

**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:		Northampton				
Division Contact:		Annette Gray				
Telephone of Division Contact (include extension if applicable):		757-678-5151 (2003)		Fax:	757-678-7267	
Email of Division Contact:	agray@ncpsk12.com					
Name of School	Northampton High School	2012-2013 Grade Span	7-12	Projected School Membership	707	
	Current Percent Identified as Disadvantaged	65%	Current Percent Students with Disabilities	16.9%	Current Percent Limited English Proficient	4.6%
Name of Principal	Alvin Coleman					
Telephone of Principal	757-678-5151 (4100)					
Email of Principal	acoleman@ncpsk12.com					

**\*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:	<i>Walter R. Clemons</i>
Superintendent's Name:	Dr. Walter Clemons
Date:	9/6/12

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?

The most successful strategies implemented to change the climate of the school at Northampton High evolved around the numerous professional development activities initiated by our Edison partners. Through these professional development opportunities the staff moved from viewing school improvement as another thing to do to viewing the process of school improvement as a holistic continuum of services for students and staff.

Creating small professional learning communities with all members of the staff moved all staff to take ownership in the school improvement process.

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

Moving the high school staff to a position where they embraced the concept of school improvement was difficult. The school has routinely performed in the mid 80<sup>th</sup> percentile on most assessments and as a result few saw little need to change.

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

Behavior expectations are clearly communicated beginning early in the school year. Individual grade level meetings are held with each class of students to reinforce expected behavior. Student behavior is guided by a Code of Conduct that is consistently reinforced. Our students in Northampton are typically well behaved students. There are no significant changes observed in student behavior from the beginning of the school year to now.

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?

Since the beginning of the school year, there is a marked decline in teacher morale. School improvement has required many changes for staff. Some of these changes have been difficult for both administration and some teachers to embrace.

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

The change in the administrative staff and teacher turnover could result in an improvement in the school's culture. The ability to

attract and retain highly qualified staff dedicated to student growth would definitely improve the school climate.

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?

At the beginning of September 2012, the following quick wins will be implemented to reinforce the school improvement efforts begun during the 2011-2012 school year:

- The need to complete detailed lesson plans aligned with the state's curriculum,
- The requirements of the teacher evaluation process
- The role of EdisonLearning as a partner working to help improve instructional outcomes for students,
- Ongoing participation in professional learning communities that target instructional delivery deficits.

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

To celebrate the efforts of our students, each class will participate in a field day at the local state park with a class picnic. Teacher sponsors will travel with students to the local state park beach to enjoy a day of fun, sun and good food.

To celebrate the efforts of our teachers, an end of the year social for all staff is planned.

## 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?

All members on the school improvement team are encouraged to contribute. The team members initially were predominately talked to during meetings. As the year progressed, team members began to open up and discuss school issues and matters. Their opinions are solicited. Each team member is asked to go back to department meetings and discuss information and discussions had at the team meetings.

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

Outside of the department chair roles assigned to members of the school improvement team, no other roles have been assigned. Team members are given the opportunity to add items for discussion to the school improvement agenda.

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

New strategies and practices implemented are monitored through observations and walk through observations. These observations and walk through observations are conducted weekly. Summary assessments are created. This data is then used to identify patterns and areas for professional development.

If strategies implemented are not working, additional supports are provided. These supports may be provided by EdisonLearning, the administrative staff, the mentor teacher, a peer and/or any other resource. The process/strategy/practice is monitored and reassessed again.

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

To maintain the momentum of the school improvement effort, routines and schedules were established and consistently enforced. Expectations were consistently and repeatedly communicated.

## C. Instruction

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

Students are identified as needing additional support in core content areas if he or she:

- Fails an SOL assessment
- Fails a core class
- Falls in Tier II or Tier III on the iStation program
- Performs poorly on the ARDT/Algebra Readiness Assessment
- Is recommended by the teacher as needing assistance

- Fails his or her benchmark assessments
- Parent request for services

2. How do teachers differentiate learning for students?

Our teachers are required, per the lesson plan template, to classify students in three groups: pre-requisite, targeted, and enhanced. Teachers are then required to design instructional content to meet the instructional needs of each group.

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)

Yes, the curriculum is aligned within the school and across grade levels. As well, our curriculum is aligned with the standards of learning.

4. How are formative assessments used in your school?

Teachers are required to constantly assess for student weaknesses. Teachers are encouraged to use exit passes, to use white boards, to use thumbs up, thumbs down to determine what skills students have mastered.

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

Yes, our teachers have a strong understanding of classroom management techniques. However, not all teachers can effectively transfer this knowledge to the classroom setting to create well-managed classroom environments.

**D. External Support**

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

The community is informed about the school improvement process through their attendance at board meetings and school newsletters.

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

The FONSY (Friends of Northampton Schools) supports Northampton High in a variety of ways. Many are available to volunteer in classrooms.

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

NHS has been pleased with the support from Edison. It is our desire to have them return to the division to continue their support. The contract will be reviewed by the superintendent and revised as needed.

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

NHS is fortunate to have two very supportive parent groups: PTSA and PASS (Parents of Safe Socials). They provided a host of social activities for our students.

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

A larger variety of parents are needed to get involved with their children and the educational process. Parental support at parent-teacher conferences would improve outcomes for students.

## E. Staffing and Relationships

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

Teachers are given positions based on their job performance, their success at teaching a particular grade level, seniority, qualification and by demonstrating command of their teaching trade.

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

Teacher quality is determined based on the following factors:

- Numerous classroom observations,
- Ongoing review of weekly instructional planning (lesson planning),
- Quality of the follow-up conferences with the teacher
- Conversations about student data.

3. Describe how teachers are provided professional development.

Professional development for teachers is based on deficits observed as walk through and formal observations are conducted.

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

Principals have been evaluated harshly and without consistency. There has been little consideration for being in the first year of school improvement.

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

The human resource department advertises all vacancies via a variety of media. Candidates are recruited and screened by the Director of Human Resource. The administrators interview the candidates and select the most suitable candidate. Because NHS is the only high school in the division, there is no competition for teachers.

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

Professional development and goals will be determined based on data from formal observations and walk through observations.

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

Teachers new to the division will participate in a division teacher mentor program. At the school level, administration will spend time with new teachers during the new teacher orientation week to provide an overview of the expectations and practices for the high school.

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

The relationships within the school improvement team are good. The team consists of a variety of teachers who teach core and elective courses.

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

The relationship between the Lead Turnaround Partner and the principal is good. A strong working relationship has been developed.

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

The principal had a great deal of respect for the Internal Lead prior to school improvement. It is apparent that mutual respect does

not exist. The principal will be replaced for next year. The new principal will need support from the Internal Lead and the superintendent for the school to improve.

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

I do not know.

#### 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?

The decision-making process for school improvement is a shared responsibility. Matters are discussed during our weekly administration meetings and/or our school improvement meeting. A consensus is obtained and next steps are identified.

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

The final decision regarding the school improvement plan rests with building administration. Central office provides guidance as needed.

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

No division policies were changed. Several division practices were changed. A few of these practices involved how lesson plans are prepared and presented to administration; the observation schedule of teachers.

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).

Teacher and student incentives.

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

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

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

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

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

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

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

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

**PART III: GOAL SETTING**

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

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

Example: SOL mathematics curriculum, assessments and pacing will be revised at 100% of grade levels to ensure vertical alignment based on analysis of 2012-13 SOL results as evidenced by a summary analysis of results by grade level, specific realignments made in curriculum and pacing, and development of aligned sample assessments for standards of concern at each grade level.  
(Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under the indicator to accomplish each goal.)

1	100% of the district's English curriculum will be revised and aligned with the 2010 English standards of learning by December 19, 2012. (K6)(K4)(K8)
2	100% of the high school's math curriculum and pacing will be revised to ensure alignment with state standard and resources by October 15, 2012. (K6)(K4)(K8)
3	By September 30, 2012, 100% of the teachers at the high school will have received a copy of the new teacher handbook and a quick reference guide. (H5)(H14)(H6)(I8)
4	By August 2012, the new principal will plan a meet and greet with school improvement team members to discuss the accomplishments of last school year efforts and to establish a calendar for meeting dates. (G2)
5	By September 15, 2012, the administrative staff and EdisonLearning will present a professional development schedule for the entire year based on teacher needs and data to the superintendent. (I3)(I4)(I9)

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

Example: Grade level math teachers will increase their use of formative assessments by 25% to drive instruction as evidenced by weekly formative assessment plans submitted to principal by first week of school for the first 6-weeks, inclusion of formative assessment strategies in lesson plans, associated data-driven decisions in teacher grade-level meeting minutes, and observed implementation.  
(Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under each indicator to accomplish each goal.)

1	100%of teachers at NHS will analyze the AMO and SOL data to identify barriers and problems that may be impacting student performance, pinpoint strengths, to identify weaknesses and trends and to create school improvement goals and objectives that will move students to increased performance by October 30, 2012.(K7)(J8)
2	By October 1, 2012, roles for members of the school improvement team will be communicated and goals for the 2012-2013 school year outlined in Indistar. (F2)(G2)
3	By September 4, 2012, the expectations and guidelines for the use of the common planning period for teachers will be shared with 100% of the teachers at the high school. Teachers will use collaborative planning time to address common planning, to begin developing common assessments, and to analyze student achievement data in core subjects.(K8, K7, K6, K4, J8, E7)

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

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

1	By June 17, 2013, the SOL math performance will show the following increases: Math 7 from 44.4% to 75%; Math 8 from
---	---

	37.5% to 75%; Algebra 1 from 60.5% to 75%; Algebra II from 56% to 75%; Geometry from 47.9% to 75% as measured by the respective SOL assessments. <i>(The pass rates are rough calculations by Northampton)</i>
2	By June 17, 2013, the SOL performance of students on the English: Reading SOL will show the following increases: the performance of students in grade 7 will increase from 77.8% to 85%; the performance of students in grade 8 will increase from 80.8% to 85%; and the performance of students on the EOC English will increase from 86.5% to 90%, as measured by SOL assessments.
3	By October 1, 2012, classroom teachers will analyze a variety of student data (SOL, Universal Screening, Istation) to identify academic areas to target for remediation and intervention. For subgroups of students who are underperforming, intervention plans that address these deficits will be created by October 30, 2012.
4	By October 1, 2012, 100% of teachers at Northampton High School will create SMART goals for Student Achievement Goal Setting for the 2012-2013 school year.
5	By October 30, 2012, the school's mission, vision and belief statements will be created and communicated to all stakeholders.

#### 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

**Actions Prior to the Start of the School Year**

- The guidance counselor will review the SOL performance of all students to identify students who were not successful with their spring English: Reading SOL assessment.
- The guidance counselor will identify rising 7<sup>th</sup> grade students who failed the spring English: Reading SOL.
- The guidance counselor will cross reference the student's performance with that on the report card, their performance on Istation assessments, performance on Universal Screenings and any other assessment administered.
- The guidance counselor will present the names of students identified as having failed their SOL assessment in reading to the administrative team, which is comprised of the principal, assistant principals, and the guidance counselor. The team will decide the type of additional academic support to be provided to the student.

**Note:** Students identified for intervention must have two data points that demonstrates below academic performance (*one of these data points must be the student's failing SOL assessment score*).

- Identified students are then assigned a double block of English: Reading remediation with a reading coach/teacher.
- The guidance counselor makes all changes to student schedules and notifies the parent.
- The additional English Enrichment class assigned to students meet 55 minutes daily five (5) days a week.
- The teacher is certified as a reading teacher/coach.
- The reading teacher/coach uses the student's performance on the administered assessments to design the instructional program for this 55 minute class.
- During the weekly data meeting, the progress of these students is reviewed.
- Monthly the student's performance is measured to identify gains. The student's progress is discussed at the data meeting. At the end of the month, a team of the student's English teacher, reading teacher, guidance counselor, principal and/or his designee and the RTI coach will meet to discuss the progress of the students.
- The team will review 4 data points from the month, if no progress is noted, changes in the type of intervention used within the enrichment class will be changed.
- If the student is making significant progress and the instructional gains are evident in the student's classroom performance, the student will be moved to Tier 1.

**Beginning of The School Year Identification**

- At the beginning of the school year, all students are screened using the Istation program.
- Universal Screenings are performed 3 times a year, initially within the first 10 days of the school year.
- The principal and/or his designee, a representative from the special education department, the child's English teacher and the guidance counselor review the assessment results to determine tier placement of students.
- Students placed in Tiers 2 and 3 are assigned an Enrichment classroom (55 minutes). Many of these students may have already been placed due to the earlier review of their data.
- Once these students are identified they are either recommended for placement in:
  - An enrichment class for the purpose of remediating deficits,
  - In Read 180 for the purpose of improving their overall reading skills
  - Or for interventions that will occur within the classroom and made by the classroom teacher
- Regardless of which intervention the student is provided, the student is progressed monitored weekly.
- The student's progress is reviewed weekly at data meetings.
- At the end of the month, a team of the student's English teacher, reading teacher, guidance counselor, principal and/or his designee and the RTI coach will meet to discuss the progress of the students.

	<ul style="list-style-type: none"> <li>• The team will review 4 data points from the month, if no progress is noted, changes in the type of intervention used within the enrichment class will be changed.</li> <li>• If the student is making significant progress and the instructional gains are evident in the student's classroom performance, the student will be moved to Tier 1.</li> </ul> <p><b>Actions During the School Year</b></p> <ul style="list-style-type: none"> <li>• The English classroom teachers will monitor students' daily performance to identify students who may be struggling with instructional content and/or who may be in jeopardy of failing.</li> <li>• Students identified by the teacher as being in jeopardy of failing will be invited to participate in afterschool remediation.</li> <li>• The guidance counselor and/or the classroom teacher will telephone the parent to inform them of the need to have their student remain after school.</li> <li>• Teachers will utilize the student performance analysis report from classroom assessments, eValue benchmark assessments and others to identify areas to target.</li> <li>• Istation will be used to regularly monitor the student's progress. Scripted lessons will be used to close gaps in student performance.</li> <li>• At the end of the month, a team of the student's English teacher, reading teacher, guidance counselor, principal and/or his designee and the RTI coach will meet to discuss the progress of the students.</li> <li>• The team will review 4 data points from the month, if no progress is noted, changes in the type of intervention used within the enrichment class will be changed.</li> <li>• If the student is making significant progress and the instructional gains are evident in the student's classroom performance, the student will be moved to Tier 1.</li> </ul> <p><b>Exit Criteria</b></p> <ul style="list-style-type: none"> <li>• To exit Tier 2, the student's performance must meet the minimal entry criteria into Tier 1 by earning 50% or above on benchmark tests, improvement on eValue performance, and above the 50<sup>th</sup> percentile on AIMSWeb.</li> </ul>
Tier 3	<p><b>Beginning School Year Process</b></p> <ul style="list-style-type: none"> <li>• The guidance counselor will review the SOL performance of all students including the rising 7<sup>th</sup> grade students to identify those who were not successful with their spring English: Reading SOL assessment.</li> <li>• An analysis of the student's report card grades, Istation performance, performance on the Universal Screenings and any other assessment administered will be conducted.</li> <li>• Students falling in Tier 3 will be those identified as performing in the bottom 10% on their SOL assessments, in the bottom quartile on the Universal Screen and in the bottom quartile on the Istation assessment report.</li> <li>• The administrative team (<i>principal, guidance, RTI coach, special education rep, classroom teacher</i>) will identify students who fall into Tier 3.</li> <li>• Students identified for intervention must have two data points that demonstrates below academic performance (<i>one of these data points must be the student's failing SOL assessment score</i>).</li> <li>• Students falling into Tier 3 will receive their core instruction (<i>55 minutes</i>) along with an additional course in Read 180 (<i>+55 minutes</i>).</li> <li>• The guidance counselor makes all changes to student schedules and notifies the parent.</li> <li>• The Read 180 class assigned to students meets 55 minutes daily five (5) days a week.</li> <li>• The teacher for the Read 180 class could be either: a certified special education teacher who has received the specialized training for Read 180, or a general education English teacher who has received the specialized Read 180 training.</li> <li>• The Read 180 instruction will be designed and implemented as prescribed by the program.</li> <li>• The student's program of intervention is based on identified weaknesses from pre-assessments given.</li> <li>• The progress of these students is monitored weekly during the weekly data meetings.</li> </ul>

	<ul style="list-style-type: none"> <li>• Monthly the student's performance is measured to identify gains.</li> <li>• At the end of the month, a team of the student's English teacher, reading teacher, guidance counselor, principal and/or his designee and the RTI coach will meet to discuss the progress of the students.</li> <li>• The team will review 4 data points from the month, if no progress is noted, changes in the type of intervention used within the enrichment class will be changed.</li> <li>• If the student is making significant progress and the instructional gains are evident in the student's classroom performance, the student will be moved to Tier 2.</li> </ul> <p><b>During the School Year</b></p> <ul style="list-style-type: none"> <li>• English 7, 8, and 11 teachers will monitor students' performance on class assignments and recommend the Read 180 course for students with weaknesses in reading/vocabulary/ comprehension and other skills needed for success on the Reading SOL.</li> </ul> <p><b>Exit Criteria</b></p> <ul style="list-style-type: none"> <li>• To exit from the Tier 3 level, the student's performance must meet the minimal entry criteria into Tier 2 by earning 50% or above on benchmark tests, improvement on eValue performance, and above the 10<sup>th</sup> percentile on AIMSWeb.</li> </ul>
<p><b>Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL</b></p>	
<p>Tier 2</p>	<ul style="list-style-type: none"> <li>• The guidance counselor will identify all students who failed a mathematics SOL.</li> <li>• The guidance counselor will conduct an analysis of the student's report card, the universal screenings administered and any other assessment that informs about the students comfort with math.</li> <li>• Early in the month of September, high school teachers, support staff, and central office staff will conduct universal screenings in the area of math.</li> <li>• The administrative team (<i>principal, guidance, RTI coach, special education rep, classroom teacher</i>) will identify students who fall into Tier 2.</li> <li>• This team will determine if additional (<b>direct</b>) instruction is needed. This targeted and defined curriculum will be provided through a math enrichment class for students who are at risk of failing the SOL assessment.</li> <li>• Tier 2 students will receive the core curriculum with small group differentiation within the classroom setting.</li> <li>• Progress monitoring is conducted weekly via data meetings.</li> <li>• Monthly the student's performance is measured to identify gains.</li> <li>• At the end of the month, a team of the student's English teacher, reading teacher, guidance counselor, principal and/or his designee and the RTI coach will meet to discuss the progress of the students.</li> <li>• The team will review 4 data points from the month, if no progress is noted, changes in the type of intervention used within the enrichment class will be changed.</li> <li>• If the student is making significant progress and the instructional gains are evident in the student's classroom performance, the student will be moved to Tier 2.</li> </ul> <p><b>During the School Year</b></p> <ul style="list-style-type: none"> <li>• Math teachers will monitor students' performance on class assignments and recommend math remediation for students with weaknesses in whole number operations/rational number operations and other skills needed for success on the Math SOL.</li> </ul> <p><b>Exit Criteria</b></p> <p>To exit from the Tier 2 level, the student's performance must be above the 25<sup>th</sup> percentile in Aimsweb, must achieve 70% or above on benchmark assessments, pass the eValue benchmark assessment to move to Tier 1.</p>

	<p><b>Entry Into Tier 3</b></p> <ul style="list-style-type: none"> <li>If a student falls below the 10<sup>th</sup> percentile on Aimsweb, and/or makes insufficient progress on progress monitoring schedule despite a minimum of 2 adjustments in Tier 2 interventions, and if the student achieves less than 50% mastery on benchmark tests, he or she will move to Tier 3.</li> </ul>
Tier 3	<ul style="list-style-type: none"> <li>The guidance counselor will identify all students who failed a mathematics SOL.</li> <li>The guidance counselor will conduct an analysis of the student's report card, the universal screenings administered and any other assessment that informs about the students comfort with math.</li> <li>Early in the month of September, high school teachers, support staff, and central office staff will conduct universal screenings in the area of math.</li> <li>The administrative team (<i>principal, guidance, RTI coach, special education rep, classroom teacher</i>) will identify students who fall into Tier 3.</li> <li>This team will determine if additional (<b>direct</b>) instruction is needed. This targeted and defined curriculum will be provided through a math enrichment class for students who are at risk of failing the SOL assessment.</li> <li>Tier 3 students will receive the core curriculum along with intensive supplemental programming in an enrichment class.</li> <li>Progress monitoring is conducted weekly via data meetings.</li> <li>Monthly the student's performance is measured to identify gains.</li> <li>At the end of the month, a team of the student's English teacher, reading teacher, guidance counselor, principal and/or his designee and the RTI coach will meet to discuss the progress of the students.</li> <li>The team will review 4 data points from the month, if no progress is noted, changes in the type of intervention used within the enrichment class will be changed.</li> <li>If the student is making significant progress and the instructional gains are evident in the student's classroom performance, the student will be moved to Tier 2.</li> </ul> <p><b>During the School Year</b></p> <ul style="list-style-type: none"> <li>Math teachers will monitor students' performance on class assignments and recommend math remediation for students with weaknesses in whole number operations/rational number operations and other skills needed for success on the Math SOL.</li> </ul> <p><b>Exit Criteria</b></p> <ul style="list-style-type: none"> <li>To exit Tier 3, students must meet the minimal entry criteria for Tier 2 by earning 50% or above on benchmark tests, show improvement on their eEvaluate performance, and perform above the 10<sup>th</sup> percentile on AIMSWeb.</li> </ul>
<b>Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable</b>	
Tier 2	N/A
Tier 3	N/A
<b>Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above</b>	
Tier 2	<ul style="list-style-type: none"> <li>The English classroom teachers will monitor students' daily performance to identify students who may be struggling with instructional content and/or who may be in jeopardy of failing.</li> <li>Students identified by the teacher as being in jeopardy of failing will be invited to participate in afterschool remediation.</li> <li>The guidance counselor and/or the classroom teacher will telephone the parent to inform them of the need to have their student remain after school.</li> <li>Teachers will utilize the student performance analysis report from classroom assessments, eEvaluate benchmark assessments and others to identify areas to target.</li> <li>Istation will be used to regularly monitor the student's progress. Scripted lessons will be used to close gaps in student performance.</li> <li>At the end of the month, a team of the student's English teacher, reading teacher, guidance counselor,</li> </ul>

	<p>principal and/or his designee and the RTI coach will meet to discuss the progress of the students.</p> <ul style="list-style-type: none"> <li>• The team will review 4 data points from the month, if no progress is noted, changes in the type of intervention used within the enrichment class will be changed.</li> <li>• If the student is making significant progress and the instructional gains are evident in the student's classroom performance, the student will be moved to Tier 1.</li> </ul>
Tier 3	<ul style="list-style-type: none"> <li>• English 7, 8, and 11 teachers will monitor students' performance on class assignments and recommend the Read 180 course for students with significant weaknesses in reading/vocabulary/ comprehension and other skills needed for success on the Reading SOL.</li> <li>• Students identified by the teacher as being in jeopardy of failing will be invited to participate in afterschool remediation.</li> <li>• The guidance counselor and/or the classroom teacher will telephone the parent to inform them of the need to have their student remain after school.</li> <li>• Teachers will utilize the student performance analysis report from classroom assessments, evaluate benchmark assessments and others to identify areas to target.</li> <li>• At the end of the month, a team of the student's math teacher, guidance counselor, principal and/or his designee and the RTI coach will meet to discuss the progress of the students.</li> <li>• The team will review 4 data points from the month, if no progress is noted, changes in the type of intervention used within the enrichment class will be changed.</li> <li>• If the student is making significant progress and the instructional gains are evident in the student's classroom performance, the student will be moved to Tier 1.</li> </ul>
<b>Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above</b>	
Tier 2	<ul style="list-style-type: none"> <li>• Math teachers will monitor students' performance on class assignments and recommend math remediation for students with weaknesses in whole number operations/rational number operations and other skills needed for success on the Math SOL.</li> <li>• Students identified by the teacher as being in jeopardy of failing will be invited to participate in afterschool remediation.</li> <li>• The guidance counselor and/or the classroom teacher will telephone the parent to inform them of the need to have their student remain after school.</li> <li>• Teachers will utilize the student performance analysis report from classroom assessments, evaluate benchmark assessments and others to identify areas to target.</li> <li>• At the end of the month, a team of the student's math teacher, guidance counselor, principal and/or his designee and the RTI coach will meet to discuss the progress of the students.</li> <li>• The team will review 4 data points from the month, if no progress is noted, changes in the type of intervention used within the enrichment class will be changed.</li> <li>• If the student is making significant progress and the instructional gains are evident in the student's classroom performance, the student will be moved to Tier 1.</li> </ul>
Tier 3	<ul style="list-style-type: none"> <li>• Math teachers will monitor students' performance on class assignments and recommend math remediation for students with weaknesses in whole number operations/rational number operations and other skills needed for success on the Math SOL.</li> <li>• Students will be provided extending learning opportunities through an additional enrichment class or afterschool.</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: Northampton High School				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 \$0	Other: \$18,623.84
	School Expenses \$	School Expenses \$		School Expenses \$537,111.20	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$0	Other: \$0
	School Expenses \$	School Expenses \$		School Expenses \$65,852.82	
3000 – Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$0	Other: \$0
	School Expenses \$	School Expenses \$		School Expenses \$522,980.00	
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$0	Other: \$0
	School Expenses \$	School Expenses \$		School Expenses \$0	
5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$0	Other: \$0
	School Expenses	School		School Expenses	

	\$	Expenses \$		\$6,478.00	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$1,000.00	Other: \$5,000.00
	School Expenses \$	School Expenses \$		School Expenses \$31,598.88	
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$0	Other: \$0
	School Expenses \$	School Expenses \$		School Expenses \$0	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$1,000.00	Other: \$23,623.84
	School Expenses \$	School Expenses \$		School Expenses \$1,163,020.90	
				Total Division Expenses \$2,000.00	
				Total School Expenses \$1,165,020.90	
				TOTAL \$1,165,020.90	

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: Northampton High School	COHORT II <input checked="" type="checkbox"/>	COHORT I <input type="checkbox"/>
<p>1000 – Personnel (Use as much space as necessary.)  <b>Data Coach</b> - \$65,821.20 – 100% of the data coach’s time will be spent working with teachers and administrators working to improve the teaching and learning in the classroom. She will lead the staff in data driven professional learning communities.  <b>Part-time Reading Tutors (6)</b> - \$163,800.00 – Will work 6 hours daily for a total of 30 hours a week. They will work exclusively with struggling students assisting them with the mastering of difficult content. 4 - Tutors will work at NHS; 2 – Tutors will work in the high school’s alternative educational setting.  <b>Part-time Math Tutors (6)</b> – \$163,800.00 - Will work 6 hours daily for a total of 30 hours a week. They will work exclusively with struggling students assisting them with the mastering of difficult content. 4 - Tutors will work at NHS; 2 – Tutors will work in the high school’s alternative educational setting.  <b>Virtual Learning Tutors (1)</b> – \$27,300.00 - Will work 6 hours daily for a total of 30 hours a week. The tutor will work with in the ISTATION lab and other virtual programs.  <b>Attendance Monitor – (1)</b> – 18,200.00 – Will work 5 hours daily for a total of 25 hours per week. Focus will be on student attendance.  <b>Substitute Teachers</b> – \$6,000.00 - For professional staff development trainings (as needed) – 20 teachers X 3 days of PD @ daily rate of 100.00 day.  <b>Extended School Day Remediation/Summer School Recovery/Remediation Teachers</b>– \$16,500.00 – These teachers will provide extended learning opportunities through a summer school program for our students. 5.5 hours a day for 20 days during the summer @ \$25.00.  <b>Summer School Recovery/Remediation Bus Drivers (2)</b> – \$1,800.00 – Bus drivers for the summer program for 20 days.  <b>Graduation Coach (1)</b> – \$59,880.00 - To help improve the graduation rate for the high school.  <b>Extended School Day Remediation (3)</b> - \$10,950.00 – ((3) – teachers x (2) hours @ \$25.00 x 73 days) Extended learning opportunities provided to students for 73 days.  <b>Extended School Day Bus Drivers (2)</b> – 3,060.00 – Drivers</p> <p><b>Other Sources:</b>                  Jobs for Virginia Graduates – 22.6% Teacher - \$12,596.00                  Project Graduation - \$6,027.84</p>		
<p><b>2000 -Employee Benefits (Use as much space as necessary.)</b>                  Data Coach Fringe Benefits - \$17,846.75                  Graduation Coach Fringe Benefits – \$16,582.46                  All other part-time tutors, summer school, Extended School Day teachers – \$31,423.61</p>		
<p><b>3000 - Purchased Services (Use as much space as necessary.)</b>                  ISTATION – \$6,500.00 – Remediation and enrichment                  ARDT - \$1,080.00 – Algebra Readiness administered 3 times a year (90 students x \$4.00 x 3 times a year                  Curriculum Writing – \$8,000.00 - Revisions to the following curriculums: English, Math and History                  AIMSWEB – \$2,500.00 – Response to Intervention Data Monitoring Program</p>		

<p><b>EdisonLearning</b> - \$504,900.00 – 765/(707) students @ 660.00</p> <p><b>Other Sources:</b>  <b>Title VI, Part B</b>  PD 360 Purchase - \$15,000.00 – Instant professional development for struggling teachers</p>
<p>4000 - Internal Services (Use as much space as necessary.)</p>
<p>5000 - Other Charges (Use as much space as necessary.)</p> <p><b>Travel for Trainings</b> - \$4,000.00 – Travel for school improvement training; travel for teacher PD as needed,  <b>Division Travel</b> - \$2,478.00 – Travel for school improvement trainings; other DOE school improvement related travel</p> <p><b>Other Sources:</b>  <b>Jobs for Virginia Graduates</b>  Conferences &amp; Travel - \$2,500.00</p> <p><b>Title III, Part A</b>  ELL Teachers Professional Development - \$2000.00</p>
<p>6000 - Materials and Supplies (Use as much space as necessary.)</p> <p><b>Headsets</b> - \$2,772.00 – For Istation 70 sets @ \$39.60</p> <p><b>Data Coach supplies</b> - \$5,000.00 – notebooks for students to track their own data, supplies for teacher tracking of data, staff development supplies, etc.</p> <p><b>Materials &amp; Supplies</b> – \$13,900.00 –(<i>math manipulatives \$5,000.00; English: novels, composition books, etc - \$8,900.00;</i>)</p> <p><b>Division Materials &amp; supplies</b> - \$1,000.00 – materials to produce curriculum guides and other instructional materials.</p> <p><b>Student Celebrations</b> - \$6,500.00 - sponsor several celebrations of student achievement in a variety of curricular areas throughout the school year.</p> <p><b>Staff Celebrations</b> - \$3,426.88 – provide staff celebrations for student progress</p> <p><b>Other Sources:</b>  Jobs for Virginia Graduates  Instructional Resources for JVG – 904.00</p>
<p>8000 – Equipment/Capital Outlay (Use as much space as necessary.)</p>

**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:		Northampton			
Division Contact:		Annette Gray			
Telephone of Division Contact (include extension if applicable):		757-678-5151	Fax:	757-678-7267	
Email of Division Contact:	agray@ncpsk12.com				
Name of School	Kiptopeke Elementary School	2012-2013 Grade Span	PK-6	Projected School Membership	518
	Current Percent Identified as Disadvantaged	80.5%	Current Percent Students with Disabilities	14%	Current Percent Limited English Proficient
					15%
Name of Principal	Elizabeth Fennell				
Telephone of Principal	757-678-5151 (6100)				
Email of Principal	efennell@ncpsk12.com				

**\*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 —

15. 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.
16. 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;
17. 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;
18. 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.
19. 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;
  20. 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.
  21. Uses an electronic query system (i.e., Datacation) to provide principals with quarterly data needed to make data driven decisions at the school-level;
  22. 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.
  23. 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).
  24. Attends OSi technical assistance sessions provided for school principals, division staff, and LTPs;
  25. Collaborates with assigned VDOE contractor(s) to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform;
  26. 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;
  27. Ensures division improvement plan supports the school-level improvement plan and is monitored monthly; and
  28. 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:	<i>Walter R. Clemens</i>
Superintendent's Name:	Walter R. Clemens
Date:	9/6/12

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?

The following were the most successful strategies implemented to change the school's climate: adding our Transformation partners, implementing Professional Learning Communities Professional Development, horizontal teaming across the division, establishing clear directions and goals, creating mission and motto statements, parental involvement in the school improvement process and the development of a holistic view of school improvement.

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

The one strategy that was counterproductive to changing the school climate was the staff moves made after the beginning of the school year. The moves were considered well intended, but were not accepted well by staff.

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

Student behavior has improved over this year. We have seen a decrease in the number of early morning tardies, typical for our school. Student behavior expectations are not reinforced consistently across the school. As a result, the ESD program must be overhauled with training for staff to ensure consistency.

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

The climate at KES has shifted to one that is much friendlier and positive. Teachers genuinely care about our children. As well, teachers are working more intently to meet the needs of our students. To continue the shift in our climate, it is necessary for all teachers to fully implement the ESD program, to continue to celebrate with students, staff and our community.

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

There are two barriers we have identified to date that may hinder the improvement of the school climate. These two barriers are: not giving teachers the opportunity to perfect those things currently on their plate before something more is added; not giving the building administration the autonomy to run their building without interference from central administration.

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?

- The School Improvement team will hold a retreat during the month of August to reaffirm the purpose, mission and direction for the 2012-2013 school year.
- Informational meetings for parents will be held during the month of September outlining the school's current status with making the AYP benchmarks and the focus for school improvement for the 2012-2013 school year.
- Professional development schedules and topics will be presented to staff.
- Student Achievement Goal Setting will be re-introduced with support sessions being scheduled to assist teachers with this task.
- Celebrate the school's progress made towards making AYP/reducing failure rates.

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

We have planned the following activities to end this school year: an awards celebration for our students, an end of the year celebration for our teachers, planning an "Evening With The Stars" activity for our students moving to the high school, grade level celebrations, field day for all students, and presentations of gifts donated by our local churches.

## B. Process Steps/Atmosphere of Change

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

Leadership team members are assigned roles of responsibility at each school improvement meeting. These roles rotate at each meeting. Teachers/team members are given the opportunity to add items to the school improvement agenda. A section on the agenda provides opportunity for dialoguing about topics not appearing on the agenda.

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

Leadership team members are assigned roles of responsibility at each school improvement meeting. The responsibilities of these roles were clearly delineated at a professional development session on Setting Group Norms led by EdisonLearning. These roles rotate at each meeting. In addition, team members are assigned the role of facilitating smaller committees (curriculum committee, community involvement committee, technology committee, etc.). This design is based on EdisonLearning's Five Strand Design.

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

Monitoring of practices is a weakness for our school. We do try to follow-up at our very next meeting. If practices are not working eventually they are abandoned.

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

The staff was engaged in professional learning communities that provided weekly professional development. The topics covered during these PLC meetings were topics of their choice. Developing a monthly professional development calendar provided structure and staff knew in advance what topics would be covered.

## C. Instruction

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

Students are identified for support based on a variety of assessments administered throughout the month. As well, we use assessment results obtained from eEvaluate benchmarking, our Interactive Achievement benchmarking, universal screening results, attendance data, behavior data, and observations.

2. How do teachers differentiate learning for students?

Lessons are differentiated for students through our lesson planning process. Teachers are required to identify and name students who are on target, enhanced and who are performing below expectations. Once identified something different must be planned for each group of students. Differentiated instruction is provided through our corrective action planning for students, by grouping and regrouping students based on their strengths and weaknesses.

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)

The curriculum is aligned within the school and across grade levels. There is ongoing evaluation and discussion about the pacing with adjustments being made as needed. These discussions occur at our cross division horizontal teaming.

4. How are formative assessments used in your school?

Formative assessment is ongoing and must appear in the teachers daily planning. It is expected that teachers use a variety of strategies to determine concepts students may be struggling with, provide immediate corrective action thereby improving outcomes for students.

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

Many of our teachers have a strong understanding of and effective implementation of positive classroom management techniques. The others are developing their skills. To help teachers create classrooms that are conducive to effective instructional delivery of content, personalized PD has to be implemented along with effective mentoring from peers.

**D. External Support**

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

Kiptopeke has strong community support. The following organizations volunteer in our school: Rotary, Alpha Kappa Alpha Sorority, the Fonsy group, and the Coast Guard. Many of these organizations members read to our students and help in the classrooms. We have a strong Title 1 group who supports our efforts. We have begun surveying our parents more to get their input. We will also be surveying our students.

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

The following organizations volunteer in our school: Rotary, Alpha Kappa Alpha Sorority, the Fonsy group, and the Coast Guard. Many of these organizations members read to our students and help in the classrooms. Our local churches will sponsor students and in some cases the entire family who are in need of resources such as: food, clothing, and shelter. The US Fish & Wildlife Refuge, NASA and the PTA support our school many times by sponsoring students for participation in school related field trips, by opening their community resource to our students free of charge and by bring enrichment activities to the classrooms for students.

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

It is the division's plan to continue the partnership with Edison Learning.

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

Parents are invited to be a part of committees formed within the school. Parents are involved with the Title 1 Parent Involvement Committee and meet monthly. Parents participate in special activities hosted at night such as Title 1 Reading Night and SOL Night. As well, parents participate in workshops and parent teacher conference nights.

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

Not Sure.

**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?

There is no formal process, but grade placement decisions are based on the strengths of the teacher.

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

The quality of a teacher is evaluated throughout the school year through classroom walk through observations and formal observations.

3. Describe how teachers are provided professional development.

We use a variety of methods to provide PD to our teachers. Teachers return to school 3 to 5 days earlier to receive professional development focused on the key initiatives for the division for the year. During the school year, there are frequent follow-ups to the original professional development presented. Throughout the school year, PD 360 is used to personalize the professional development of our teachers. Weekly grade level teams are involved in grade level PLC activities. During staff meetings whole group professional development activities are provided.

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

The principal has been evaluated quarterly by the superintendent. The initial evaluation was conducted in August where expectations were communicated. In November a follow-up evaluation was conducted which outlined the status being made on the communicated expectations. In February an additional meeting is conducted to discuss progress.

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?

All teacher vacancies are advertised through multiple medias. The principal and the assistant principal along with the human resource director conduct interviews of candidates. Principals are allowed to select the most qualified candidate. There has been a shift to having the most qualified teachers placed at KES.

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

Professional development goals/activities will derive from teacher need. As well, Edison Learning will assist with the creation of the staff development schedule for staff.

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

During the new teacher academy teachers will be introduced to the philosophies and practices of KES. New teachers are assigned a mentor who will help to acclimate them to his/her new environment. As well, a new teacher instructional meeting will be held prior to all other teachers returning. The administrative team will share the school's vision, mission and beliefs.

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

The relationship within the school's leadership committee has shown major improvements. The team is moving to building trusting relationships. The team is becoming a productive team.

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

The relationship between the lead turnaround partner and the principal is outstanding.

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

The internal lead positions needs to be defined and a person other than the assistant superintendent needs to be hired to fill this role.

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

The relationship between the lead turnaround partner and the division liaison is good.

**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?

The decision making process for anything related to school improvement is top/down. (*principal's opinion*) Building administration is left to make decisions about matters involving school improvement. Building staff and administration are required to make all decisions based on data. When decisions being made are not grounded in sound documentation and/or data, these decisions are more often overridden because the decision tends not to be best for children.

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

The principal and his administrative staff and committee members make the final decision about the school improvement plan.

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

The following changes were made to policies this year: adjustments were made to extend the school year by days and instructional time, the lesson plan template was changed, and the evaluation system was introduced.

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).

There are no identified policy barriers that would impede the school's ability to be successful. Support is provided from central office staff, the community and our school board.

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

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

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

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

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

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

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

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

**PART III: GOAL SETTING**

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

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

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

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

1	100% of the curriculum writing and pacing will be completed for the new English: Reading standards of learning for all grades. Reading teachers, reading specialists, data coaches and administrators will complete this curriculum writing project by December 17, 2012. (K4) (K5)(K6)(K8)(K9)
2	100% of the curriculum for Math will be reviewed and pacing adjusted and aligned with the new standards, and resources to ensure improved student performance as measured by the SOL assessment administered in June 2013. (K4) (K5)(K6)(K8)(K9)
3	By October 30, 2012, the new teacher evaluation system will be shared with 100% of the faculty and staff at KES. (H5)(I3)
4	By October 30, 2012, 100% of the staff at KES will meet with 100% of the teachers from its sister school to create common assessments aligned with the curriculum pacing for the 2012-2013 school year. (K4) (K5)(K6)(K8)(K9)
5	By October 1, 2012, the administrative staff and the Edison Learning will create a professional development schedule for the entire year based on teacher needs and results of the SOL assessment and present it to the superintendent.(I3)(I9)

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

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

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

1	By September 18, 2012, 100% of the teachers at KES will create student intervention plans based on student assessment results, using a variety of student data (i.e., PALS scores, SOL data, Istation data, etc.). (K9)
2	By September 28, 2012, all grade levels and all subjects will have developed and implemented a student goal setting and achievement tracking system.(K5)
3	By September 21, 2012, new members for the school improvement team will be identified. (G5)(F2)(D3)

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

Example: By June 2013 SOL mathematics scores will increase by 15% in grade 7 and by 5% in grade 6, 8 to exceed the state benchmark by 5% by establishing a laser-like focus on the monitoring of math remediation services using the ARDT as a screening tool for all students to identify area of student need, design remediation content, establish a timeline for remediation services, and record strand assessments results.

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

1	By June 17, 2013, the SOL math performances in all grades will improve: grade 6 will increase its overall math performance from 70.3% to 80%; grade 5 from 78% to 85%; grade 4 from 49% to 75%; and grade 3 from 45% to 75% as measured by the SOL assessment.
2	By June 17, 2013, the student's SOL performance on the English: Reading SOL will increase from: grade 6 from 83% to 89%; grade 5 from 79% to 85%; grade 4 from 67.8% to 75%; and grade 3 from 61.7% to 70% as measured by the SOL assessment.
3	By October 1, 2012, 100% of teachers will create SMART goals for Student Achievement Goal Setting for the 2012-2013 school year as measured by the SOL assessment.
4	By June 17, 2013, the SOL History & Social Science performance will meet and/or exceed the 70% state accreditation benchmark as measured by the SOL assessment.
5	By October 1, 2012, teachers will form vertical and horizontal teams to identify and brainstorm rigorous instruction skills/strategies and content specific intervention strategies for use with Tier 2 and Tier 3 students as measured by the SOL assessment.

#### 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).

RESPONSES FROM KIPTOPEKE ELEMENTARY SCHOOL

<b>Part IV (a): Interventions for students who are at-risk of failing a reading SOL</b>	
Tier 2	<p><b>Actions Prior to the Start of the School Year</b></p> <ul style="list-style-type: none"> <li>● The Data Coach will review the SOL performance of <u>all</u> students to identify students who were not successful with their spring English: Reading SOL assessment.</li> <li>● The Data Coach will cross reference the student's performance with that on the report card, their performance on Istation assessments, performance on Universal Screenings and any other assessment administered.</li> <li>● The team comprised of the principal and assistant principal and data coach will identify students who require additional academic support.</li> <li>● Students identified for intervention must have two data points that demonstrates below academic performance (<i>one of these data points must be the student's failing SOL assessment score</i>).</li> <li>● Identified students assigned to Tier 2 will select supports from the NCPS Tiered Intervention Guide. Intervention will be selected based on diagnostic assessments administered at the beginning of the school year. Students will receive a minimum of 20 minutes of specialized instruction based on the interventions needs.</li> <li>● The teacher providing interventions is certified as a reading teacher/specialist.</li> <li>● The reading teacher/specialist uses the student's performance on the administered assessments to design the instructional program for the additional 20 minutes.</li> <li>● During the weekly data meeting, the progress of these students is reviewed.</li> <li>● Monthly, the student's performance is measured to identify gains. The student's progress is discussed at the data meeting.</li> <li>● At the end of the month, a grade level specific achievement team, principal and/or his designee and the Data Coach will meet to discuss the progress of the students.</li> <li>● The team will review 4 data points from the month, if no progress is noted, changes in the type of intervention used will be made.</li> <li>● If the student is making significant progress and the instructional gains are evident in the student's classroom performance, the student will be moved to Tier 1.</li> </ul> <p><b>Beginning of The School Year Identification</b></p> <ul style="list-style-type: none"> <li>● At the beginning of the school year, all students are screened using the Istation program.</li> <li>● Universal Screenings are performed 3 times a year, initially within the first 10 days of the school year.</li> <li>● The principal and/or his designee, Data Coach, and grade level achievement teams will review the assessment results to determine tier placement of students.</li> <li>● Students placed in Tiers 2 and 3 are assigned additional supports and interventions. Many of these students may have already been placed due to the earlier review of their data.</li> <li>● Once these students are identified they are either recommended for placement in (Please refer to the NCPS Tiered Intervention Guide):             <ul style="list-style-type: none"> <li>○ Corrective Reading based on the needs of the student</li> <li>○ Istation, Imagine Learning</li> <li>○ In Read 180 for the purpose of improving their overall reading skills</li> <li>○ Or for interventions that will occur within the classroom and made by the classroom teacher such as a double dose of guided reading.</li> </ul> </li> <li>● Regardless of which intervention the student is provided, the student is progressed monitored weekly.</li> <li>● The student's progress is reviewed weekly at data meetings.</li> <li>● At the end of the month, a grade level achievement team, principal and/or his designee and the Data Coach will meet to discuss the progress of the students.</li> </ul>

	<ul style="list-style-type: none"> <li>• The team will review 4 data points from the month, if no progress is noted, changes in the type of intervention used will be determined.</li> <li>• If the student is making significant progress and the instructional gains are evident in the student's classroom performance, the student will be moved to Tier 1.</li> </ul> <p><b>Actions During the School Year</b></p> <ul style="list-style-type: none"> <li>• The Reading classroom teachers will monitor students' daily performance to identify students who may be struggling with instructional content and/or who may be in jeopardy of failing.</li> <li>• Students identified by the teacher as being in jeopardy of failing will be invited to participate in afterschool programs.</li> <li>• Teachers will utilize the student performance analysis report from classroom assessments, eValueate benchmark assessments and others to identify areas to target.</li> <li>• Istation will be used to regularly monitor the student's progress. Scripted lessons will be used to close gaps in student performance.</li> <li>• At the end of the month, a grade level achievement team, principal and/or his designee and the Data Coach will meet to discuss the progress of the students.</li> <li>• The team will review 4 data points from the month, if no progress is noted, changes in the type of intervention used will be determined.</li> <li>• If the student is making significant progress and the instructional gains are evident in the student's classroom performance, the student will be moved to Tier 1.</li> </ul> <p><b>Exit Criteria</b></p> <ul style="list-style-type: none"> <li>• To exit Tier 2, the student's performance must meet the minimal entry criteria into Tier 1 by earning 50% or above on benchmark tests, improvement on eValueate performance, and above the 50<sup>th</sup> percentile on AIMSWeb.</li> </ul>
Tier 3	<p><b>Beginning School Year Process</b></p> <ul style="list-style-type: none"> <li>• The Data Coach will review the SOL performance of <u>all</u> students to identify students who were not successful with their spring English: Reading SOL assessment.</li> <li>• An analysis of the student's report card grades, Istation performance, performance on the Universal Screenings and any other assessment administered will be conducted.</li> <li>• Students falling in Tier 3 will be those identified as performing in the bottom 10% on their SOL assessments, in the bottom quartile on the Universal Screen and in the bottom quartile on the Istation assessment report.</li> <li>• The Data Coach along with the administrative team will identify students who fall into Tier 3.</li> <li>• Students identified for intervention must have two data points that demonstrates below academic performance (<i>one of these data points must be the student's failing SOL assessment score</i>).</li> <li>• Students falling into Tier 3 will receive their core instruction along with a supplemental program such as Corrective Reading or Read 180 for 50 minutes daily.</li> <li>• Students identified as needing Tier 3 supports will receive 50 minutes daily five (5) days a week of the prescribed intervention.</li> <li>• The interventionist could be: a certified special education teacher who has received the specialized training for Read 180 or Corrective Reading, or a Reading teacher who has received the specialized training.</li> <li>• Any supplemental instruction will be designed and implemented as prescribed by the program.</li> <li>• The student's program of intervention is based on identified weaknesses from pre-assessments given.</li> <li>• The progress of these students is monitored weekly during the weekly data meetings.</li> <li>• Monthly the student's performance is measured to identify gains.</li> </ul>

	<ul style="list-style-type: none"> <li>● At the end of the month, grade level achievement team, principal and/or his designee and the Data Coach will meet to discuss the progress of the students.</li> <li>● The team will review 4 data points from the month, if no progress is noted, changes in the type of intervention used will be determined.</li> <li>● If the student is making significant progress and the instructional gains are evident in the student's classroom performance, the student will be moved to Tier 2.</li> </ul> <p><b>During the School Year</b></p> <ul style="list-style-type: none"> <li>● The Reading classroom teachers and interventionists will monitor students' daily performance to identify students who may be struggling with instructional content and/or who may be in jeopardy of failing.</li> <li>● Students identified by the teacher as being in jeopardy of failing will be invited to participate in afterschool programs.</li> <li>● Teachers will utilize the student performance analysis report from classroom assessments, eValueate benchmark assessments and others to identify areas to target.</li> <li>● Istation will be used to regularly monitor the student's progress. Scripted lessons will be used to close gaps in student performance.</li> <li>● At the end of the month, a grade level achievement team, principal and/or his designee and the Data Coach will meet to discuss the progress of the students.</li> <li>● The team will review 4 data points from the month, if no progress is noted, changes in the type of intervention used will be determined.</li> <li>● If the student is making significant progress and the instructional gains are evident in the student's classroom performance, the student will be moved to Tier 2.</li> </ul> <p><b>Exit Criteria</b></p> <ul style="list-style-type: none"> <li>● To exit from the Tier 3 level, the student's performance must meet the minimal entry criteria into Tier 2 by earning 50% or above on benchmark tests, improvement on eValueate performance, and above the 10<sup>th</sup> percentile on AIMSWeb.</li> </ul>
<b>Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL</b>	
Tier 2	<ul style="list-style-type: none"> <li>● The Data Coach will identify all students who failed or were close to failing (&lt;450) a mathematics SOL.</li> <li>● The Data Coach will conduct an analysis of the student's report card, the universal screenings administered and any other assessment that informs about the students comfort with math.</li> <li>● Early in the month of September, the math teachers will conduct universal screenings in the area of math.</li> <li>● The grade level achievement teams will identify students who fall into Tier 2.</li> <li>● This team will determine if additional (<b>direct</b>) instruction is needed. This targeted and defined curriculum will be provided through a math Power Up class for students who are at risk of failing the SOL assessment.</li> <li>● Tier 2 students will receive the core curriculum with small group differentiation within the classroom setting.</li> <li>● Progress monitoring is conducted and reviewed every other week via data meetings.</li> <li>● Monthly the student's performance is measured to identify gains.</li> <li>● At the end of the month, grade level achievement teams, principal and/or his designee and the Data Coach will meet to discuss the progress of the students.</li> <li>● The team will review data points from the month, if no progress is noted, changes in the type of intervention used will be determined.</li> </ul>

	<ul style="list-style-type: none"> <li>If the student is making significant progress and the instructional gains are evident in the student's classroom performance, the student will be moved to Tier 2.</li> </ul> <p><b>During the School Year</b></p> <ul style="list-style-type: none"> <li>Math teachers will monitor students' performance on class assignments and recommend math remediation for students with weaknesses on specific skills needed for success on the Math SOL.</li> </ul> <p><b>Exit Criteria</b> To exit from the Tier 2 level, the student's performance must be above the 25<sup>th</sup> percentile in Aimsweb, must achieve 70% or above on benchmark assessments, pass the eValuate benchmark assessment to move to Tier 1.</p> <p><b>Entry Into Tier 3</b></p> <ul style="list-style-type: none"> <li>If a student falls below the 10<sup>th</sup> percentile on Aimsweb, and/or makes insufficient progress on progress monitoring schedule despite a minimum of 2 adjustments in Tier 2 interventions, and if the student achieves less than 50% mastery on benchmark tests, he or she will move to Tier 3.</li> </ul>
Tier 3	<ul style="list-style-type: none"> <li>The Data Coach will identify all students who failed a mathematics SOL.</li> <li>The Data Coach will conduct an analysis of the student's report card, the universal screenings administered and any other assessment that informs about the students comfort with math.</li> <li>Early in the month of universal screenings will be conducted in the area of math.</li> <li>The grade level achievement teams, principal, and Data Coach will identify students who fall into Tier 3.</li> <li>This team will determine if additional (<b>direct</b>) instruction is needed. This targeted and defined curriculum will be provided during Math Power Up grades 3-5 and Power Up grade 6, for students who are at risk of failing the SOL assessment.</li> <li>Tier 3 students will receive the core curriculum along with intensive supplemental programming during Power Up.</li> <li>Progress monitoring is conducted and reviewed weekly via data meetings.</li> <li>Monthly the student's performance is measured to identify gains.</li> <li>At the end of the month, grade level achievement teams, principal and/or his designee and the Data Coach will meet to discuss the progress of the students.</li> <li>The team will review 4 data points from the month, if no progress is noted, changes in the type of intervention used within Power Up will be changed.</li> <li>If the student is making significant progress and the instructional gains are evident in the student's classroom performance, the student will be moved to Tier 2.</li> </ul> <p><b>During the School Year</b></p> <ul style="list-style-type: none"> <li>Math teachers and interventionists will monitor students' performance on class assignments and recommend math remediation for students with weaknesses in specific skills needed for success on the Math SOL.</li> </ul> <p><b>Exit Criteria</b></p> <ul style="list-style-type: none"> <li>To exit Tier 3, students must meet the minimal entry criteria for Tier 2 by earning 50% or above on benchmark tests, show improvement on their eValuate performance, and perform above the 10<sup>th</sup> percentile on AIMSWeb.</li> </ul>
<b>Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable</b>	
Tier 2	<ul style="list-style-type: none"> <li>Students identified as borderline PALS ID or missing several skill sets as identified by PALS but not being placed in the ID'd bracket, will be considered as a Tier 2 student in need of Tier 2 interventions in the area of reading.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students falling into Tier 2 will receive their core instruction along with a double dose of guided reading provided by the classroom teacher or reading teacher.</li> <li>• Students identified as needing Tier 2 supports will receive 20 minutes extra of guided reading 5 days a week.</li> <li>• The students guided reading will focus on identified skill deficits as determined by assessment tools.</li> <li>• The progress of these students will be monitored weekly and reviewed monthly at data meetings.</li> <li>• The team will review 4 data points from the month, if no progress is noted, changes in the type of intervention used will be determined.</li> <li>• If the student is making significant progress and the instructional gains are evident in the student's classroom performance, the student will be moved to Tier 1.</li> </ul>
Tier 3	<ul style="list-style-type: none"> <li>• Students identified as PALS ID will be considered as a Tier 3 student in need of Tier 3 interventions in the area of reading.</li> <li>• Students falling into Tier 3 will receive their core instruction along with a supplemental program such as Reading Mastery or Foundations for 50 minutes daily.</li> <li>• Students identified as needing Tier 3 supports will receive 50 minutes daily five (5) days a week of the prescribed intervention.</li> <li>• The interventionist could be: a certified special education teacher who has received the specialized training for Foundations or Reading Mastery, or a Reading teacher who has received the specialized training.</li> <li>• Any supplemental instruction will be designed and implemented as prescribed by the program.</li> <li>• The student's program of intervention is based on identified weaknesses from pre-assessments given.</li> <li>• The progress of these students is monitored weekly and reviewed monthly during data meetings.</li> <li>• Monthly the student's performance is measured to identify gains.</li> <li>• At the end of the month, grade level achievement team, principal and/or his designee and the Data Coach will meet to discuss the progress of the students.</li> <li>• The team will review 4 data points from the month, if no progress is noted, changes in the type of intervention used will be determined.</li> <li>• If the student is making significant progress and the instructional gains are evident in the student's classroom performance, the student will be moved to Tier 2.</li> </ul>
<b>Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above</b>	
Tier 2	<ul style="list-style-type: none"> <li>• The Reading classroom teachers will monitor students' daily performance to identify students who may be struggling with instructional content and/or who may be in jeopardy of failing.</li> <li>• Students identified by the teacher as being in jeopardy of failing will be invited to participate in afterschool programs.</li> <li>• Teachers will utilize the student performance analysis report from classroom assessments, eValueate benchmark assessments and others to identify areas to target.</li> <li>• Istation will be used to regularly monitor the student's progress. Scripted lessons will be used to close gaps in student performance.</li> <li>• At the end of the month, grade level achievement team, principal and/or his designee and the Data Coach will meet to discuss the progress of the students.</li> <li>• The team will review 4 data points from the month, if no progress is noted, changes in the type of</li> </ul>

	<p>intervention used will be determined.</p> <ul style="list-style-type: none"> <li>● If the student is making significant progress and the instructional gains are evident in the student's classroom performance, the student will be moved to Tier 1.</li> </ul>
Tier 3	<ul style="list-style-type: none"> <li>● Reading teachers/specialists and SPED teachers will monitor students' performance on class assignments and recommend the Read 180 or Corrective Reading for students with significant weaknesses in reading/vocabulary/ comprehension and other skills needed for success on the Reading SOL.</li> <li>● Students identified by the teacher as being in jeopardy of failing will be invited to participate in afterschool programs.</li> <li>● Teachers will utilize the student performance analysis report from classroom assessments, eValueate benchmark assessments and others to identify areas to target.</li> <li>● At the end of the month, grade level achievement team, principal and/or his designee and the Data Coach will meet to discuss the progress of the students.</li> <li>● The team will review 4 data points from the month, if no progress is noted, changes in the type of intervention used will be determined.</li> <li>● If the student is making significant progress and the instructional gains are evident in the student's classroom performance, the student will be moved to Tier 2.</li> </ul>
<b>Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above</b>	
Tier 2	<ul style="list-style-type: none"> <li>● Math teachers will monitor students' performance on class assignments and recommend math remediation for students with weaknesses in specific skills needed for success on the Math SOL.</li> <li>● Students identified by the teacher as being in jeopardy of failing will be invited to participate in afterschool programs.</li> <li>● Teachers will utilize the student performance analysis report from classroom assessments, eValueate benchmark assessments and others to identify areas to target.</li> <li>● At the end of the month, grade level achievement team, principal and/or his designee and the Data Coach will meet to discuss the progress of the students.</li> <li>● The team will review 4 data points from the month, if no progress is noted, changes in the type of intervention used will be determined.</li> <li>● If the student is making significant progress and the instructional gains are evident in the student's classroom performance, the student will be moved to Tier 1.</li> </ul>
Tier 3	<ul style="list-style-type: none"> <li>● Math teachers will monitor students' performance on class assignments and recommend math remediation for students with weaknesses in specific skills needed for success on the Math SOL.</li> <li>● Students identified by the teacher as being in jeopardy of failing will be invited to participate in afterschool programs.</li> <li>● Teachers will utilize the student performance analysis report from classroom assessments; eValueate benchmark assessments and others to identify areas to target.</li> <li>● At the end of the month, grade level achievement team, principal and/or his designee and the Data Coach will meet to discuss the progress of the students.</li> <li>● The team will review 4 data points from the month, if no progress is noted, changes in the type of intervention used will be determined.</li> <li>● If the student is making significant progress and the instructional gains are evident in the student's classroom performance, the student will be moved to Tier 2.</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:

- c. 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.
- d. 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: Kiptopeke Elementary School		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 \$	Division Expenses \$	Other: \$141,085.00
	School Expenses \$	School Expenses \$	Other: \$	School Expenses \$432,731.20	
2000 - Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$40,707.83
	School Expenses \$	School Expenses \$	Other: \$	School Expenses \$38,100.00	
	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$48,651.65
3000 - Purchased Services	School Expenses \$	School Expenses \$	Other: \$	School Expenses \$328,200.00	
	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$0
	School Expenses \$	School Expenses \$	Other: \$	School Expenses \$	Other: \$0
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$0
	School Expenses \$	School Expenses \$	Other: \$	School Expenses \$	Other: \$0
	School Expenses \$	School Expenses \$	Other: \$	School Expenses \$	Other: \$0

5000 - Other Charges	Division Expenses	Division Expenses	Other:	Division Expenses	Other:
	\$	\$	\$	\$3,000.00	\$6,890.82
6000 - Materials and Supplies	School Expenses	School Expenses		School Expenses	
	\$	\$	\$	\$5,960.00	
8000 - Equipment/ Capital Outlay	Division Expenses	Division Expenses	Other:	Division Expenses	Other:
	\$	\$	\$	\$1,000.00	\$4,978.43
Total	School Expenses	School Expenses		School Expenses	
	\$	\$	\$	\$28,772.00	
	Division Expenses	Division Expenses	Other:	Division Expenses	Other:
	\$	\$	\$	\$0	\$0
	School Expenses	School Expenses		School Expenses	
	\$	\$	\$	\$0	
	Division Expense	Division Expense	Other:	Division Expenses	Other:
	\$	\$	\$	\$4,000.00	\$242,313.73
	School Expenses	School Expenses		School Expenses	
	\$	\$	\$	\$777,422.37	
				Total Division Expenses	
				\$8,000.00	
				Total School Expenses	
				\$833,763.20	
				TOTAL	\$841,763.20

Part V (b): School Budget Narrative

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

SCHOOL NAME: SAMPLE	COHORT II <input checked="" type="checkbox"/>	COHORT I <input type="checkbox"/>
1000 – Personnel (Use as much space as necessary.)		
Math Instructional Coach (\$36,000, SIG); Teacher Stipends (15 K-3 teachers @ \$1000/teacher over 5 days) for summer math curriculum and assessment development (\$15,000, SIG); Reading intervention specialist for morning intervention K-2 ( 1.5 hrs/3 days/wk @\$75 over 30 weeks) (\$10,125, SIG)		
Title I math teacher K-3 (\$42,000, Title I); 2 Title I reading specialist K-2 (\$60,000, Title I and \$26,000 state EIRI)		

SCHOOL NAME: Kiptopeke Elementary	COHORT II <input checked="" type="checkbox"/>	COHORT I <input type="checkbox"/>
1000 – Personnel (Use as much space as necessary.)		
Data Coach - \$65,821.20 – 100% of the data coach's time will be spent working with teachers and administrators working to improve the teaching and learning in the classroom. She will lead the staff in data driven professional learning communities.		
Part-time Reading Tutors (4) - \$109,200.00 – Will work 6 hours daily for a total of 30 hours a week. They will work exclusively with struggling students assisting them with the mastering of difficult content.		
Part-time Math Tutors (4) – \$109,200.00 - Will work 6 hours daily for a total of 30 hours a week. They will work exclusively with struggling students assisting them with the mastering of difficult content.		
Early Intervention Tutors (3) – \$81,900.00 - Will work 6 hours daily for a total of 30 hours a week. Work will be with struggling students to provide interventions.		
Substitute Teachers – \$6,000.00 - For professional staff development trainings (as needed) - 20 teachers X 5 days of PD @ daily rate of 100.00 day.		
JumpStart Teachers (10) – \$22,500.00 – These teachers will provide extended learning opportunities through a summer school program for our students. 4.5 hours a day for 20 days during the summer.		
JumpStart Bus Drivers (2) – \$1,800.00 – Bus drivers for the summer program for 20 days.		
Extended School Day Remediation (10) - \$20,500.00 – Extended learning opportunities provided to students for 68 days beginning February 1, 2012 up to SOL test.		
Extended School Day Enrichment (5) – \$12,750.00 – Extended learning opportunities provided to students who are on/above grade level beginning February 1, 2012.		
Extended School Day Bus Drivers (2) – 3,060.00 – Drivers		
Other Sources:		
Title II, Part A		
Class Size Reduction - \$113,360.00 – 3 teachers to reduce class size		
Stipends for New Teacher Academy - \$10,6525.00 – teacher retention effort to give new teachers sufficient time to adjust to their new assignment.		
Title III, Part A		
Summer School Teachers – \$4,400.00 - Migrant/LEP students		
Summer School Paraprofessionals (3) - \$8,700.00 – Migrant/LEP summer school program		

**Summer School Bus Drivers (2) – 4,000.00 – Migrant/LEP summer school drivers**

2000 -Employee Benefits (Use as much space as necessary.)  
 Data Coach - \$13,100.00

All other part-time tutors, Jumpstart, Extended School Day teachers – 25,000.00

**Other Sources:**

Title II, Part A (3) –Teachers Fringe Benefits - \$38,939.74 - Class size reduction  
 Title III, Part A - (3-Parapro, 1-teacher, 2-bus drivers) – Fringe Benefits - \$1,768.09

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

ISTATION – \$6,500.00 – Remediation and enrichment

Study Island - \$4,000.00 – Remediation and enrichment

ARDT - \$1,000.00 – Algebra Readiness administered 3 times a year

Curriculum Writing Revisions – \$4,000.00 - Science, English; Revisions to the following curriculums: Math and History

AIMSWEB – \$2,400.00 – Response to Intervention Data Monitoring Program

Reading Eggs - \$3,500.00 – Study Island reading program for students in grades PK-1-2.

EdisonLearning - \$306,800.00 – 590 students @ 520.00

**Other Sources:**

Title II, Part A

Assistance for teacher licensure/HQ - \$5,000.00

Assistance with Praxis, VCLA and other required licensure testing - \$7,912.00

Memberships: SEVA, International Reading - \$885.00

Title VI, Part B

PD 360 Purchase - \$15,000.00 – Instant professional development for struggling teachers

Title III, Part A

ELL Teachers Professional Development - \$2000.00

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

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

Travel for Trainings - \$5,960.00 – Travel for school improvement training; travel for teacher PD as needed,

Division Travel - \$3,000.00 – Travel for school improvement trainings; other DOE school improvement related travel

**Other Sources:**

Title II, Part A

Professional Development Division Teacher Mentor - \$1,890.00

Title VI, Part B

Travel for staff development - \$5,000.00

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

- Headsets - \$2,772.00 – For Istation. 70 sets @ \$39.60
- Data Coach supplies - **\$1,000.00** – notebooks for students to track their own data, supplies for teacher tracking of data, staff development supplies, etc.
- Reading Mastery - \$5,000.00 – Remedial reading supplies
- Corrective Reading - \$5,000.00 – Remedial reading supplies
- Effective Schoolwide Discipline - **\$5,000.00** – miscellaneous supplies to reinforce appropriate student behaviors
- Student Celebrations - \$5,000.00 – Rewards and incentives
- Staff Celebrations - \$2,500.00
- Coach books (math, English) – **\$2,500.00**
- Division Materials & Supplies - \$1,000.00

**Other Sources:**

- Title III, Part A
- Materials & Supplies – 2,278.43
- Title II, Part A
- Professional Literature - \$1,700.00
- Title VI, Part B
- Professional Literature - \$1,000.00
- 8000 – Equipment/Capital Outlay (Use as much space as necessary.)

**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	\$	\$	\$	\$974,312.40	\$159,708.84	\$	\$
2000 - Employee Benefits	\$	\$	\$	\$89,309.70	\$40,707.83	\$	\$
3000 - Purchased Services	\$	\$	\$	\$863,180.00	\$48,651.65	\$	\$
4000 - Internal Services	\$	\$	\$	\$0	\$0	\$	\$
5000 - Other Charges	\$	\$	\$	\$15,438.00	\$6,890.82	\$	\$
6000 - Materials and Supplies	\$	\$	\$	\$59,544.00	\$9,978.43	\$	\$
8000 - Equipment/ Capital Outlay	\$	\$	\$	\$0	\$0	\$	\$
<b>Total</b>	\$	\$	\$	<b>TOTAL Cohort II SIG Funds Only \$2,001,784.10</b>	<b>Total Other Funds \$265,937.57</b>	<b>TOTAL Cohort I SIG Funds Only \$</b>	<b>Total Other Funds \$</b>

**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.*