p><b>Additional Extended Learning Time Funds:</b>  <b>Indirect costs (\$5,107)</b></p> <p><b>*Funds for SpringBoard (not included on the previous School Budget Summary):</b>  <b>Professional development (\$7,020) and indirect costs (\$1,130)</b></p>
<p>6000 - Materials and Supplies (Use as much space as necessary.)  <b>Johns Hopkins Instructional Materials (\$175,000); office supplies (\$19,500); and instructional supplies (\$30,000)</b></p> <p><b>*Funds for SpringBoard (not included on the previous School Budget Summary):</b>  <b>Instructional materials (\$18,037)</b></p>
<p>8000 – Equipment/Capital Outlay (Use as much space as necessary.)  <b>Instructional hardware (\$19,982)</b></p>

**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 .

	Year 1: 2011-2012 (includes pre-implementation period)			Cohort II ONLY <u>Year 2:</u> 2012-2013		Cohort I ONLY <u>Year 3:</u> 2012-2013	
Expenditure Codes	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	\$	\$	\$	<b>\$280,050</b>	<b>\$5,000</b>	<b>\$932,328</b>	\$
2000 - Employee Benefits	\$	\$	\$	<b>\$80,664</b>	<b>\$1000</b>	<b>\$254,436</b>	\$
3000 - Purchased Services	\$	\$	\$	<b>\$615,000</b>	<b>\$2,000</b>	<b>\$922,356</b>	\$
4000 - Internal Services	\$	\$	\$	<b>\$10,000</b>	<b>\$1,500</b>	<b>\$240,508</b>	\$
5000 - Other Charges	\$	\$	\$	<b>\$65,546</b>	<b>\$2000</b>	<b>\$377,985</b>	\$
6000 - Materials and Supplies	\$	\$	\$	<b>\$60,000</b>	<b>\$10,000</b>	<b>\$449,000</b>	\$
8000 - Equipment/ Capital Outlay	\$	\$	\$	<b>\$0</b>	<b>\$0</b>	<b>\$119,982</b>	\$
Total	\$	\$	\$	TOTAL Cohort II <u>SIG</u> Funds Only <b>\$1,111,260</b>	Total Other Funds (Title I) <b>\$21,500</b>	TOTAL Cohort I <u>SIG</u> Funds Only <b>\$3,296,595</b>	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.*

Approved 9/23/12

\*See attached revised School Budget Summary and Budget Narrative for the four SIG schools noted below:

SIG Schools	Budget Modification Requests	Modifications/Revisions
<b>Lindenwood Elementary</b>	Code 6000: Provide detailed breakout of materials, supplies and incentives. Also, \$40,000 is very high for this category when sustainability is considered. Reduce the amount and add to categories that will ensure sustainability such as job embedded staff development in areas of student needs.	<ul style="list-style-type: none"> <li>• Detail breakout of materials, supplies, and incentives provided in budget narrative section (object code 6000)</li> <li>• Funding adjusted as follows:               <ul style="list-style-type: none"> <li>- Moved \$20,000 from object code 6000 (materials and supplies) to object code 1000 (part-time teachers for extended learning opportunities) and object code 2000 (fringe benefits)</li> </ul> </li> </ul>
<b>Tidewater Park Elementary</b>	Same as above, except the amount is more reasonable (\$20,000).	<ul style="list-style-type: none"> <li>• Detail breakout of materials, supplies, and incentives provided in budget narrative section (object code 6000)</li> </ul>
<b>Lake Taylor Middle School</b>	Code 5000: Remove expenses for two instructional retreats (\$20,000). Provide detail on Student field trip and incentives (\$16,536). This amount is too high for the 3 <sup>rd</sup> year. Reduce the incentives. Reduce the national and state conferences for teachers and support staff. This is currently \$79,061. Again, for sustainability, we are concerned that the funding could be better spent on job embedded and long-term staff development opportunities more clearly linked to student needs.	<ul style="list-style-type: none"> <li>• Funding adjusted as follows:               <ul style="list-style-type: none"> <li>- <b>Object Code 5000:</b> Removed expenses for 2 instructional retreats, which is \$18,757 for year 3; reduced student field trips and incentives from \$16,536 to \$8,536; reduced professional development, including conferences from \$79,061 to \$45,000 <b>Total reduction for Object Code 5000 = \$60,818</b></li> <li>- Object Code 6000: Reduced JHU Instructional materials from \$175,000 to \$60,000. <b>Total reduction for Object Code 6000 = \$115,000</b></li> </ul> </li> <li>• Detail breakout of student field trips and incentives provided in the budget narrative (Object Code 5000).</li> <li>• Detail breakout of materials and supplies provided in budget narrative selection (Object Code 6000).</li> <li>• Object Code 8000, teacher laptops, as well as laptop carts for instructional and assessment purposes, were purchased during year one and at the beginning of year two. A few class sets of iPads with mobile carts and Mac laptop were purchased at the beginning of this year. Current balance is \$19,529.</li> </ul> <p><b>Additional Extended Learning Time Grant:</b></p> <ul style="list-style-type: none"> <li>• Funding adjusted as follows:               <ul style="list-style-type: none"> <li>- <b>Object Code 4000:</b> Reduced transportation for extended learning time hours from \$404,479 (includes remaining year two and year 3 funds) to</li> </ul> </li> </ul>

		<p>\$7,000.  <b>Total reduction for Object Code 4000 = \$397,479</b></p>
<p><b>Ruffner Middle School</b></p>	<p>Same as above for Code 5000. Code 6000: Provide detailed breakout of materials, supplies, and incentives (\$30,000). Reduce the incentives considerably. Code 8000: Provide specific details on instructional hardware. Capital outlay is not an allowable expense (in most instances).</p>	<ul style="list-style-type: none"> <li>• Funding adjusted as follows: <ul style="list-style-type: none"> <li>- <b>Object Code 5000:</b> Removed expenses for 2 instructional retreats, which is \$4,630 for year 3; reduced student field trips and incentives from \$16,536 to \$8,536; and reduced professional development, including conferences from \$50,000 to \$30,000.  <b>Total reduction for Object Code 5000 = \$32,630</b></li> <li>- Object Code 6000: Reduced JHU Instructional materials from \$175,000 to \$60,000.  <b>Total reduction for Object Code 6000 = \$115,000</b></li> </ul> </li> <li>• Detail breakout of student field trips and incentives provided in the budget narrative (Object Code 5000).</li> <li>• Detail breakout of materials and supplies provided in budget narrative selection (Object Code 6000).</li> <li>• For Object Code 8000, teacher laptops were purchased during year one. Smartboards and projectors were purchased during year two, and mobiviews were purchased at the beginning of this school year. Current balance is \$235.</li> </ul> <p><b>Additional Extended Learning Time Grant:</b></p> <ul style="list-style-type: none"> <li>• Funding adjusted as follows: <ul style="list-style-type: none"> <li>- <b>Object Code 4000:</b> Reduced transportation for extended learning time hours from \$31,208 (includes remaining year two and year 3 funds) to \$7,000.  <b>Total reduction for Object Code 4000 = \$24,208</b></li> </ul> </li> </ul>

## 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.

- |      |  |
|------|--|
| 1000 | Personal Services - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period. |
| 2000 | Employee Benefits - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.  |
| 3000 | Purchased Services - Services acquired from outside sources (i.e., private vendors, other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.   |
| 4000 | Internal Services - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intra-governmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.   |
| 5000 | Other Charges - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, leases/rental, Indirect Cost, and other.  |

6000 Materials and Supplies - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."

8000 Equipment/Capital Outlay - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.

Part V (a): School Budget Summary

In the chart below, please provide a budget detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Provide the school name and identify the correct cohort. Separate division- and school-level expenses for SIG funds. Division-level expenses are those that occur at the division level to support school improvement activities for the specific school. School-level expenses are those expenses that are incurred for school improvement activities at the school building.

SCHOOL NAME: <b>Lindenwood Elementary</b>				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 \$81,000	Other: \$3,000 (Title I)
	School Expenses \$	School Expenses \$		School Expenses \$65,370	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$23,430	Other: \$500 (Title I)
	School Expenses \$	School Expenses \$		School Expenses \$15,050	
3000- Purchased Services	Division Expense \$	Division Expense \$	Other: \$	Division Expense	Other: \$1,000 (Title I)
	School Expense \$	School Expense		School Expense \$310,000	
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$1,000

	School Expenses \$	School Expenses \$		School Expenses \$5,000	
5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$18,789	Other: \$1,000
	School Expenses \$	School Expenses \$		School Expenses \$16,991	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$5,000 (Title I)
	School Expenses \$	School Expenses \$		School Expenses \$20,000	
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$123,219	Other: \$11,500
	School Expenses \$	School Expenses \$		School Expenses \$432,411	
				Total Division Expenses \$123,219	
				Total School Expenses \$432,411	
				<b>TOTAL \$555,630</b>	

Part V (b): School Budget Narrative

In the chart below, please provide a budget narrative of expenditures for activities designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Include the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives. Use as much space as needed for each Expenditure Code.

SCHOOL NAME: <b>Lindenwood Elementary</b>	COHORT II <input checked="" type="checkbox"/> COHORT I <input type="checkbox"/>
<p>1000 - Personnel (Use as much space as necessary.)  <b>SIG funding will support the following: part-time teachers and instructional tutors (during the school day and for extended learning opportunities) – (\$50,370); substitute teachers to cover classes while teachers participate in quarterly planning and professional development activities – (\$10,000); stipends/differentials – (\$5,000); Internal Lead Partner (50% - \$46,000); and an Instructional Behavior Specialist to provide parents and staff with instructional &amp; behavior best practice strategies as well as instructional support for students (50% - \$35,000). (Total: \$65,370)</b></p> <p><b>Title I funds will support part-time teachers and tutors – (\$3,000)</b></p>	
<p>2000 -Employee Benefits (Use as much space as necessary.)  <b>SIG – Fringes/Benefits (\$38,480)</b>  <b>Title I – Fringes/Benefits (\$500)</b></p>	
<p>3000 - Purchased Services (Use as much space as necessary.)  <b>SIG – Contract services for External Lead Partner /Pearson (\$301,000), Istation (\$6,000), and other services (\$3,000)</b>  <b>Title I – Contract services that support increasing student achievement (\$1,000)</b></p>	
<p>4000 - Internal Services (Use as much space as necessary.)  <b>SIG – Student travel and field trips (\$5,000)</b>  <b>Title I – Student travel and field trips (\$1,000)</b></p>	
<p>5000 - Other Charges (Use as much space as necessary.)  <b>SIG – Professional development opportunities (\$15,000), cell phone expenses for ILP (\$1,991), and indirect costs (\$18,789)</b>  <b>Title I – Professional development (\$1,000)</b></p>	
<p>6000 - Materials and Supplies (Use as much space as necessary.)  <b>SIG – Instructional materials, supplies, and incentives will be funded to support our parent engagement program, school-wide behavior plan, Accelerated Reader program, and SOL motivational items (ex. Pearson supplemental resources, content specific resources and manipulatives, high interest books, school spirit and store items, etc.). Funding will also support extended learning activities (during the school year and summer) and other materials, supplies, and resources that support student achievement. (\$20,000)</b></p>	

**Title I – Materials and supplies (\$5,000)**

8000 – Equipment/Capital Outlay (Use as much space as necessary.)

Part V (a): School Budget Summary

In the chart below, please provide a budget detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Provide the school name and identify the correct cohort. Separate division- and school-level expenses for SIG funds. Division-level expenses are those that occur at the division level to support school improvement activities for the specific school. School-level expenses are those expenses that are incurred for school improvement activities at the school building.

SCHOOL NAME: <b>Tidewater Park Elementary</b>				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 <b>\$81,000</b>	Other <b>\$2,000 (Title I)</b>
	School Expenses \$	School Expenses \$		School Expenses <b>\$67,680</b>	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses <b>\$35,810</b>	Other: <b>\$500 (Title I)</b>
	School Expenses \$	School Expenses \$		School Expenses <b>\$11,374</b>	
3000- Purchased Services	Division Expense \$	Division Expense \$	Other: \$	Division Expense	Other: <b>\$1,000 (Title I)</b>
	School Expense \$	School Expense		School Expense <b>\$305,000</b>	
4000 -	Division Expenses	Division Expenses	Other:	Division Expenses	Other

<i>Internal Services</i>	\$	\$	\$	\$	\$500
	School Expenses \$	School Expenses \$		School Expenses \$5,000	
5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$18,789	Other: \$1,000
	School Expenses \$	School Expenses \$		School Expenses \$10,977	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$5,000 (Title I)
	School Expenses \$	School Expenses \$		School Expenses \$20,000	
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$135,599	Other: \$10,000
	School Expenses \$	School Expenses \$		School Expenses \$420,031	
				Total Division Expenses	\$135,599
				Total School Expenses	\$420,031
				<b>TOTAL</b>	<b>\$555,630</b>

Part V (b): School Budget Narrative

In the chart below, please provide a budget narrative of expenditures for activities designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Include the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives. Use as much space as needed for each Expenditure Code.

SCHOOL NAME: <b>Tidewater Park Elementary</b>	COHORT II <input checked="" type="checkbox"/>	COHORT I <input type="checkbox"/>
<p>1000 – Personnel (Use as much space as necessary.)  <b>SIG funding will support the following: part-time teachers and instructional tutors (during the school day and for extended learning opportunities) – (\$15,680); substitute teachers to cover classes while teachers participate in quarterly planning and professional development activities – (\$2,000); stipends/differentials – (\$5,000); Internal Lead Partner (50% - \$46,000); Instructional Behavior Specialist to provide parents and staff with instructional &amp; behavior best practice strategies as well as instructional support for students (50% - \$35,000); and a School Improvement Coach to provide instructional and coaching support for teachers and students while modeling and implementing best practices (\$45,000).</b></p> <p><b>Title I funds will support part-time teachers and tutors – (\$2,000)</b></p>		
<p>2000 -Employee Benefits (Use as much space as necessary.)  <b>SIG – Fringes/Benefits (\$47,184)</b>  <b>Title I – Fringes/Benefits (\$500)</b></p>		
<p>3000 - Purchased Services (Use as much space as necessary.)  <b>SIG – Contract services for External Lead Partner/Pearson (\$299,000) and Istation (\$6,000)</b>  <b>Title I – Contract services that support increasing student achievement (\$1,000)</b></p>		
<p>4000 - Internal Services (Use as much space as necessary.)  <b>SIG – Student travel and field trips (\$5,000)</b>  <b>Title I – Student travel and field trips (\$500)</b></p>		
<p>5000 - Other Charges (Use as much space as necessary.)  <b>SIG – Professional development opportunities (\$9,000), cell phone expenses for ILP (\$1,977), and indirect costs (\$18,789)</b>  <b>Title I – Professional development (\$1,000)</b></p>		
<p>6000 - Materials and Supplies (Use as much space as necessary.)  <b>SIG – Instructional materials, supplies, and incentives will be funded to support our parent engagement program, school-wide behavior plan, Accelerated Reader program, and SOL motivational items (ex. Pearson supplemental resources, content specific resources and manipulatives, high interest books, school spirit and store items, etc.). Funding will also support extended learning activities (during the school year and summer) and other materials, supplies, and resources that support student achievement. (\$20,000)</b></p> <p><b>Title I – Materials and supplies (\$5,000)</b></p>		
<p>8000 – Equipment/Capital Outlay (Use as much space as necessary.)</p>		

Part V (a): School Budget Summary

In the chart below, please provide a budget detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Provide the school name and identify the correct cohort. Separate division- and school-level expenses for SIG funds. Division-level expenses are those that occur at the division level to support school improvement activities for the specific school. School-level expenses are those expenses that are incurred for school improvement activities at the school building.

SCHOOL NAME: <b>Lake Taylor Middle School</b>				COHORT II <input type="checkbox"/> COHORT I <input checked="" 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 <b>\$85,000</b>	Other: \$
	School Expenses \$	School Expenses \$		School Expenses <b>\$351,680</b>	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses <b>\$25,500</b>	Other: \$
	School Expenses \$	School Expenses \$		School Expenses <b>\$99,462</b>	
3000 – <i>Purchased Services</i>	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses <b>\$451,794</b>	
4000 - <i>Internal Services</i>	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses <b>\$7,000</b>	
5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses <b>\$51,545</b>	Other: \$

	School Expenses \$	School Expenses \$		School Expenses \$93,536	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$109,500	
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$100,000	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$162,045	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$1,212,972	
				Total Division Expenses \$162,045	
				Total School Expenses \$1,212,972	
				TOTAL \$1,375,017	

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: <b>Lake Taylor Middle School</b>	COHORT II <input type="checkbox"/>	COHORT I <input checked="" type="checkbox"/>
1000 – Personnel (Use as much space as necessary.) <b>District project manager at 50% of salary (\$55,000); extended hours for teachers (\$43,680); 7 instructional coaches – school transformation facilitator, math, reading, science, social studies, climate, special education (\$300,000); substitute teachers (\$8,000); and clerical assistant at 50% of salary (\$30,000)</b>		
2000 -Employee Benefits (Use as much space as necessary.) <b>Benefits for district project manager (\$16,500); benefits for clerical assistant (\$9,000); benefits for instructional coaches (\$90,000); FICA for extended hours for teachers (\$3,342); and FICA for substitute teachers (\$6,120)</b>		
3000 - Purchased Services (Use as much space as necessary.) <b>Johns Hopkins University contract (\$320,372); iStation (\$6,500); Study Island (\$3,172); and instructional consultants for staff development (\$25,000)</b>  <b>Additional Extended Learning Time Funds included in School Budget Summary: Tutor.com (\$96,750)</b>		
4000 - Internal Services (Use as much space as necessary.) <b>Additional Extended Learning Time Funds included in School Budget Summary: Transportation (\$7,000)</b>		
5000 - Other Charges (Use as much space as necessary.) <b>10 instructional mini-grants @ \$3,000 each = \$30,000; parent/community members outreach center and activities (\$10,000); student field trips and incentives, which support class and grade level competitions for school-wide behavior plan and honor roll assemblies and recognition of students for academic achievement (\$8,536); professional development opportunities, including national and state instructional conferences, (for example, NCTM, ASCD, Kagan, etc.) for teachers and support staff , VDOE meetings for turnaround schools, etc. (\$45,000); Cell phone allowance (\$500); and indirect costs (\$41,725)</b>  <b>The staff members that attend national and state instructional conferences select conferences that support the identified needs of the school and then present the information obtained during these conferences to departments or whole staff.</b>		

**Additional Extended Learning Time Funds included in School Budget Summary:**

**Indirect costs (\$9,320)**

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

**Johns Hopkins instructional materials, which support the various components of their model (\$60,000); office supplies (\$19,500); and instructional materials and supplies, which will support extended learning time activities, content specific resources and manipulatives, SOL motivational items, instructional software, and other materials, supplies, and resources that support student achievement (\$30,000)**

8000 – Equipment/Capital Outlay (Use as much space as necessary.)

**Instructional hardware, which includes Smartboards and a few class sets of iPads with mobile carts and Mac laptop to increase student engagement (\$100,000)**

Part V (a): School Budget Summary

In the chart below, please provide a budget detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Provide the school name and identify the correct cohort. Separate division- and school-level expenses for SIG funds. Division-level expenses are those that occur at the division level to support school improvement activities for the specific school. School-level expenses are those expenses that are incurred for school improvement activities at the school building.

SCHOOL NAME: <b>Ruffner Middle School</b>				COHORT II <input type="checkbox"/> COHORT I <input checked="" 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 <b>\$85,000</b>	Other: \$
	School Expenses \$	School Expenses \$		School Expenses <b>\$410,648</b>	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses <b>\$25,500</b>	Other: \$
	School Expenses \$	School Expenses \$		School Expenses <b>\$103,974</b>	
3000 – <i>Purchased Services</i>	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses <b>\$470,562</b>	
4000 - <i>Internal Services</i>	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses <b>\$7,000</b>	
5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses <b>\$44,307</b>	Other: \$

	School Expenses \$	School Expenses \$		School Expenses \$78,536	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$109,500	
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$19,982	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$154,807	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$1,200,202	
				Total Division Expenses \$154,807	
				Total School Expenses \$1,200,202	
				TOTAL \$1,355,009	

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: <b>Ruffner Middle School</b>	COHORT II <input type="checkbox"/>	COHORT I <input checked="" type="checkbox"/>
<p>1000 – Personnel (Use as much space as necessary.)  <b>District project manager at 50% of salary (\$55,000); extended hours for teachers (\$43,680); 7 instructional coaches – school transformation facilitator, math, reading, science, social studies, climate, special education (\$300,000); substitute teachers (\$8,000); and clerical assistant at 50% of salary (\$30,000)</b></p> <p><b>Additional Extended Learning Time Funds included in School Budget Summary:</b>  <b>Extended hours for teachers (\$58,968)</b></p>		
<p>2000 -Employee Benefits (Use as much space as necessary.)  <b>Benefits for district project manager (\$16,500); benefits for clerical assistant (\$9,000); benefits for instructional coaches (\$90,000); FICA for extended hours for teachers (\$3,342); and FICA for substitute teachers (\$6,120)</b></p> <p><b>Additional Extended Learning Time Funds included in School Budget Summary:</b>  <b>FICA for extended hours for teachers (\$4,512)</b></p>		
<p>3000 - Purchased Services (Use as much space as necessary.)  <b>Johns Hopkins University contract (\$338,956); iStation (\$6,500); Study Island (\$3,356); and instructional consultants for staff development (\$25,000)</b></p> <p><b>Additional Extended Learning Time Funds included in School Budget Summary:</b>  <b>Tutor.com (\$96,750)</b></p>		
<p>4000 - Internal Services (Use as much space as necessary.)</p> <p><b>Additional Extended Learning Time Funds included in School Budget Summary:</b>  <b>Transportation (\$7,000)</b></p>		
<p>5000 - Other Charges (Use as much space as necessary.)  <b>10 instructional mini-grants @ \$3,000 each = \$30,000 parent/community members outreach center and activities (\$10,000); student field trips and incentives, which support class and grade level competitions for school-wide behavior plan and honor roll assemblies and recognition of students for academic achievement (\$8,536); professional development opportunities, including national and state instructional conferences, (for example, NCTM, ASCD, Kagan, etc.) for teachers and support staff , VDOE meetings for turnaround schools,</b></p>		

etc. **(\$30,000)**; cell phone allowance (\$500); and indirect costs (\$38,700)

The staff members that attend national and state instructional conferences select conferences that support the identified needs of the school and then present the information obtained during these conferences to departments or whole staff.

**Additional Extended Learning Time Funds included in School Budget Summary:**

**Indirect costs (\$5,107)**

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

**Johns Hopkins instructional materials, which support the various components of their model **(\$60,000)**; office supplies (\$19,500); and instructional materials and supplies, which will support extended learning time activities, content specific resources and manipulatives, SOL motivational items, instructional software, and other materials, supplies, and resources that support student achievement (\$30,000)**

8000 - Equipment/Capital Outlay (Use as much space as necessary.)

**Instructional hardware, which includes mobiviews to increase student engagement (\$19,982)**

**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 Year 2: 2012-2013		Cohort I ONLY Year 3: 2012-2013	
	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	\$	\$	\$	\$295,050	\$5,000	\$932,328	\$
2000 - Employee Benefits	\$	\$	\$	\$85,664	\$1000	\$254,436	\$
3000 - Purchased Services	\$	\$	\$	\$615,000	\$2,000	\$922,356	\$
4000 - Internal Services	\$	\$	\$	\$10,000	\$1,500	\$14,000	\$
5000 - Other Charges	\$	\$	\$	\$65,546	\$2000	\$267,924	\$
6000 - Materials and Supplies	\$	\$	\$	\$40,000	\$10,000	\$219,000	\$
8000 - Equipment/ Capital Outlay	\$	\$	\$	\$0	\$0	\$119,982	\$
Total	\$	\$	\$	TOTAL Cohort II <u>SIG</u> Funds Only \$1,111,260	Total Other Funds (Title I) \$21,500	TOTAL Cohort I <u>SIG</u> Funds Only \$2,730,026	Total Other Funds \$

