

**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**

**Janice Garland  
Approved 9.20.12**

Please complete this application for each school.

**PART I: DIVISION INFORMATION**

School Division Name:		Petersburg City Public Schools			
Division Contact:		Dr. Danielle Belton			
Telephone of Division Contact (include extension if applicable):		(804) 862- 7089		Fax:	(804) 862-7052
Email of Division Contact:	dabelton@petersburg.k12.va.us				
Name of School	J. E. B. Stuart Elementary	2012-2013 Grade Span	K - 5	Projected School Membership	428
	Current Percent Identified as Disadvantaged	98.38%	Current Percent Students with Disabilities	7.2%	Current Percent Limited English Proficient
Name of Principal	Kori Reddick				
Telephone of Principal	804-862-7013				
Email of Principal	koredick@petersburg.k12.va.us				

**\*Assurances:** The local educational agency assures that School Improvement 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under the *No Child Left Behind Act of 2001* (NCLB). The division agrees to these conditions of award:

The LEA must assure that it —

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

- turnaround initiative effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
- redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
  - strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
  - using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
  - establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
  - providing ongoing mechanisms for family and community engagement.
5. Uses Indistar™, an online school improvement tool, for the following:
    - establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics;
    - collecting meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
    - setting leading and lagging indicators; including monitoring leading indicators quarterly and lagging indicators annually;
    - completing analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school;
  6. Ensures forty percent of a teacher's evaluation will be based on multiple measures of student academic progress. When data are available and appropriate, teacher performance evaluations incorporate student growth percentiles (SGPs) as one measure of student academic progress.
  7. Uses an electronic query system (i.e., Datacation) to provide principals with quarterly data needed to make data driven decisions at the school-level;
  8. Uses an adaptive reading assessment program (i.e., *iStation*) to determine student growth at least quarterly for any student who has failed the SOL assessment in the previous year, a student with disabilities, or an English language learner.
  9. Uses the *Algebra Readiness Diagnostic Test* (ARDT) for all schools with grade 6 or higher for all students who have failed the SOL assessment in the previous year, a student with disabilities, or an English language learner (fall, mid-year and spring at minimum).
  10. Attends OSI technical assistance sessions provided for school principals, division staff, and LTPs;
  11. Collaborates with assigned VDOE contractor(s) to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform;
  12. Provides an annual structured report to a panel of VDOE staff and turnaround initiative leaders detailing the current action plan, current leading and lagging indicators, and modifications to be made to ensure the reform is successful;
  13. Ensures division improvement plan supports the school-level improvement plan and is monitored monthly; and
  14. Reports to the SEA the school-level data required under the final requirements of this SIG grant.

Additional assurances may be needed for compliance pending final approval of *Virginia's Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)*.

Certification: I hereby certify that, to the best of my knowledge, the information contained in this application is correct.

Superintendent's Signature:	
Superintendent's Name:	
Date:	

The application must be submitted to the Office of School Improvement via the Virginia Department of Education's Single Sign-On for Web Systems (SSWS) Drop Box to Janice Garland by Friday, June 1, 2012 from the division Superintendent's office. The notification through SSWS will serve as a certification that a signed copy of the application is located in the division's files. This school will be a Title I school next year.

## PART II: REFLECTION AND PLANNING

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

### A. School Climate

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

The most successful strategies used to change the school's climate were the improvements made to the physical environment of the school. The school's physical environment supports a positive learning/working environment and promotes high expectations for student and teachers. The school's Mission Statement, Core Values, rules and expectations are posted throughout the school. In addition, bulletin boards, white boards, walls, and other spaces are used for instruction, for display of data and student work, as student resources, to support classroom procedures, and to reinforce positive student behavior. All members of the school community can articulate and demonstrate school wide expectations for classrooms and common areas throughout the school, which are aligned to the Community Code.

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

There was an attempt to recognize students weekly for their social and academic achievements as well as teachers for student achievement (quarterly). However, the lack of funding forced the Leadership Team to eliminate quarterly teacher incentives to yearly and the degree of student incentives (funds does not allow for field trip incentives).

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

A positive incentive system is in place and continually revitalized with more focus on intrinsic recognition than extrinsic rewards to promote and support appropriate student behavior. Students are recognized during award assemblies for academic achievement, citizenship, perfect attendance and other accomplishments.

Students whose behavior aligns with the school-wide code of conduct are afforded the opportunity to purchase items from the school store using their earned “Stuart Bucks”. The Leadership Team analyzes discipline data for trends in school behavior and provides suggestions for improving behavior. Student behavior has changed since the beginning of the school year because procedures have been carefully planned and implemented for every activity throughout the day and designed so that every opportunity is used to promote safety and order for learning (e.g. Single, silent and straight). Procedures are integrated seamlessly throughout the school that has established a safe and orderly learning environment that operates smoothly.

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 school climate has gone through a total transformation since the beginning of the school year to ensure that students, parents, community members and other stakeholders feel welcome upon their entrance in the building. Our Core Values are posted in the office and throughout the school along with a newly designed welcome sign. The administrative staff is aware of the importance of excellent customer friendly services to parents, students and stakeholders. The lobby area has school newsletters and brochures for visitors and a newly installed monitor displays announcement and digital photo gallery of recent classroom and school events.

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

Physical improvement to the school is an anticipated barrier for further improvements to the school climate. Funds are needed for capital improvement (painting the interior of the school, landscaping, adding appropriate furniture in classes and the lobby). In addition, teacher turnover may also be a barrier to further improvements to the school climate. If funds are not available to replace departing teachers (5) this may cause an increase to class size. If the teachers are replaced, additional time and resources will be needed for training.

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?

All members of the school community (parents, teachers, students, and stakeholders) will be orientated on the school’s improvement efforts at the beginning of the school year. In addition, school the improvement plan was posted on the school’s website, monthly improvement efforts will be highlighted in the school’s newsletter, during school assemblies and events, and posted on the digital marquee (inside monitor).

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

- An Awards Day Program will be held to recognition students for their academic achievements.
- A retirement Luncheon will be held to celebrate the retirees
- A volunteer luncheon will be held for all school volunteers
- Field Day will be held for students

## 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?

Using Edison Learning Diagnostic Review Findings, the Leadership Team/Improvement Team chose specific indicators/tasks to review, revise and communicate change during team meetings. Meetings are held bi-weekly. Members of the Leadership Team provide professional development on formative assessment and writing SMART Goals. Test data and strategies are discussed in order to drive instruction. Team members share content of the meetings and ensure that strategies are implemented in their classrooms. Edison Learning (Turnaround Partners) monitors the progress of all action steps and allow teachers to give input and set goals for improvement. Decisions are explained with rationale based school data (student and teachers).

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

Roles and responsibilities are assigned to the Leadership/Improvement teams based on members preferred strand of the Edison Learning Five Strand Design (Leadership, Assessment for Learning, Learning Environment, Pedagogy and Curriculum, and Student and Family Support). Administrators also assign SIP Indicators to team members with clear expectations and necessary resources are available. Timelines are set to ensure that tasks are completed in a timely fashion in an effort to provide timely feedback and follow through.

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

Strategies/practices are monitored through classroom observations, teacher feedback forms, professional growth plans, assessment data, and formal and informal teacher evaluations. Edison Learning provide on-going professional development based on teacher needs. These professional developments are outlined in the school's Professional Development Calendar. Teacher's evaluation of those professional developments is used to measure effectiveness and plan for follow-ups. The school's Title I team provides teachers with resources and technical support.

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

The momentum of the improvement effort was rigorous and laser focused. The principal reminded team members of the goals at each professional development session.

### C. Instruction

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

Student data (formative assessments, iStation, PALS, eValuate, SOLAR, Voyager, IEP's, and Spring SOL) are used to provide support in the core content areas.

2. How do teachers differentiate learning for students?

Differentiation is based on student achievement data and available resources (Small group instruction, a variety of instructional delivery methods, etc.

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. However, we need to review our resources and complete a curriculum guide for teachers to ensure that

resources are being utilized.

4. How are formative assessments used in your school?

Daily, teachers evoke evidence about learning during instruction using a variety of methods that result in adjustments to teaching and learning. The classroom cultures in which teachers and students are partners in learning involves ongoing interactions between teachers and students regarding learning goals, outcomes, achievements, and adjustments in learning activities. Teachers use various methods throughout instruction to check for understanding (explicit questions, group activities, technology integration, and one-on-one instruction).

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

No, not all teachers have a strong understanding of classroom management techniques. Teachers have received a series of staff development focused on classroom management; however, it has been found that there isn't a level of consistency on the implementation and enforcement of the school-wide behavioral management system. This skill set will be developed through on-going staff development, daily classroom management tips, and careful monitoring of the referrals to determine which teachers are in need of additional support.

**D. External Support**

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

The local community supports the school's improvement effort by serving as students' lunch buddies, volunteer readers, and local businesses provide incentives. A banking partner has agreed to provide volunteers that will teach several math lessons. Currently, there are no major hurdles to community involvement and support.

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 community-based organizations are involved with the school's improvement efforts:

- The faith based community(Shoulder to Shoulder) – serve as volunteer readers and provide the school small incentives for students performances
- Wells Fargo and BB & T Bank – provides teacher incentives and math instructional activities for students and teachers
- Kiwanis Club – recognizes students for their achievements
- Big Brother/Big Sisters – assists the school with providing positive field trips experiences
- Algebra Project – provide teachers in-depth staff development in math
- St. Paul Baptist Church – assist the school with its outdoor classroom

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

Edison Learning will be re-hired as our external partners. We have seen student and staff growth as a result of the partnership. The decision to re-hire Edison Learning is based on current performances.

In addition, the YMCA will be contracted to help provide services for parents and students that participate in the 21<sup>st</sup> Century Learning PRIDE program. The services provided by the YMCA will help us with our Family and Student Support System initiative by increasing the number of trainings that we are able to offer parents and offering enrichment opportunities for students.

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

Parents support the school's improvement efforts by attending parent teacher conferences, volunteering in classes and serving on various school committees.

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

Although we have seen an increase in parental involvement, there are still some areas where parent could become more involved. For example, parents' attendance at school events needs improving, making education the number one priority in the home, and ensuring that they students have all the necessary tool and supplies for learning daily.

#### **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?

Petersburg currently host job fairs to attract teachers to the district. Teachers are hired based on the needs of the district and the certification level of the candidates seeking employment. Once hired, teachers are assigned to classes and grades based on their experience, preference, and/or needs of the school. The process currently in place works to a certain degree. This year, the recruitment efforts began in early spring, giving us a greater chance of attracting and maintaining highly qualified teachers. It would be helpful to offer incentives or signing bonuses to potential employees.

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

Teachers' quality is evaluated throughout the school year through formal and informal observation and student achievement data.

3. Describe how teachers are provided professional development.

Teachers are provided professional development based on their needs, student data, and district and state requirements.

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

The principal is evaluated by the superintendent with feedback from the assistant superintendent, and the director of elementary school programs using the division's evaluation tool.

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 vacancies are reported to the director of human resources who will advertise the vacant positions. Applicants are screened to ensure that they qualify for the position for which they apply. Principals are then given the opportunity to interview potential candidates and make recommendations. Those recommendations are forwarded to the superintendent for board approval.

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

Professional development lessons/goals will be determined by data analysis of the following assessments:

- Student achievement data (Spring SOL)
- PALS
- Voyager
- iStation

The following factors will be considered as well:

- Needs of individual teachers
- Recommendations from the external partner
- Discipline/ Attendance data
- District and state mandates

School Improvement Plan goals

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

New teachers and staff participate in a school level orientation with the principal, Title I Team, grade level chairs. During the orientation, new employees engaged in active discussion on school level expectations, professionalism, philosophies, practices, and differences (current issues and challenges) of the school through open dialogue.

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 Team/and Improvement Committee is cohesive. All

members are afforded the opportunity to engage in open dialogue regarding the state of the school, is an active part of the decision making process, and all members offer valuable input that contribute to the growth of the school.

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 (LTP) (Edison Learning) and the principal is interconnected. The LTP works alongside the principal to ensure that her mission/vision for the school is executed to its maximum potential. Weekly site reports are submitted to summarize the work that is completed with an outline for next steps. Some of support that is provided to the principal by the LTP includes: staff developments opportunities for the teaching staff, classroom observations, analyses of data, working with the school's Leadership Team, parent groups, collaboration with local businesses to attract business partners and community support. They also attend and participate in school and district meetings with the principal to provide support and guidance when needed.

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

Currently the Internal Lead Turnaround Partner position is vacant.

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

Currently the Internal Lead Turnaround Partner position is vacant.

#### F. Decision-making Process and Autonomy

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

Most of the decision made in the school is based on data. Because data is collected and reviewed regularly by the school's Leadership Team, they play an essential role in the decision making process. It is the goal of the Leadership Team to use data to inform decisions for school improvement. There are members on the Leadership Team from each grade level and department at the school that serve as liaisons for their teams/departments.

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, who is the school's instruction leader, makes all final decisions about the school's improvement plan with input from her Leadership Team.

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

N/A

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).

N/A

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

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 | iStation results indicate that 30% of K-2 students are in Tier 1, 22% of K-2 students are in Tier 2, 48% of K-2

	students are in Tier 3 and 21% of grades 3- 5 students are in Tier 1, 22% of grades 3 – 5 students are in Tier 2, and 46% of grades 3 – 5 students are in tier 3. Edison Evaluate results in the area of Mathematics indicate that 53% of 3 <sup>rd</sup> graders, 59% of 4 <sup>th</sup> graders, and 54% of 5 <sup>th</sup> graders are proficient in the area of mathematics. Assessment data indicates a need for curriculum, instruction, and assessment alignment. Therefore, the leadership team will ensure that 100% of the resources are aligned with the curriculum frameworks, pacing guides, and assessments for 100% of grade levels by August 31, 2012; creating a curriculum guide to drive instruction. {Indicators: G4, G3, K5, K6}
2	SOL 2012 results; Voyager Benchmark 4 data, Spring PALS data, and 2011 – 2012 discipline reports will be analyzed to determine professional development needs. Summer professional development sessions will be designed to meet the needs of teachers and students. (Example: instructional usage for iPads training; Comprehension Strategies Instruction (CSI) training; the Learning environment). At least 2 summer professional development sessions will be held prior to August 20, 2012. {Indicators: I3, I8, I1}
3	To ensure that interventions are strategic and appropriate for the fall of 2012, time will be allotted for the leadership team to review/ analyze data, to design an intervention plan, and to prepare for delivery of instruction for the upcoming school year. 100% of the Title 1 resource teachers will participate and This information will also be used to develop a data analysis workshop for teachers. (Workshop for teachers will take place during the week of pre-planning). {Indicators: I8, I3, J7, J8, K5, K6, K8}
4	According to indicator G1, the principal is a change leader. The tasks created for this section of the plan requires the principal to work with the external partner and others to develop a change strategy to improve student achievement. Therefore, the principal will attend 100% of the required summer professional development sessions provided by the LEA, VDOE, and the external partner to improve performance. (Example: Summer Edison Training, SURN, Elementary Principals' Conference, etc.) {Indicators: G1, H2, G3}
5	The leadership team will participate in a summer retreat designed by the external partner (Edison). Topics will include student achievement, student and family support systems, distributive leadership, etc. 100% of team members will participate in a 2 day session to be conducted no later than August 20, 2012. {Indicators: I1, I2, I3}

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

<p>Example: Grade level math teachers will increase their use of formative assessments by 25% to drive instruction as evidenced by weekly formative assessment plans submitted to principal by first week of school for the first 6-weeks, inclusion of formative assessment strategies in lesson plans, associated data-driven decisions in teacher grade-level meeting minutes, and observed implementation. (Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under each indicator to accomplish each goal.)</p>	
1	100% of teachers will participate in professional development related to the management of student conduct. By September 4, 2012, 100% of homeroom teachers will have a behavior management plan in place. To ensure a successful start to the school year, all staff members will participate in 2 classroom management professional development sessions on the 1 <sup>st</sup> and 3 <sup>rd</sup> Tuesday of September 2012. New teachers will be required to attend 2 additional follow-up sessions that will occur on the 2 <sup>nd</sup> and 4 <sup>th</sup> Tuesday of September 2012. Discipline data will be reviewed on October 2, 2012 to determine the progress of management of student conduct. {Indicators: I1, I2, I3, K11}
2	In order to improve delivery of instruction and increase the percentage of students in Tier 1 by 20 percentage points, 100% of teachers will participate in a professional development session related to effective lesson planning. The session will include the required components of a lesson plan and the importance of team planning. {Indicators: I1, I2, I3, K6, K8}
3	The Title 1 Math resource teacher will provide professional development related to math processes as defined by the VDOE Math Institute. {Indicators: K5, K6, K8, K9} 100% of teachers will participate. The first session will be conducted within the first 30 days of school.

**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	Preliminary Spring SOL 2012 Writing results indicate that only 57% of students have mastered the writing standards. Therefore, a school- wide writing plan will be developed to ensure a minimum of 75% of students pass the Spring SOL Writing test in 2013. The plan will include strategies, timelines, professional development, and benchmarks across 100% of grade levels to improve delivery of instruction. {Indicators: J7, J8, K5, K6, K8, K9, I3, I1 }
2	After reviewing historical data, Stuart has been identified to receive a grant to assist students with improving spatial-temporal reasoning. The ST Math program will be implemented in grades 2 through 5 to increase mathematics pass rates to a minimum of 80% in grades 3-5. A site program administrator (Beverly Parham, Title 1 Math Resource Teacher) and teachers will participate in implementing the program. {Indicators: K6, K9, J6}
3	To accelerate student advancement to Tier 1 in Reading, there will be 100% weekly AR participation in grades 2 – 5 as evidenced by AR reports. {Indicators: G4, K9}
4	The administrators or leadership team will meet weekly with 100% of teachers in grades K-5 to ensure proper analysis of data and utilization of data to provide corrective teaching and enrichment activities. (Monday Meetings with Principal) {G3, G4, H2, H17}
5	To improve student attendance, the Student and Family Support Systems team will meet bi-weekly to review and analyze attendance data and monitor interventions. Attendance will be improved by a minimum of 1%. {J2, G3, J6}

#### 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	Tier 2 students will receive 60 minutes of on-line intervention each week using the iStation program. In addition, these students will participate in the teacher station at least 2 times per week during guided reading. They will receive day-time tutoring at least 1 day per week.
Tier 3	Tier 3 students will receive 90 minutes of on-line interventions each week using the iStation program. In addition, these students will participate in the teacher station at least 3 times per week during guided reading. They will receive day-time tutoring at least 1 day per week.

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

Tier 2	Tier 2 students will participate in a small group session with the classroom teacher at least twice per week. Tier 2 students will be pulled by the day-time tutor or Title 1 team at least once per week. Tier 2 students will participate in ST Math at least twice a week to assist with building spatial-temporal reasoning.
Tier 3	Tier 3 students: Tier 3 students will participate in small group instruction with the classroom teacher at least 3 times per week. Tier 3 students will be pulled by the day-time tutor or Title 1 team at least once per week. Tier 3 students will participate in ST Math at least three times per week to assist with building spatial – temporal reasoning.

**Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable**

Tier 2	The classroom teacher will work with students at the teacher station at least 3 times per week. Students are pulled 3 times per week by day-time tutors.
Tier 3	Tier 3: The classroom teacher will work with students at the teacher station daily. Students are pulled 3 times per week by day-time tutors. These students will also be targeted for individual tutoring by the Title 1 Reading teacher. These students will also be targeted for Saturday Academies.

**Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above**

Tier 2	Tier 2: Students will receive guided instruction by the classroom teacher. Additional instruction will be received by the day-time tutor. Recovery students are targeted for the 21 <sup>st</sup> Century Grant PRIDE program to receive tutorial services after school.
Tier 3	Tier 3: Students will receive guided instruction by the classroom teacher. Additional instruction will be received by the day-time tutor. Recovery students are targeted for the 21 <sup>st</sup> Century Grant PRIDE program to receive tutorial services after school. Tier 3 students will receive additional time on iStation program. These students will also be targeted for Saturday Academies.

**Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above**

Tier 2	Students will receive guided instruction by the classroom teacher. Additional instruction will be received by the day-time tutor. Recovery students are targeted for the 21 <sup>st</sup> Century Grant PRIDE program to receive tutorial services after school.
Tier 3	Students will receive guided instruction by the classroom teacher. Additional instruction

	will be received by the day-time tutor. Recovery students are targeted for the 21 <sup>st</sup> Century Grant PRIDE program to receive tutorial services after school. These students will be targeted for Saturday Academies. These students will also receive additional time on the ST program.
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## Part V: BUDGET (LEA SCHOOL)

### Budget Summary

School Improvement Grant (SIG) funds may be expended on any allowable expense as described in the Guidelines for School Improvement Grant Application document. School Improvement Grant funds may also be expended for the purchase of educational vendor/company services to support the implementation of the selected intervention model(s). The LEA must submit the following:

- a. For the school served with SIG funds, a budget summary detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies.
- b. For the school served with SIG funds, a detailed narrative describing the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives.

See following pages for budget form(s).

### Budget Expenditure Code Definitions

These expenditure codes are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

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

Part V (a): School Budget Summary

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

SCHOOL NAME: J. E. B. Stuart Elementary				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 \$	Other: \$363,384.00
	School Expenses \$	School Expenses \$		School Expenses \$117,700.00	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$91,612.00
	School Expenses \$	School Expenses \$		School Expenses \$9,004.05	
3000 – Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$328,300.00	
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$	

5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$3,500.00	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$82,150.00
	School Expenses \$	School Expenses \$		School Expenses \$22,121.35	
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$65,100.00	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$	Other: \$537,146.00
	School Expenses \$	School Expenses \$		School Expenses \$	
				Total Division Expenses \$	
				Total School Expenses \$545,725.40	
				TOTAL \$545,725.40	

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: J. E. B. Stuart Elementary	COHORT II <input checked="" type="checkbox"/>	COHORT I <input type="checkbox"/>
<p>1000 – Personnel (Use as much space as necessary.) – <b>(\$117,700)</b></p> <ul style="list-style-type: none"> <li>• Tutors:Day g3-5 (3 days/28 wks/84 days x \$75)x6 \$ 37,800.00;</li> <li>• Tutors: Sat gr 3-5 (6 days x \$75)x11 \$ 3,300.00;</li> <li>• Summer School Teachers (19days/20Hr x \$100 ) X4 \$ 7,600.00;</li> <li>• Teacher Incentive Stipends (\$3,000 x up to 10) \$ 30,000.00;</li> <li>• Teacher PD Stipends (outside contract hours) \$ 12,000.00;</li> <li>• Intervention Specialist \$ 27,000.00</li> <li>• 21<sup>st</sup> CCLC Tutors (\$65,00.00)</li> <li>• Title I (\$233,384.00)</li> </ul> <p>Math Resource, \$68,093, Reading Resource, \$69,397.00, Instructional Specialist, \$95,894.00</p> <ul style="list-style-type: none"> <li>• State – Early Intervention -\$65,000.00</li> </ul>		
<p>2000 -Employee Benefits (Use as much space as necessary.) (\$9,004.05)</p> <ul style="list-style-type: none"> <li>• FICA 7.65% Tutors:Day \$ 2,891.70</li> <li>• FICA 7.65% Tutors:Sat \$ 252.45</li> <li>• FICA 7.65% Sum Sch Tchrs \$ 581.40</li> <li>• FICA 7.65% Teach Incent Stipends \$ 2,295.00</li> <li>• FICA 7.65% Teacher PD Stipends \$ 918.00</li> <li>• FICA 7.65% Intervention Specialist \$ 2,065.50</li> <li>• 21<sup>st</sup> CCLC \$4,972</li> <li>• Title I \$67,640.00</li> <li>• State – Early Intervention \$19,000.00</li> </ul>		

3000 - Purchased Services (Use as much space as necessary.) (\$328,300)

- **External Lead Turnaround partner**\$300,000 for year 2: The Lead Turnaround Partner (Edison Learning) will implement the 25 components of the Transformation Model.
- **iStation** for English/Language Arts Remediation \$6,500 per year
- **Teach First** for formative assessment \$2,000 per year
- **PD 360** for guided and independent professional development \$3,000 per year
- **Spatial Temporal (ST) Computerized Math Program:** (\$3,500) Maintenance fee for year 2
- **Datacation** (\$500)
- **Teacher Studio Subscription (\$2000)** – Stuart’s Contribution
- **AR Coach (3 days/week -30 wks @\$240/day x 90 = \$10,800)**

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

5000 - Other Charges (Use as much space as necessary.)(\$3,500)

Staff/ Administrative travel; \$3,500

6000 - Materials and Supplies (Use as much space as necessary.) **(\$22,121.35)**

- AR Incentives will be purchased to motivate students. Students who meet AR goals will receive small tokens/ prizes from Positive Promotions and Oriental Trading. (\$3,800)
- In an attempt to reduce discipline infractions and improve the learning environment, students receive Stuart bucks as incentive for appropriate behavior and classroom participation. Incentives will be purchased from Oriental Trading for students to purchase with Stuart Bucks in the Bucks Store. The Bucks Store is located in the Title 1 room. (\$3,500)
- Incentives for teachers: purchase certificates & plaques (\$1,000), school shirts/recognitions (\$2,000), and badge holders (\$300) to assist with boosting staff morale; which improves the climate of the building. (\$3,300)
- Student incentives (i.e., Honor Roll Incentives: Purchase Static Cling Window Decals for parents of students who make honor roll) (\$2,313.10)

Materials to support student achievement in Writing, Reading, and Mathematics. Books, Folders, Paper, Manipulatives, Instructional Materials etc. (\$7,708.25)

Ipod swivls for teacher studio (\$1,500)

Title I \$ 49,450.00

21<sup>st</sup> CCLC (\$6,700.00)

VPSA (\$26,000)

8000 – Equipment/Capital Outlay (Use as much space as necessary.) **(\$65,100)**

- It will be necessary to purchase 2 carts of 24 computers (COWS) to enhance the Mind Research computer-based program and Accelerated Reader in efforts to maximize the number of students that are able to participate in both programs to include (\$44,000)
- Promethean Boards will be purchased to support delivery of instruction for rooms 1, 5, 8, 11 and 12 (\$17,500.00)
- Projectors for Promethean Boards (4) (\$3,600)

**Combined Division-Level Budget Summary for ALL (Tier I and Tier II) Schools the LEA Commits to Serve**  
(ONE PER DIVISION, NOT PER SCHOOL)

Although this form is included in each school-level application, complete only one Division-Level Budget Summary for ALL (Tier I and Tier II) schools in the division.



**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.*

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

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

**1003(g) School Improvement Grant (SIG) Application**

**Due: June 1, 2012**

Approved 9.20.12

Please complete this application for each school.

**PART I: DIVISION INFORMATION**

School Division Name:		Petersburg City Public Schools			
Division Contact:		Dr. Danielle Belton			
Telephone of Division Contact (include extension if applicable):		(804) 862-7089		Fax:	(804) 862-7052
Email of Division Contact:	dabelton@petersburg.k12.va.us				
Name of School	A.P. Hill Elementary	2012-2013 Grade Span	K-5	Projected School Membership	595
	Current Percent Identified as Disadvantaged	94.54%	Current Percent Students with Disabilities	6.38%	Current Percent Limited English Proficient
Name of Principal	Tonya Shelton				
Telephone of Principal	(804)861-3765				
Email of Principal	toshelton@petersburg.k12.va.us				

**\*Assurances:** The local educational agency assures that School Improvement 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under the *No Child Left Behind Act of 2001* (NCLB). The division agrees to these conditions of award:

The LEA must assure that it —

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:	
Superintendent's Name:	Dr. Alvera J. Parrish
Date:	May 24, 2012

The application must be submitted to the Office of School Improvement via the Virginia Department of Education's Single Sign-On for Web Systems (SSWS) Drop Box to Janice Garland by Friday, June 1, 2012 from the division Superintendent's office. The notification through SSWS will serve as a certification that a signed copy of the application is located in the division's files. This school will be a Title I school next year.

## PART II: REFLECTION AND PLANNING

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

### H. School Climate

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

- Posting of teacher data to promote transparency and accountability
- Promoting student ownership regarding their academic performance
- Creation and dissemination of the school's mission and vision statements
- Building the capacity of the instructional staff in the delivery of instruction as well as in the area of leadership
- Strengthening of the Leadership Team and enhancing the level of distributive leadership that has occurred throughout the building
- The addition of incentives to encourage the students to realize their potential both academically and socially
- Establishing Community Partnerships to assist with the revitalization of the school climate as they assist the students, teachers, and administration

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

- Creating a myriad of school sponsored events to promote parental involvement where we experienced poor parental attendance
- Monitoring the implementation of the school-wide discipline plan to fidelity to further assist with the promotion of a positive school climate
- Communicating with the staff via various modalities such that in writing, via email, and texting, wherein some teachers did not embrace the more technologically enhanced forms of communication

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

No; however, the school climate has improved and we expect that the concrete data from the Title I school

climate survey to be conducted at the end of the school year. The number of administrative/parent conferences regarding discipline infractions have declined. The students are taking more ownership of their behavioral conduct and they are encouraging their peers to display appropriate behaviors as well. The students are now putting forth greater efforts academically such that they are displaying a heightened sense of pride.

11. 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 school climate experienced a tremendous positive change in the climate since the beginning of the school year. Several imperative processes relating to the opening of school were not in place and a safe and nurturing environment that promoted student achievement did not appear to be evident. Many changes have been put into place to address these areas; however, we are not where we want to be. The following changes will be put in place to further address school climate:

- Emphasis on core values (division-wide integrated with Edisonlearning) and the school-wide discipline plan
- Emphasis on monitoring home-school communication, administration-staff communication, and teacher-parent communication
- Emphasis on facility maintenance to further assist in the creation of a safe and nurturing environment
- Emphasis on teacher and student ownership in terms of academic achievement
- Emphasis on increasing student safety & security

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

Parental support and buy-in

13. 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?

1. Systems will be in place for the opening day of school in September
2. Parent handbook will be given to each household to promote communication
3. Pre-school information regarding bus schedule, teacher assignments etc. will be completed in a timely manner
4. School closing processes will be put into place to ensure proper textbook procurement and contact information are in order
5. First school calendar, welcome letter, and classroom assignments will be sent out in August

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

March Madness, Mock SOL Testing Cookout, Monkey Joes Inflatables –Students who passed the writing SOL tests, 5<sup>th</sup> Grade Promotion, Field Day, Outdoor Musical Concert, 30 Tickets GameTruck Day (promoting daily attendance, punctuality, behavior, and focus)

Using Alert Nows, School Calendars & Newsletters to promote communications, Continue with targeted professional development by principal and Edison, continual disaggregation of data for the upcoming school year, Communicate placements of faculty and staff during evaluation conferences, Continual classroom observations and monitoring of lesson plans, teachers will have end of the year instructional packets for remedial/enrichment as designed by Title I Staff.

#### I. Process Steps/Atmosphere of Change

5. 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?

The leadership team/improvement team meets weekly. Agendas are established based on feedback from the leadership team. Grade level chairperson from each grade level along with the title I team, administration

and Edisonlearning make up the Leadership team. Information regarding the five strand design, the school improvement plan, areas of concern provided by the staff, and house-keeping information. These members take all information from these meetings and disseminate that information to their grade levels and other stakeholders. During this time opportunities (at the onset and at the end of the meeting) for discussion entitled an "open agenda" are incorporated to allow for open dialogue. Rationales are consistently provided to assist with the implementation of strategies and plans that result from the Leadership Team Meetings.

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

Initially the various roles and responsibilities of the participants were discussed. Once those divisions were articulated, the members of the team chose their role. The team members along with their roles are delineated on each agenda. Yes, the responsible parties have the resources needed to follow through.

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

These new strategies and practices are monitored via observations and disaggregation of data. Discussions that surround the SLC's and the PLCs also assist in the monitoring of these processes. If they aren't working, we adjust and make the needed changes to address the areas of concern.

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

The momentum of the improvement effort was sustained by constant dialogue, constant disaggregation of data, consistent targeted staff development and support provided from site, Edisonlearning and the school district, and constant reorganization to address areas of concern as they arise

## J. Instruction

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

Students are identified as needed additional support utilizing the following: student achievement data from formative assessments, technologically enhanced diagnostic tools, parental concerns, and faculty and staff observations.

7. How do teachers differentiate learning for students?

Teacher differentiate learning for students via their lesson planning for the various levels of students in their classrooms, small group and centers implemented during instruction, integration of technology, using diagnostic data to group students so that targeted supports according to strands and essential skills can be implemented, and flexibility of grouping and the implementation of Small Learning Communities.

8. 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 within grade levels. Currently, discussions surrounding vertical alignment are occurring as we recognize its importance.

9. How are formative assessments used in your school?

The data generated from the formative assessments are used to drive instructional decisions which ultimately result in the continual flexible grouping of our students to meet their academic needs.

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

developed?

Roughly 65% of our staff has a strong understanding of classroom management techniques. This skill can be developed by staff development, peer observations, and implementing the school wide discipline plan to its fidelity.

#### K. External Support

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

Community partnerships have been fostered. These partnerships involve academic and fiscal support to our program. One major hurdle is getting our parents to understand the importance and the validity of community partnerships to enhance our instructional programming.

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

- Faith-based organizations-book-buddies, math –buddies, mentoring, tutoring, and adopted grade levels
- Virginia State University- tutoring, mentoring
- Virginia Commonwealth University- tutoring, assisted with reading lesson designs
- BB&T/Wells Fargo Banks- provide student and teacher incentives, fiscal support, and provide the financial literacy program for students
- Target- provide student teacher incentives, books, and volunteers
- Petersburg's CHUMS Inc.- beautification and donation of school uniforms and student school supplies
- YMCA- provide volunteers, the Learn to Swim Program for 2<sup>nd</sup> grade students
- Petersburg Parks and Leisure Services- supported the PRIDE Program
- Petersburg Department of Social Services – assist with attendance and truancy with the Smart Start Initiative
- SSCL Senior Support for Children's Literacy (Retired Teachers) – provide literacy support

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

PALS tutors, iStation tutors, Day tutors, Reading Coaches/Tutors, Writing Prompt Reviewers, HES Math Sessions, Science Contracted, afterschool tutors, and Behavior Intervention Support Personnel. Data has shown that with these supports in place student achievement and teacher delivery of instruction has experienced growth.

AR Coach- to support the Accelerator Reader Program implementation process  
EdisonLearning – (External Lead Turnaround Partners) Partnership assists with providing professional developments for faculty/staff; providing resources for faculty/staff; serving as a coach for administration and teachers; and assisting with disaggregation of all data to increase student achievement.

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

This is an area that we desire to enhance. Parents are given opportunities to attend PTA meetings, serve on various committees to provide feedback and to be a part of the school program decision making, allowed an open door policy where they can observe their children, they allow their students to attend afterschool tutorial programs, and they contact that the administration and teachers to address student academic and behavior progress.

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

Parents could take advantage of the many opportunities to participate at the scheduled school events and

parental workshops. Parents could make certain that students are able to participate in the full school day rather than early pick-ups and late arrivals ready with all materials and supplies ready to learn. Lastly, parents could actually volunteer in classrooms regularly and become an active member of the school in which their student attends.

#### L. Staffing and Relationships

12. 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?

1. Evaluate the number of teachers needed per grade level
2. Use the tiered teacher report to consider which teachers should be assigned which students and grade levels
3. Use student achievement data to assist with the heterogeneous grouping of students according to tiered teachers
4. Assign teachers according to specific grade level needs and student academic needs which results from data disaggregation

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

Administration conducts daily observations using the observation tool prescribed the division. Teachers are formally evaluated at minimum twice a year with the prescribed division tool. Overall trend data (attendance, discipline, achievement, Datawalks, parental...) is used informally to evaluate teacher quality as well.

14. Describe how teachers are provided professional development.

Professional development is provided via PD 360, Edisonlearning, Algebra Project (ends July 2012), the site level and the division level. Staff development is provided during school via Professional Learning Communities (PLC), before/after school and during division-wide scheduled PD and on Saturdays (Algebra Project only) and two weeks during the summer (Algebra Project only)

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

The principal is informally evaluated by the Director of Elementary Instruction, the Assistant Superintendent, External Lead Turnaround Partners, and Office of School Improvement. Formally, the Superintendent evaluates the principal. The principal receives almost daily feedback from the Director of Elementary Instruction and the External Lead Turnaround Partners. The Assistant Superintendent is weekly, and the Superintendent is approximately monthly if not more frequently.

16. 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 division process for hiring teachers is adhered to. Potential teaching candidates are able to interview with specific schools prior to being sent to other schools in the division. In some cases teachers may opt to accept teaching positions at other schools in the division or outside the division.

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

PD will be developed based on teacher surveys, student and teacher performance data, curriculum enhancement and results of the principal's formal and informal observations.

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

A School Induction Program will be put into place at the onset of the school year with sessions scheduled throughout the school year. They will also be assigned a mentor/buddy.

19. 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 Team/Improvement Committee can be defined as a community of professional respect. It can be improved by continuing in the same vein next year now that the committee has been organized and stabilized.

20. 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 one of mutual professional respect. The Lead Turnaround Partner serves as a coach to the principal offering insight to the various roles and levels inside the organization. The relationship can be improved by continuing the structures that have been put in place and more articulation with all stakeholders as to what the responsibilities of the LTP are.

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

Currently we do not have an ILP.

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

Currently we do not have an ILP.

### **M. Decision-making Process and Autonomy**

5. 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 schools use the Leadership Team/School Improvement Team to discuss indicators and efforts. Also during the Professional Learning Communities (PLC) when each grade level meets with the Title I team and the administration initiatives and efforts are discussed. Lastly, the principal, the assistant principal and the Title I team also make some decisions that are related to the overall strategic vision of the school.

6. 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 makes the final decision when necessary as there are instances (not often) where the principal must make the decision in the best interest of the school as they may have information that the staff may not have access to.

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

There were exemptions from division staff development and allowed to work with Edisonlearning on more targeted support that was pertinent to our SIG schools

8. 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).

Currently there are no policy barriers that prevent the school from succeeding.

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

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

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

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

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

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

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

14. 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.

**D. 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	<p>100% of all 5<sup>th</sup> grade teachers will participate in the creation of a Writing pacing guide will to ensure grade level curriculum alignment. (K6 &amp; K9)</p> <ul style="list-style-type: none"> <li>• K6 – School Achievement Team, Leadership Team, and LTP (EdisonLearning) will create a school-wide Writing plan.</li> <li>• K9 – School Achievement Team, Leadership Team, and LTP (EdisonLearning) will create a school-wide Writing pacing guide.</li> </ul>
2	<p>100% of team member will assist in the creation/revision of a school-wide behavior management system that will target specific behaviors as seen throughout our school discipline report to assist in a decline of referrals by 10%. (B2)</p> <ul style="list-style-type: none"> <li>• B2 – School Leadership Team, Achievement Team, SFAS Team, and LTP will review the current school-wide behavior management system that is in place and compare the school-wide discipline infractions’ data in order to create a new behavior management system based on the specific needs of our school.</li> </ul>
3	<p>100% of team members will assist with the creation/revision of a school-wide attendance plan/committee to assist with increasing student attendance to 95%. (G1, D3)</p> <ul style="list-style-type: none"> <li>• G1 – SFAS Team will create an attendance plan to address student attendance and tardies.</li> <li>• D3 – Administration and LTP will meet with parents to review attendance data, discuss how attendance affects student achievement, and strategies to help improve attendance rates.</li> </ul>
4	<p>100% of the Administrative team/Title I Team/LTP will create/revise a school-wide Achievement Team to disaggregate all data and to assist with increasing the success rates, by subgroups, in areas of reading/language arts and mathematics. (D5, G1)</p> <ul style="list-style-type: none"> <li>• G1 – School Achievement Team will review all trend data as it relates to Reading/Language Arts and Math, and create activities to assist with increasing the success rate</li> <li>• D5 – School Achievement Team will meet a minimum of once a month to review all data and create action plans to target specific skills.</li> </ul>
5	<p>1. To ensure opportunities for differentiated professional development, a calendar to assist faculty/staff with areas to increase student achievement according to grade level and specific need will be created. This calendar will allow 100% of all team members to participate in professional development. (K1)</p> <ul style="list-style-type: none"> <li>• K1 – Administration and LTP will provide professional development for teachers in the Writing Process and Reading Strategies</li> </ul>

**E. 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	<p>100% of all teachers grade 3-5 will assist in the development of sample assessments that are aligned with state standards which will add more rigor in core areas of Reading and Science for the overall academic success of students in grades 3-5. (K9)</p> <ul style="list-style-type: none"> <li>• K9 – School Achievement Team and LTP will develop sample assessments that are aligned with the state standards in the core areas of Reading and Science grades 3-5.</li> </ul>
2	<p>100 % of all teachers will include formative assessment strategies in weekly lesson plans (K6)</p> <ul style="list-style-type: none"> <li>• K6 – Teachers will create student-engaging and center-based lessons that clearly identifies opportunities for formative assessment</li> </ul>

3	<p>100% of all faculty/staff members will create “Smart Goals” to address how their direct involvement will assist in increasing student achievement.(H14 &amp; B3))</p> <ul style="list-style-type: none"> <li>• H14 – Faculty/Staff “Smart Goals” will be assessed by administration during the first 30 days of school</li> <li>• B3 – Administration and LTP will train all faculty/staff in how to create “Smart Goals”</li> </ul>
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**F. Please list 5 (SMART) goals for the upcoming school year:**

<p>Example: By June 2013 SOL mathematics scores will increase by 15% in grade 7 and by 5% in grade 6, 8 to exceed the state benchmark by 5% by establishing a laser-like focus on the monitoring of math remediation services using the ARDT as a screening tool for all students to identify area of student need, design remediation content, establish a timeline for remediation services, and record strand assessments results. (Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under each indicator to accomplish each goal.)</p>	
1	<p>Preliminary Spring 2012 Writing SOL test results indicate by 57% of A.P. Hill’s students mastered the writing standards. By June 2013 SOL Writing scores will increase to 75% or higher in grade 5. (K9)</p> <ul style="list-style-type: none"> <li>• K9 – All 5<sup>th</sup> grade teachers will receive “The Writing Process” training to assist with providing sound instruction in the area of Writing.</li> </ul>
2	<p>By June 2013 less than 50 students will be truant at AP Hill. (G1 &amp; D3)</p> <ul style="list-style-type: none"> <li>• G1 – SFAS Team will create an attendance plan to address student attendance and tardies.</li> <li>• D3 – Administration and LTP will meet with parents to review attendance data, discuss how attendance affects student achievement, and strategies to help improve attendance rates.</li> </ul>
3	<p>By June 2013 AP Hill’s teacher attendance rate will increase to 94.5%. (B2 &amp; G1)</p> <ul style="list-style-type: none"> <li>• B2 – Teachers will be recognized during Nine Week Awards ceremonies for Perfect Attendance</li> <li>• G1 – Teachers will receive incentives for Perfect Attendance.</li> </ul>
4	<p>By June 2013 AP Hill will make incremental increases to make AYP through Safe Harbor and/or guidelines set forth by federal government with Virginia’s waiver. (K6 &amp; K9)</p> <ul style="list-style-type: none"> <li>• K6 – Achievement Team will continuously analyze data and trends.</li> <li>• K9 – Teachers will ensure formative assessment opportunities are evident in daily lessons</li> </ul>
5	<p>By June 2013 100% of students in grades 2-5 will participate in school-wide Accelerated Reader program. (K9)</p> <ul style="list-style-type: none"> <li>• During PLC meetings classroom AR participation will be reviewed.</li> </ul>

**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:

- e. targeted group; intervention description;
- f. intervention provider;
- g. frequency and amount of time for each tier; and,
- h. description of how the intervention will be monitored.

See the sample provided.

SAMPLE RESPONSE

<b>Students who are at-risk of failing a mathematics SOL</b>	
Tier 2	5 <sup>th</sup> grade math teachers will work collaboratively to develop a list of activities on the math remediation software (intervention description) for the highly qualified paraprofessional (intervention provider) to use with the students identified by grades C-D, low weekly formative assessment performance and scoring 70-80% on 9-weeks assessment (targeted group) during the first 9 weeks in lieu of specials 3 days per week for 40 minutes (frequency and time). Teachers will review results from remediation software reports bi-weekly (monitoring).
Tier 3	5 <sup>th</sup> grade math teachers will work collaboratively with math specialist to analyze lesson plans and instructional strategies used during instruction of Measurement and Geometry to develop hands-on activities for daily intervention small group pull-out (intervention description). The licensed Title I teacher (intervention provider) will address specific skills identified in the strand for the targeted population 5 days/week for 40 minutes (frequency and time). Teachers will review results of ARDT strand tests as they are completed in accordance with student's remediation timeline (4 weeks at minimum) (monitoring).

<b>Part IV (a): Interventions for students who are at-risk of failing a reading SOL</b>	
Tier 2	<b>Tier 2 students:</b> Each week all Tier 2 students will receive 60 minutes minimum of on-line intervention using iStation each week as well as day-tutoring at least 1 day per week. Students in grades 3-5 will also receive additional support in small learning communities during the reading block at least 2 days a week. Tier 2 students will also be pulled into the "teacher's station" at least 2 times per week.
Tier 3	<b>Tier 3 students:</b> Each week all Tier 3 students will receive 90 minutes minimum of on-line intervention using iStation each week as well as day tutoring at least 1 day per week. Students in grades 3-5 will also receive additional support in small learning communities at least 2 days a week during the reading block. Tier 3 students will also be pulled into the "teacher's station" at least 3 times per week.

<b>Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL</b>	
Tier 2	<b>Tier 2 students:</b> Students in grades 3-5 will receive support in small learning communities with Title I Specialist at least 2 days a week during the math block. Tier 2 students will also be pulled into the "teacher's station" at least 2 times per week.
Tier 3	<b>Tier 3 students:</b> Students in grades 3-5 will receive support in small learning communities with Title I Specialist at least 2 days a week during the math block. Tier 3 students will also be pulled into the "teacher's station" at least 3 times per week. Guided lessons will be introduced targeting skills through the utilization of math manipulatives. Students will also have an additional 20 minutes 2 days a week for computer based instruction (Jefferson Lab and Study Island).

<b>Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable</b>	
Tier 2	<b>Tier 2 students:</b> Students will receive sessions with a PALs tutor at least 3 times per week. Tier 2 students will also be pulled into the "teacher's station" by the classroom teacher daily.
Tier 3	<b>Tier 3 students:</b> Students will receive sessions with a PALs tutor at least 3 times per

	<p>week. Tier 2 students will also be pulled into the “teacher’s station” by the classroom teacher daily. Small guided lessons will be designed to target specific skills needing remediation. Listening centers, regular running records, and sight word reviews will be utilized to check reading comprehension levels on a regular basis.</p>
<p><b>Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above</b></p>	
Tier 2	<p><b>Tier 2 students:</b> Tier 2 Remediation Recovery students will work in a small learning community with the Title I Reading Specialist at least 2 times per week. Remediation Recovery students will also be pulled into the “teacher’s station” by the classroom teacher at least 2 times per week. Tier 2 students are also invited to take part in after-school tutoring.</p>
Tier 3	<p><b>Tier 3 students:</b> Tier 3 Remediation Recovery students will work in a small learning community with the Title I Reading Specialist at least 2 times per week. Remediation Recovery students will also be pulled into the “teacher’s station” by the classroom teacher at least 3 times per week. Tier 3 students are also invited to take part in after-school tutoring. Small guided lessons will be designed to target specific skills needing remediation. Listening centers and regular running record will be utilized to check reading comprehension levels on a regular basis. Students will also have an additional 20 minutes 2 days a week for computer based instruction (Study Island).</p>
<p><b>Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above</b></p>	
Tier 2	<p><b>Tier 2 students:</b> Tier 2 Remediation Recovery students will work in a small learning community with the Title I Math Specialist at least 2 times per week. Remediation Recovery students will also be pulled into the “teacher’s station” by the classroom teacher at least 2 times per week. Tier 2 students are also invited to take part in after-school tutoring.</p>
Tier 3	<p><b>Tier 3 students:</b> Tier 3 Remediation Recovery students will work in a small learning community with the Title I Math Specialist at least 2 times per week. Remediation Recovery students will also be pulled into the “teacher’s station” by the classroom teacher at least 3 times per week. Tier 3 students are also invited to take part in after-school tutoring.</p>

## 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: A.P. Hill 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 \$	Other: \$	Division Expenses \$	Other: \$263,748.00
	School Expenses \$	School Expenses \$		School Expenses \$165,350.00	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$78,817.00
	School Expenses \$	School Expenses \$		School Expenses \$12,649.28	
3000 – <i>Purchased Services</i>	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$339,100.00	
4000 - <i>Internal Services</i>	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses	School Expenses		School Expenses	

	\$	\$		N/A	
5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$2,826.12 Indirect Costs	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$46,344.00
	School Expenses \$	School Expenses \$		School Expenses \$20,000.00	
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$5,800.00	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$	Other: \$388,909.00
	School Expenses \$	School Expenses \$		School Expenses \$545,725.40	
				Total Division Expenses \$	
				Total School Expenses \$545,725.40	
				TOTAL \$545,725.40	

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: A.P. Hill Elementary School	COHORT II <input checked="" type="checkbox"/>	COHORT I <input type="checkbox"/>
<p>1000 – Personnel (Use as much space as necessary.) \$165,350.00</p> <ul style="list-style-type: none"> <li>• Tutors:Day g3-5 (3 days/32 wks/96 days x \$75)x9 \$ 60,750.00</li> <li>• Tutors:Aftschl g2-5 (3 days/24 wks/144 hr x \$20)x10 \$ 26,400.00</li> <li>• Tutors: Sat Writing gr 5 (6 days x \$75)x8 \$ 3,600.00</li> <li>• Summer School Teachers (19days/20 Hr x \$100 ) X4 ? \$ 7,600.00</li> <li>• Teacher Incentive Stipends (\$3,000 x up to 10) \$ 30,000.00</li> <li>• Teacher PD Stipends (outside contract hours) \$ 10,000.00</li> <li>• Intervention Specialist \$ 27,000.00</li> <li>• Title I (\$198,748.00)                  Math Specialist, \$70,682.00 Reading Specialist, \$59,674.00, Instructional Specialist, \$69,394.00</li> <li>• State (\$65,000) Early Intervention Specialist</li> </ul>		
<p>2000 -Employee Benefits (Use as much space as necessary.) \$12,649.28</p> <ul style="list-style-type: none"> <li>• FICA 7.65% Tutors:Day \$ 4,647.38</li> <li>• FICA 7.65% Tutors:Af Schl \$ 2,019.60</li> <li>• FICA 7.65% Tutors:Sat \$ 275.40</li> <li>• FICA 7.65% Sum Sch Tchrs \$ 581.40</li> <li>• FICA 7.65% Teach Incent Stipends \$ 2,295.00</li> <li>• FICA 7.65% Teacher PD Stipends \$ 765.00</li> <li>• FICA 7.65% Intervention Specialist \$ 2,065.50</li> <li>• Title I Benefits \$55,817.00</li> <li>• State Benefits \$19,000.00</li> </ul>		

<p>3000 - Purchased Services (Use as much space as necessary.) \$338,600.00</p> <ul style="list-style-type: none"> <li>• <b>External Lead Turnaround Partner</b> - \$300,000 for year 2 (SIG)</li> <li>• <b>iStation</b> adaptive reading program for English/Language Arts Remediation \$6,500 per year (SIG)</li> <li>• <b>Teach First</b> for formative assessment \$2,000 per year (SIG)</li> <li>• <b>PD 360</b> for guided and independent professional development \$3,000 per year (SIG)</li> <li>• AR Coach (3days/wk/30 wks@\$240/day x90 \$ 21,600.00</li> <li>• <b>Spatial Temporal (ST) Computerized Math Program:</b> (\$3,500) Maintenance fee for year 2 (SIG)</li> <li>• <b>Teacher Studio Subscription</b> (\$2,000) A.P. Hill's contribution</li> <li>• <b>Datacation \$500</b></li> </ul>
<p>4000 - Internal Services (Use as much space as necessary.)</p>
<p>5000 - Other Charges (Use as much space as necessary.)</p> <p><b>Administration and teacher/staff travel, Administration and teacher/staff Professional Development</b> (\$2,826.12)</p>
<p>6000 - Materials and Supplies (Use as much space as necessary.) \$20,000.00</p> <ul style="list-style-type: none"> <li>• AR Incentives will be purchased to motivate students. Students who meet AR goals will receive small tokens/ prizes from Positive Promotions and Oriental Trading. (\$3,000.00)</li> <li>• In an attempt to reduce discipline infractions and improve the learning environment, students receive “Cougar Bucks” as incentive for appropriate behavior and classroom participation. Incentives will be purchased from Oriental Trading for students to purchase with “Cougar Bucks” in the Cougar Store. The Cougar Store is located in the Title 1 room. (\$3,000.00)</li> <li>• Materials to support student achievement in Writing, Reading, and Mathematics. Books, Folders, Paper, Manipulatives, Instructional Materials etc. (\$3,000.00)</li> <li>• Teacher/Staff recognitions to promote positive school climate (\$3,000): certificates, plaques, staff team building</li> <li>• Promethean Board Projectors (\$4,500)</li> <li>• Promethean Board (\$3,500)</li> <li>• Title I materials (\$20,344.00)</li> <li>• VPSA Funding Wireless Access Points Technology (\$26,000.00)</li> </ul>
<p>8000 – Equipment/Capital Outlay (Use as much space as necessary.) \$5,800</p> <ul style="list-style-type: none"> <li>• 28- Kidney tables to set up small groups for use with new basal series and afterschool/Sat tutoring (\$5,800)</li> </ul>

**PART VI**

**Combined Division-Level Budget Summary for ALL (Tier I and Tier II) Schools the LEA Commits to Serve (ONE PER DIVISION, NOT PER SCHOOL)**

In the chart below, include a budget summary of expenditures for activities designed to support implementation of the selected school intervention model(s) in the LEA's Tier I and Tier II schools under the appropriate cohort .

Expenditure Codes	Year 1: 2011-2012 (includes pre-implementation period)			Cohort II ONLY <u>Year 2:</u> 2012-2013		Cohort I ONLY <u>Year 3:</u> 2012-2013	
	Pre-implementation	SIG Funds	Other Funds	SIG Funds for Cohort II ONLY	Other Funds	SIG Funds for Cohort I ONLY	Other Funds
1000 - Personnel	\$	\$	\$	\$283,050.00	\$627,132.00	\$	\$
2000 - Employee Benefits	\$	\$	\$	\$21,653.33	\$170,429.00	\$	\$
3000 - Purchased Services	\$	\$	\$	\$667,400.00	\$	\$	\$
4000 - Internal Services	\$	\$	\$	\$	\$	\$	\$
5000 - Other Charges	\$	\$	\$	\$6326.12	\$	\$	\$
6000 - Materials and Supplies	\$	\$	\$	\$42,121.35	\$128,494.00	\$	\$
8000 - Equipment/ Capital Outlay	\$	\$	\$	\$70,900.00	\$	\$	\$
Total	\$	\$	\$	TOTAL Cohort II <u>SIG</u> Funds Only \$1,091,450.80	Total Other Funds \$926,055.00	TOTAL Cohort I <u>SIG</u> Funds Only \$	Total Other Funds \$



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

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

**1003(g) School Improvement Grant (SIG) Application**

**Due: June 1, 2012**

Approved 9.27.12 J. Garland

Please complete this application for each school.

**PART I: DIVISION INFORMATION**

School Division Name:		<b>Petersburg City Public Schools</b>				
Division Contact:		<b>Dr. Danielle Belton</b>				
Telephone of Division Contact (include extension if applicable):			(804) 862 - 7089	Fax:	(804) 862-7052	
Email of Division Contact:		dabelton@petersburg.k12.va.us				
Name of School	<b>Vernon Johns Junior High School</b>	2012-2013 Grade Span	<b>8<sup>th</sup> -9<sup>th</sup> Grade</b>	Projected School Membership	<b>555</b>	
	Current Percent Identified as Disadvantaged	90%	Current Percent Students with Disabilities	18%	Current Percent Limited English Proficient	4%
Name of Principal		<b>Dr. Ronnie Watson</b>				
Telephone of Principal		<b>(804) 861-1249</b>				
Email of Principal		<b>rowatson@petersburg.k12.va.us</b>				

\*Assurances: The local educational agency assures that School Improvement 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under the *No Child Left Behind Act of 2001* (NCLB). The division agrees to these conditions of award:

The LEA must assure that it —

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

- providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
- redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
  - strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
  - using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
  - establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
  - providing ongoing mechanisms for family and community engagement.
5. Uses Indistar™, an online school improvement tool, for the following:
    - establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics;
    - collecting meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
    - setting leading and lagging indicators; including monitoring leading indicators quarterly and lagging indicators annually;
    - completing analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school;
  6. Ensures forty percent of a teacher's evaluation will be based on multiple measures of student academic progress. When data are available and appropriate, teacher performance evaluations incorporate student growth percentiles (SGPs) as one measure of student academic progress.
  7. Uses an electronic query system (i.e., Datacation) to provide principals with quarterly data needed to make data driven decisions at the school-level;
  8. Uses an adaptive reading assessment program (i.e., *iStation*) to determine student growth at least quarterly for any student who has failed the SOL assessment in the previous year, a student with disabilities, or an English language learner.
  9. Uses the *Algebra Readiness Diagnostic Test* (ARDT) for all schools with grade 6 or higher for all students who have failed the SOL assessment in the previous year, a student with disabilities, or an English language learner (fall, mid-year and spring at minimum).
  10. Attends OSI technical assistance sessions provided for school principals, division staff, and LTPs;
  11. Collaborates with assigned VDOE contractor(s) to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform;
  12. Provides an annual structured report to a panel of VDOE staff and turnaround initiative leaders detailing the current action plan, current leading and lagging indicators, and modifications to be made to ensure the reform is successful;
  13. Ensures division improvement plan supports the school-level improvement plan and is monitored monthly; and
  14. Reports to the SEA the school-level data required under the final requirements of this SIG grant.

Additional assurances may be needed for compliance pending final approval of *Virginia's Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)*.

Certification: I hereby certify that, to the best of my knowledge, the information contained in this application is correct.

Superintendent's Signature:	
Superintendent's Name:	Dr. Alvera J. Parrish
Date:	May 24, 2012

The application must be submitted to the Office of School Improvement via the Virginia Department of Education's Single Sign-On for Web Systems (SSWS) Drop Box to Janice Garland by Friday, June 1, 2012 from the division Superintendent's office. The notification through SSWS will serve as a certification that a signed copy of the application is located in the division's files. This school will be a Title I school next year.

**PART II: REFLECTION AND PLANNING**

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

**A. School Climate**

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

- Displaying student work throughout the building that focused on current themes, SOL'S, and content area(s) of study.
- Incorporating the REACH Program (Responsibility, Excellence, . . .) –this weekly program provided students with both remediation and enrichment opportunities that encouraged: academic excellence, teamwork, . . .
- Incorporating Student Award/Recognition Assemblies each semester to recognize students' academic and social achievement.
- SOL and Nine Week Benchmark Recognition – students who passed were recognized that day for passing their test.
- Field trips that focused on academic topics and recognized student achievement and classroom performance- Science Museum, Court of Appeals,
- Daily highlighting of students on the Morning Announcements- focused on student achievement and “getting to know” the principal- say pledge.
- SOL Pep Rallies to encourage the students to do well on the assessments.
- Lunch Buddy Program with the Sheriffs Department
- Shoulder to Shoulder Program – partnership with local churches
- Mentoring Program – Sisters Sipping Tea, Fraternities and Sororities participation

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

- PTA Meetings ~ advertising PTA Meetings didn't bring the number of parents wanted and expected. A greater partnership with the community to participate in monthly meetings is our goal.

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

- A focus has been on recognizing the positive behavior of students, therefore minimizing the inappropriate behaviors of students.
- Inappropriate behavior addressed immediately

- Expectations communicated daily – bus behavior, clothing expectations
- Daily clothing expectations.
- Two security officers are present each day and 4 students have the role of Student Security Officers to support the discipline throughout the school.

Discipline referrals have decreased in the area of “fighting.” Incidents involving insubordination have increased but that is due to the focus on having students pulling up their pants.

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 school climate is more positive and has increased throughout the year. The 9<sup>th</sup> grade students have drastically changed their behavior and the impact of their behavior is due to the moving of several 9<sup>th</sup> graders to the high school for meeting the academic expectations for high school. This took place at the end of the first semester.

Students are recognized for their positive behaviors and academic achievements, therefore focusing on the positive. Although the climate has changed for the better and the discipline referrals have declined, we will continue to put systems in place to foster better our relationships between our sister schools (Blandford, Peabody, Petersburg) and the staff at each school.

As we move forward, we will work with teachers to incorporate PD 360- professional development on building effective relationships with students.

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

We presently are in need of a School Resource Officer provided by the Police Department in the city of Petersburg. Our SRO offered various classes that supported the overall school climate.

Working with teachers to incorporate technology in their lessons.

Getting the education 2020 program up and running to ensure students can work to recover credits for on-time graduation.

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?

To familiarize the staff with the community and the students in which we serve, school buses will be provided to tour the staff around the community. Teachers will ride the bus and visit the various communities that filter into the school. After the tour, there will be a discussion as to the observations of the tour, feelings, and feedback.

Purchase school wide academic incentives for all staff members to create a sense of team and family; school spirit and pride.

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

- SOL Spring Dance
- 9<sup>th</sup> Grade Promotion Ceremony
- Staff Cook- Out and Pig Roasting
- Staff Awards and Recognition Ceremony
- SOL Pump It Up and Pep Rally
- Staff and Community Partner Banquet/Reception
- School Board Recognition of Community Partners
- Sports Banquet
- JROTC Banquet

## 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?

The School Leadership Team (SLT) was created this year and the principal made some adjustments to the team members based upon the needs of the overall school. Several team members were added to ensure all staff was represented throughout the school and became a part of the decision-making process.

The SLT meets once a month. Meetings consist of a focus on “school improvement” and a review/update of the Transformation/Improvement Plan. Minutes are created at each meeting and next year, will be distributed to all staff members so they are aware of the happenings of the school.

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

Administrators compile the agendas and call the meetings. The Technology teacher is the Indistar Manager and is responsible for submitting the data to the CII site.

Other roles and responsibilities have not been clearly defined and will be put in place for the 2012-2013 school year. Each team member will be given designated responsibilities to ensure their department/team are updated about the happenings of the SLT.

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

Several monitoring systems are in place:

- State- Alternate Governance Meetings (monthly)
- District- Data/Dream Walks (quarterly)
- Executive Alliance Meetings (monthly)
- School- Administrative Evaluations/ PLC Meetings (weekly)
- Subject area Specialists

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

Motivation of students was sustained with constant recognition/incentives and their ability to see success from student achievement in testing areas. Teachers have received monthly staff meeting grows and glows including 100% lapel pins indicating that a particular teacher or staff member has given a hundred percent in his or her efforts for VJJHS.

### C. Instruction

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

Students are identified from weekly assessments, benchmarks, and formal/informal assessments (eg., i-station, Cortez Math, ARDT, Achieve3000, etc.).

2. How do teachers differentiate learning for students?

Teachers begin by differentiating the objective utilizing Bloom's taxonomy to create levels of learning that will align with various student learning and then initiating teacher directed instruction and student engagement at varying levels of learning. Examples include, but are not limited to, cooperative learning groups (regrouping by bands and strands), Tier II engagement using Achieve 3000 and Study Island, and Tier III engagement with I-station. Finally, our daily sprint lesson plan records assessment data which is used to plan for the next objective.

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 school division has created a division-wide pacing guide that is aligned to the SOL. Teachers are involved during the summer in updated the pacing guide to include new objectives and the change in schedules.

All teachers in each content area follow the same pacing guide and align their daily lessons and unit lessons around the same content area. Teachers meet weekly in Professional Learning Communities to monitor what is being taught and discuss the alignment of the curriculum and the effectiveness of the lessons after analyzing student assessments. In addition, each teacher is allowed flexibility in the manner they teach the SOL/objectives; consequently, their individual teaching style is supported and teachers are encouraged to incorporate a hands-on, integrated approach to learning.

#### 4. How are formative assessments used in your school?

This school year, we have focused on educating our staff on how to embed “formative assessments” throughout their instruction. Professional development workshops have been conducted.

Formative assessments have been used to :

- group students based upon need
- REACH remediation program
- chart progress and growth of students grading each nine weeks

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

The level of understanding and implementation of effective classroom management varies throughout our school. Peer observations of Master teachers/Mentors are used in order to improve the skill set of our teachers and teachers are expected to use school and district professional development opportunities to improve effectiveness. (ex: PD360 videos, LTP workshops, etc.). In addition, teacher observations coupled with pre and post evaluative conferences contribute to improving effectiveness.

### D. External Support

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

- Algebra Project has a Design Team which plans with the community and the schools to increase Math awareness
- Parents and community organizations and other stakeholders donate funds to support various instructional opportunities for the students

Major hurdles-

- The limited number of parents attending school events
- Composition of the community and economic make-up presents challenges that impact the level of involvement in school activities
- Single-parent families/homes offer limited time for parents to participate due to work commitments

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

- Algebra Project
- Sisters Sipping Tea
- Petersburg Sheriff’s Department
- Fraternities and Sororities- Omega, Alpha, Delta, Links
- Shoulder to Shoulder Program – local churches

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

Cambridge Education (External Partner) will be entering the final year of their contract and service providers will be chosen based on “best available.”

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

Parent Involvement has been an area of challenge for our school and will be the area of focus for the 2012-2013 school year. A Parent Involvement Plan will be created and put in place to ensure we are assessing ways to improve the involvement.

- Conduct a "Needs Assessment" to determine parent strengths, needs, and wants
- Create a "Parent Compact" for parents to sign, committing to excellence in education and partnership in educating our children
- Establish monthly activities that support parent involvement
- Establish a Parent University program that establishes a criteria and point system for participation and then recognizes parents each semester with an award
- Parent Workshops offering Yoga classes /Zumba (exercise), Financial Literacy classes, etc.
- REACH parent/student initiatives, incentives, and programs

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

- Volunteering monthly to mentor a student
- Read to a student
- Run copies of papers for teachers
- Attend field trips with their child
- Assist in the cafeteria and talk with students
- Teach a lesson based upon their skill level
- Share their profession during "Career Day"

## 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 interviewed by Administration and Human Resources
- Students are placed in classes based on transitional recommendations, grade level course of study, and interest

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

- Classroom observations- both formal and informal
- Weekly PLC meetings / discussions
- Data Meetings
- Report Cards and Grade Distribution Reports
- Nine Weeks Benchmark Assessments
- SOL Results

3. Describe how teachers are provided professional development.

- Based upon analysis of data, teachers are provided targeted professional development
- Teachers can also target PD based upon their interest and need (PD360)
- Embedded monthly professional development in staff meetings
- LTP professional development modules
- School wide and Division wide staff development based on need

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

The principal is evaluated by the Director of Secondary Instruction based upon the District-wide evaluation policy and, in addition, the external partner provides a quality review which notes the principal's performance.

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?

Human Resources provide candidates through Job Fairs, public announcement, and recruitment. The selection process is subject and grade level specific. Priority is given to the school as long as the teacher's endorsement is appropriate for the vacancy.

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

Professional development lessons/goals will be selected based on need and by district or state mandate.

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

New teachers and staff will return to work one week earlier than returning teachers and staff to receive an orientation and be assigned mentors.

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

The school's Leadership Team, this year, has focused on creating, updating and executing the School Improvement Plan; however, next year the focus will increase to include more participation from external groups.

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

The Lead Turnaround Partner (LTP) and the principal are coordinating efforts to meet all requirements set forth. This effort will continue to manifest as the LTP and the principal gain experience working together. As the months have passed, the relationship between the LTP and the principal has strengthened and grown in a very positive manner. Communication takes place frequently and often throughout the day.

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

There is no Internal Lead Partner at this time.

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

There is no Internal Lead Partner at this time.

## 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 School Leadership Team meets monthly and the Administrative Team meets every week. These meetings provide a platform for essential information to be shared, student achievement to be discussed, and important decisions to be made.

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 team work collaboratively together to make the decisions for the school. The principal does a wonderful job of involving his administrative team in the decision-making process and communicates often with them about changes, needs, concerns, etc.

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

None

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).

None

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

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

All services that are offered by the LTP will become inherent parts of the school's teaching and learning process. The REACH/Community Involvement initiative will be maintained through internal and external fundraising and community support. Subject area programs including Study Island, Math Test Prep and others, will be evaluated and prioritized to determine which programs will continue.

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

Vernon Johns will review the budget and develop a strategic plan that outlines how the monies are spent and what supports, services, and activities need to be continued and what can be eliminated. We will work with the division office personnel to ensure the decisions that are made are in the best interest of all parties involved.

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

Programs and personnel will be reviewed prior to budget meetings for FY2014. Division personnel will conduct a projection forecast to determine FTE component as a needs assessment on the effectiveness of the programs at the school level.

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

The phase out process is and will be critical to the continued success of our school. Therefore, this process needs to be designed so that all stakeholders can come around the table and discuss roles, responsibilities, expectations, and needs for future and further grown and sustainability. The following people need to be involved:

- Principal and Administrative Team
- LTP
- Director of Secondary Education
- Direction of Federal Program

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

The biggest concern or challenge will be "sustainability." Working to ensure "systems and structures" are put into place that ensure continuous forward movement and continuous implementation of effective instructional practices.

In addition, correspondence on alternative Tier III programs and an analysis of their effectiveness will be initiated to provide data for decision making with respect to retaining or eliminating programs.

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

Financial support and analysis of Tier III interventions and continued state training including webinars and a forum for external school visits/observations.

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

Financial support of Tier III interventions and continued state training including webinars and a forum for external school visits/observations

**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	All teachers will participate in the revision of the Pacing Guides, the formation of “Common Weekly Assessments” and the design of a Content-Area Syllabus. These structures will ensure curriculum alignment for the 2012-2013 school year (Indicators 1 and 17).
2	The School Leadership Team will participate in a “Leadership Retreat” in which they will work to accomplish the following: <ul style="list-style-type: none"> <li>• Revision of a school-wide behavior management system that will target specific behaviors as seen throughout our school discipline report to assist in a decline of referrals by 10%.</li> <li>• Revision of a school-wide attendance plan to increase student attendance to 95%.</li> <li>• Review the data to determine how to improve student attendance on Friday’s and Monday’s</li> <li>• Create committee to develop a format for the recognition of outstanding attendance (Indicators 1, 6, 5 and 11).</li> </ul>
3	During the Summer Leadership Retreat, the School Leadership Team will also work to accomplish the following: <ul style="list-style-type: none"> <li>• Vision Statement and School Theme development for the 2012-2013 school year.</li> <li>• Development of a Transition Plan for the year after School Transformation.</li> <li>• Creation of goals and expectations for the 2012-2013 school year.</li> <li>• Testing Process and Schedule for the 2012-2013 school year (Indicator 5).</li> </ul>
4	The Administrative Team and the LTP will work collaboratively to disaggregate all data to assist with increasing the success rates, by subgroups, in all content areas: <i>English, Math, Science, and History.</i>

	<ul style="list-style-type: none"> <li>• Team will review all trend data in each of the content areas to highlight areas of strength and areas of challenge.</li> <li>• Team will meet during the summer and then once a month to review all data to create action plans to target specific skills (Indicators 1 and 17).</li> </ul>
5	The Administrative Team and the LTP will develop the Master Schedule to include “Common Planning Time” for all core content area teachers (Indicators 5 and 11).

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

<p>Example: Grade level math teachers will increase their use of formative assessments by 25% to drive instruction as evidenced by weekly formative assessment plans submitted to principal by first week of school for the first 6-weeks, inclusion of formative assessment strategies in lesson plans, associated data-driven decisions in teacher grade-level meeting minutes, and observed implementation. (Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under each indicator to accomplish each goal.)</p>	
1	<p>100 % of all teachers will include formative assessment strategies in their weekly lesson plans</p> <ul style="list-style-type: none"> <li>• Teachers will create student-engaged and center-based lessons that clearly identify opportunities for formative assessment “in action!” (Indicators 2,17)</li> </ul>
2	<p>100% of all staff members will develop their personal “Smart Goals” to address how their direct involvement will assist in increasing student achievement in their assigned content area.</p> <ul style="list-style-type: none"> <li>• The Administrative Team and LTP will train all staff in how to create “Smart Goals.”</li> <li>• The Administrative Team and LTP will assess the “Smart Goals” of the staff members during the first 30 days of school and provide support where needed. (Indicators 2,11)</li> </ul>
3	<p>100% of all teachers will incorporate “differentiation” in their lesson by doing the following:</p> <ul style="list-style-type: none"> <li>• Differentiating the objectives (using Bloom’s Taxonomy) of each lesson and providing activities that are aligned with state standards, adding more rigor in the core academic areas.</li> <li>• Differentiating the types of activities students are engaged in, using hands-on, center-based, technology, cooperative grouping/learning, and real-world experiences to bring learning to life. (Indicator 2)</li> </ul>
4	<ul style="list-style-type: none"> <li>• During the first two weeks of school, teachers will be provided the opportunity to participate in differentiated professional development, targeted to assist the teachers/staff in increasing student achievement according to the specific need and skill area by content/grade. (Indicators 2,5,11,17)</li> <li>• Increasing Student Engagement in the Classroom</li> <li>• Data Analysis</li> <li>• Differentiation- Next steps (Indicators 2,5,11,17)</li> </ul>

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

<p>Example: By June 2013 SOL mathematics scores will increase by 15% in grade 7 and by 5% in grade 6, 8 to exceed the state benchmark by 5% by establishing a laser-like focus on the monitoring of math remediation services using the ARDT as a screening tool for all students to identify area of student need, design remediation content, establish a timeline for remediation services, and record strand assessments results. (Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under each indicator to accomplish each goal.)</p>	
1	<ul style="list-style-type: none"> <li>• Preliminary Spring 2012 Writing SOL test results indicate 80.17% of Vernon Johns’ students mastered the SOL Writing standards. By June 2013 SOL Writing scores will increase to 88% or higher.</li> <li>• Teachers will continue to use Four Square Writing, Achieve 3000, and My Access technology programs. Additional training and support will be provided to ensure skill mastery where and when needed.</li> <li>• Review SOL scores from 7<sup>th</sup> grade to create a plan of action for the 8<sup>th</sup> grade who need additional support. (Indicator2 ) (look at the “growth model” to determine progress and success)</li> </ul>
2	By June 2013, the percentage of students missing more than 10 days of school will decrease by 10%.

	<ul style="list-style-type: none"> <li>Attendance plans for all students missing over 10 days will be created and begun at the start of the school year.</li> <li>Letters will be sent home to parents of all students missing over 10 days of school, highlighting the importance of attendance and discussing how attendance positively impacts student achievement.</li> <li>Parent conferences will be held at the beginning of the school year to address attendance challenges of students from the previous year.</li> <li>Students will be formally recognized during each Nine Weeks Awards Ceremony for Perfect Attendance.</li> <li>Student will be recognized weekly for being in school every day during the week.</li> <li>Students will receive incentives for Perfect Attendance. (Indicators 1,6)</li> </ul>
3	By June 2013, SOL Mathematics scores will decrease the failure rate by 10% to meet the state benchmark by incorporating discussions of vertical articulation with feeder schools in order to improve the Math curriculum. (Indicators 1,2)
4	By June 2013, Vernon Johns will establish a laser-like focus on Math 8 remediation services using the ARDT as a screening tool for all students in Math 8. This program will identify the area of student need, design remediation content, establish a timeline for remediation, and record strand /SOL individual assessment results. (Indicator 1)
5	In order to positively impact and change the school culture and involve the community in that change, Vernon Johns will incorporate the REACH Program in order to involve the teachers, students, parents and surrounding community to assist our students in developing: <b>Responsibility, Excellence, Aspiration, Compassion, and Honesty.</b> (Indicators 2,5,6,8,11)

**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**

<b>Tier 2</b>	Each week all Tier 2 students will receive 60 minutes minimum of on-line intervention using iStation and Achieve 3000 each week as well as day-tutoring at least 1 day per week (based upon budgetary impact and approval). Students will also receive additional support in small-group instruction during their English class at least 2 days a week and remediation in the afterschool Teen Excel Program as needed.
<b>Tier 3</b>	Each week all Tier 3 students will receive 90 minutes minimum of on-line intervention using iStation and Achieve 3000 each week as well as day tutoring at least 1 day per week (based upon budgetary impact and approval). Students will also receive additional support in small –group instruction at least 2 days a week during their English class and remediation in the afterschool Teen Excel Program as needed.

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

<b>Tier 2</b>	Mathematics teachers will work collaboratively to ensure all students who do not meet the standards for Math 8, Algebra I, and Geometry (on a nine weeks basis) will be given the opportunity to participate in our after school instructional program designed to target specific skills and needs of individual students.
<b>Tier 3</b>	Math 8 teachers will work collaboratively to ensure all students who do not meet the standards for Math 8 will participate in the ARDT class/program to receive additional support and instruction focused on the targeted areas identified in the pre-assessment.

**Part IV (c): Interventions for students who are identified for PALS intervention (K-3), if applicable**

Tier 2	N/A
Tier 3	N/A

**Part IV (d): Interventions for students who failed the SOL reading assessment in the previous year not identified above**

Tier 2	Same as above Part IV A
Tier 3	Same as above Part IV A

**Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified above**

Tier 2	Same as above Part IV B
Tier 3	Same as above Part IV B

## 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: Vernon Johns Jr. High School				COHORT II <input type="checkbox"/> COHORT I <input checked="" type="checkbox"/>	
Year 1: 2011-2012 (includes pre-implementation period)				2012-2013	
Expenditure Codes	Pre-implementation SIG Funds	SIG Funds	Other Funds	SIG Funds	Other Funds
1000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$196,847.00
	School Expenses \$	School Expenses \$		School Expenses \$209,800.00	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$63,644.10
	School Expenses \$	School Expenses \$		School Expenses \$30,049.70	
3000 – Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$261,775.00	
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$500.00	
5000 -	Division	Division	Other:	Division Expenses	Other:

Other Charges	Expenses \$	Expenses \$	\$	\$	\$
	School Expenses \$	School Expenses \$		School Expenses \$3,000.00	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$35,593.58
	School Expenses \$	School Expense \$		School Expenses \$39,575.11	
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$26,000.00
	School Expenses \$	School Expenses \$		School Expenses \$10,438.50	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$	Other: \$322,084.68
	School Expenses \$	School Expenses \$		School Expenses \$ 554,638.31	
				Total Division Expenses \$	
				Total School Expenses \$554,638.31	
				TOTAL \$554,638.31	

**Part V (b): School Budget Narrative**

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

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

SCHOOL NAME: <b>Vernon Johns Junior High School</b>	COHORT II <input type="checkbox"/>	COHORT I <input checked="" type="checkbox"/>
<p><b>1000 – Personnel (Use as much space as necessary.) \$209,800</b></p> <ul style="list-style-type: none"> <li>• 1 Teacher at \$ 40,000.00</li> <li>• Summer Planning - Lead Turnaround Partner PD –47 teachers, 7 paraprofessionals, 2 tutors will participate in a two day training for 7 hours each day at the rate of \$200 per day (\$22,400)</li> <li>• Summer Planning - 15 Teachers (Leadership Team) X 2PD modules X \$200 per day – (\$6,000)</li> <li>• Summer Planning - LTP -PD Modules- 33 participants (all core teachers) X \$200 per day– (\$6,600)</li> <li>• Stipends will be paid to personnel to implement a 9<sup>th</sup> Grade Summer Academy – (\$25,000)</li> </ul> <p>In order to improve and strengthen the instructional program at Vernon Johns, we are recommending the following additions be added to the personnel component of the budget:</p> <ul style="list-style-type: none"> <li>• Performance Incentives for HQ Teachers for Student Achievement (Student Growth/ SOL scores/ etc in Gr. 8-9, for up to 5 teachers (\$3,000 per teacher) \$15,000</li> <li>• Subject Area Tutors- 6 tutors @ \$16,800.00 (3 per grade level) will be hired to work with students who fall within a specified level using performance band data. These students will be considered the “bubble students” and will work with the tutors to learn the content and strengthen their skills in the specified area. (\$94,800)</li> <li>• Title I (\$196,847)            Instructional Specialist,(\$67,777.00), Math Resource (\$59,674), Reading Resource (\$69,396)</li> <li>• 21<sup>st</sup> CCLC Tutors (\$60,000)</li> </ul>		

<p><b>2000 -Employee Benefits (Use as much space as necessary.) \$30,049.70</b></p> <p>Full-time benefits (42.95%) 1 teacher \$17,060            Part-time benefits (7.65% for FICA) \$12,989.70            Object Code 2000 Total (\$ 30,049.70)            Title I (\$59,054.10)            21<sup>st</sup> CCLC Tutors (\$4590.00)</p>		
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**3000 - Purchased Services (Use as much space as necessary.) \$261,775**

- Lead Turnaround Partner, 555 students X \$305 per student – (\$169,275)
- PD 360 – (\$1,000)
- My Access - (\$1,500)
- iStation – (\$6,500)
- Achieve 3000 (\$30,000)
- USA Test Prep - (\$250 per class, \$500)
- Cortez Math - As Vernon Johns continues to be strategic in the manner in which students are engaged in instructional practices that are aligned to the VA SOLS, it is imperative the instructional support that is provided will strengthen their knowledge base of key concepts and skills. Vernon Johns would like to purchase Cortez Math to further enhance and strengthen our students' ability to use higher order thinking skills. The program was offered the three weeks prior SOL Testing and the students responded well the structure and format of the program which appeared to align to the new format of the SOL Math Test. Having this program available earlier in the year will be quite beneficial for the students. (\$51,000)
- Algebra Readiness Diagnostic Test (ARDT) 555 X \$4.00 per student – (\$2,000)

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

**5000 - Other Charges (Use as much space as necessary.) \$3,000**

LTP Travel that is not included in the contract (\$3,000)

**6000 - Materials and Supplies (Use as much space as necessary.) \$39,575.11**

Vernon Johns' focus during the 2011-2012 school year was to transform the school culture by creating an environment in which students were involved and engaged in activities that encouraged community outreach, cultural awareness, academic success, and the development of a positive self-image. The REACH Program provided numerous opportunities and experiences that many of our students would not have otherwise experienced to include the following: (\$8,475.71)

A positive impact was noted during the 2011-2012 school year academically and socially and therefore, our goal will be to continue offering the REACH Program. Providing additional experiences and opportunities each week for students to be engaged, encouraged, and enhanced is critical and imperative to the overall success and progress of our students, our school and our community. During the REACH Program, the students can participate in several activities:

- In-class remediation support based on the analysis of weekly and benchmark data
- Participation in various Clubs that center around the Arts and Student Interest
- REACH special guests, activities, pep rallies, self-image/awareness sessions, college awareness, etc.
- Field trips to cultural, educational, and inspirational events
- Student incentives for academic and social success- recognition
- Guest speakers and in-house presenters
- Special events and activities to promote and recognize achievement and growth
- Student and staff recognition and awards
- Accelerated Reader Books /Supplies (\$2,775)
- Kindle Touch (Class Set E-book readers) 2(30 X \$99.00= \$5,940)
- Accelerated Reader Incentives (\$3,700)
- 2 ipad learning labs (BG713LL/A) 2X6299 + 10 ipad pack (3790) \$16,388
- 3 iPads to conduct classroom observations (W&M program) \$1,197
- Student applications for iPads 60 x 14.99 \$899.40
- 5 FileMakerGo software apps (W&M program) \$40 each \$200

In order to accomplish this the following will be necessary:

- Title I (\$28,793.58)
- 21<sup>st</sup> CCLC Materials (\$6,800)

**8000 – Equipment/Capital Outlay (Use as much space as necessary.) \$10,438.50**

Evaluation and assessment at VJJHS has become fundamental in order to initiate data driven decisions.

Additional COWs are needed to incorporate i-Station, Achieve 3000, Cortez Math, etc. and wireless Access Points aid in establishing transition and incorporating PD360 Observation in the classroom setting.

12 laptop computers x \$695.90/2-carts \$1,754.99 = \$10,438.50

Remainder and access points to be purchased with VPSA \$26,000

**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:		Petersburg City Public Schools					
Division Contact:		Dr. Danielle Belton					
Telephone of Division Contact (include extension if applicable):			(804) 862-7089		Fax:		(804) 862-7052
Email of Division Contact:	<a href="mailto:dabelton@petersburg.k12.va.us">dabelton@petersburg.k12.va.us</a>						
Name of School	Peabody Middle School		2012-2013 Grade Span	6-7	Projected School Membership	657	
	Current Percent Identified as Disadvantaged	76%	Current Percent Students with Disabilities	14%	Current Percent Limited English Proficient	3%	
Name of Principal		Dr. Yardley Farquharson					
Telephone of Principal		(804) 861-9100					
Email of Principal		<a href="mailto:yafarquharson@petersburg.k12.va.us">yafarquharson@petersburg.k12.va.us</a>					

**\*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:	
Superintendent's Name:	Dr. Alvera Parrish
Date:	May 24, 2012

The application must be submitted to the Office of School Improvement via the Virginia Department of Education's Single Sign-On for Web Systems (SSWS) Drop Box to Janice Garland by Friday, June 1, 2012 from the division Superintendent's office. The notification through SSWS will serve as a certification that a signed copy of the application is located in the division's files. This school will be a Title I school next year.

## PART II: REFLECTION AND PLANNING

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

### H. School Climate

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

- Removal of ineffective and/or unqualified staff
- Establishment of clear and consistent expectation for attendance and prompt arrival at school
- Establishment of monthly student and staff recognition
- Establishment of a fair and consistent process for handling student discipline and communicating with parents regarding discipline
- Establishment of clear and consistent expectations for teacher performance (e.g., lesson planning, parent communication, weekly assessments, etc.) that empowered staff to perform at high levels
- Establishment of a regular schedule of "data talks" in which teachers and the school leadership team met to discuss student performance by tiers and provide explanations/rationale for the performance, and plans of action on how teachers would effectively address deficits
- Requirement of weekly contact logs document efforts at improving school and parent relations.

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

unsuccessful.

Efforts to beautify the building in order to create a more positive image of the school have been unsuccessful due to a lack of funding. The school's exterior windows are being replaced during the summer of 2012, and this change is expected to be very impactful on school climate.

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

Yes. Through discipline assemblies, daily uniform checks, afterschool detention, "Lunch and Learn", and other initiatives, student behavior expectations are reinforced consistently throughout the school and school administrators work closely with teachers who have less effective classroom management skills to improve their schools and make them for effective disciplinarians. In year-to-year comparison of discipline data, the school experienced a moderate increase in the number offenses committed; however, there has been a significant reduction in the number of serious offenses, e.g., fighting, altercations, assault, etc.)

11. 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 general school climate is much improved since the beginning of the year. Among the actions that have impacted this change are the following:

- Teachers and administrators have worked to ensure that hallways are consistently filled with student work samples and decorative displays that reflect the learning in the classrooms.
- The school's new librarian has brought the library back to life with a series literacy displays, reading contests, and other activities designed to increase student engagement and interests in books and reading.
- Teachers voluntarily extend themselves past the work day to be available to parents and work with students needing additional assistance.

The climate is not where we want it to be, but the biggest barrier to attaining our goal is the school building itself. There is a plan underway for the replacement of all windows in the building which will greatly improve the outer appearance (e.g., increasing the visual appeal); however, the school would benefit from a complete renovation to address cosmetic and structural needs of the building. Additionally, security cameras and a monitor were added to promote a safe and secure environment for students and staff.

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

A key factor in establishing and maintaining a positive school climate is the creation and retention of staff who reflect the highest standards of professional conduct and performance. Historically, this has been a challenge as teachers who have been problematic in other locations are routinely administratively assigned to Peabody without input from the administration or Lead Turnaround Partner.

13. 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?

"Easy wins" that will be implemented in September 2012 include the following:

- Rollout of a master calendar that will encompass all professional development days, and other instructional dates and deadlines

- Revision of the opening of school activities to encourage greater parental involvement
- Reorganization of the PTA calendar to include a "Back-to-School" Teacher Welcome.
- Rollout of the revised Indistar plan to reflect the school's year-end performance and action plan for the 2012-13 school year.
- Introduction of a monthly school newsletter
- Implementation of revised pacing guides and nine-week lesson plans

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

The following celebrations will be used to end the 2011-12 school year:

- SOL Pep Rallies
- Accreditation Pep Rally (June)
- Pizza Parties for students with no discipline records
- Food Certificates for students passing their SOLs

**I. Process Steps/Atmosphere of Change**

5. 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?

Members of the Leadership Team are encouraged to contribute and have their voices heard through the following strategies:

- Responsible for the dissemination of all information shared at leadership team meetings
- Responsible for the overall distribution and collection of text books
- Contribute to the development of the leadership team meeting agenda

In addition, team members are encouraged to suggest ideas for student and faculty incentives, schedules, and deployment of resources. All decisions made during leadership team meetings are explained with rationale, and open for discussion and feedback/suggestions for improvement.

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

Team members also serve as department chairs, so responsibilities often fall along those lines. They are assigned portions of the Indistar plan. Team composition was planned so that all segments of the school staff are represented (e.g., student services, classified staff, etc.).

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

Data walks, Alternate Governance, weekly team meetings, classroom walk-throughs and observations are among the monitoring tools currently deployed in the school. After reviewing outcomes/results in departmental and team meetings, teachers and administrators work collaboratively to devise alternate solutions.

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

Data walks, Alternate Governance, weekly team meetings, classroom walk-throughs and observations are among the monitoring tools currently deployed in the school to sustain the improvement efforts over the course of the year. There are also monthly faculty and student recognitions which honor outstanding performance.

## **J. Instruction**

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

After each benchmark assessment, students are grouped by performance bands to identify those that are above, at, and below standard. Each of these students groups receive instruction based on their identified need for enrichment and/or remediation. Teachers utilize their trend data sheets to identify students who are failing to progress, as well as those making exceptional progress.

7. How do teachers differentiate learning for students?

Teachers use a variety of techniques to provide for differentiated instruction. Strategies employed by teachers include: Regrouping students based on benchmarks and other formative assessments into small groups of students with similar skills strengths and deficits; Use of technology-enhanced instruction using programs such as Study Island and iStation; Employment of learning stations in the classroom; During and after-school tutoring that provides skill-building reviews in different learning modalities.

8. 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 and pacing guides are aligned and the instruments are reviewed and realigned each summer. Plans are underway for teacher writing teams to come together in July and August 2012 to complete this task for the coming school year.

9. How are formative assessments used in your school?

After each benchmark assessment, students are grouped by performance bands to identify those that are above, at, and below standard. These data are compiled into trend data sheets to monitor student progress (or lack thereof) through the year. Data from formative assessments drive differentiation efforts and professional development throughout the school year. Weekly assessments are used to adjust instruction and to monitor adherence to the curriculum and pacing guides.

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

Teachers have a strong understanding, but do not consistently implement best practices. Professional development, increased classroom observation and feedback, peer observation of teachers with strong classroom management skills, and among the strategies used to ensure understanding and implementation of effective classroom management practices.

## **K. External Support**

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

There is growing support in the community for improvement efforts at Peabody Middle School. Financial and in-kind services have included the following:

- Peabody Alumni Association: Provided school supplies
- Masonic Temple: Cash award of \$300.00
- Petersburg Retired Teachers Association: Donated school supplies
- Retired seniors: Volunteer to help with tutoring both during and after school

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

Same as previous.

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

Cambridge Education is the school's External Lead Turnaround Partner, and is slated to continue serving in that capacity for the third and final year of the SIG contract. The assistance they have provided impacts all areas of the school including data analysis, school climate, instruction, interviewing/selection of staff

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

Parents are supporting the improvement effort by utilizing the Parent Portal and monitoring their student's academic progress, participating in phone or in-person parent conferences, ensuring regular attendance and prompt arrival at school daily. We have had strong parent participation in the quarterly report card pick-up days. Feedback from parents on the Fall 2011 report card pick-up day led us to extend the hours that teachers would be available from 4:00 p.m. to 6:00 p.m., to allow parents who could not get off work to come to school after work.

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

Parental support/involvement in Peabody could be expanded in a number of ways, including more parent volunteers to assist teachers in the classroom during special projects, to aid in arrival and dismissal procedures, to chaperone field trips, to increase their utilization of the resources available on the school's website and monitor their student's progress through the Parent Portal more frequently.

#### L. Staffing and Relationships

12. 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?

Internally, teacher assignments are based on review student outcomes, by teacher, from the previous year, their rapport/cooperation with the team, and teacher requests for reassignment. Externally, position vacancies are advertised and interviews conducted by school administrators and the Lead Turnaround Partner, who send the names of recommended applicants to the school board for approval. The district also administratively places teachers in order to achieve objectives at other schools in the district. This process is not 100% effective in that we do not always have access to the best teachers available. After conversations with the newly appointed HR director, we are hopeful that district recruitment efforts this year will result in a robust selection pool, and an early opportunity to hire.

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

Teachers are evaluated using a combination of classroom observations and walk-throughs, data talks, monitoring of teacher participation in PD360 and other professional development activities, and feedback sessions with teachers.

14. How are teachers provided professional development?

Professional development is delivered through online programs (e.g., PD 360), faculty instructional meetings, mini-demonstration lessons, teacher-led presentations on selected instructional topics, teacher conferences (SERN, National Math, etc.), and from Cambridge Education, our External Lead Turnaround Partner.

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

The Director of Secondary Education met to review performance objectives with principal for a mid-year review, and meets regularly with the principal to discuss all aspects of school operation and principal decision-making; Dream walks and monthly Alternate Governance provide additional opportunities for assessing the school principal's performance. An end-of-year summative evaluation will be conducted at the close of this school year.

16. 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 steps in the process are to notify HR of pending vacancy; vacancy notice posted, paper screening of candidates, interview schedule set up, candidates interviewed, then recommendations for hire submitted to HR. Schools are not given priority in the candidate selection process. Applicants are steered toward specific schools based on certification/qualifications, but candidates often interview with multiple schools for the same position and are sometimes "claimed" by other schools.

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

After reviewing student outcomes (SOL, discipline, attendance, etc.) for the 2011-12 school year, we will develop plans based on results individualized by teacher/subject/grade level. We will continue to utilize the resources of Cambridge Education, PD360, and school division training, and seek out additional resources based on the individual needs. The administrative team will meet with teachers at the start of the year to initiate plans and meet quarterly to monitor the implementation status. Classroom observations and walk-throughs will be conducted to see evidence of implementation.

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

Cambridge, in collaboration with school leadership, will conduct an orientation for new teachers and staff during which they will be made acquainted with the Lead Turnaround Partnership, school improvement plan, performance expectations, and all resources related to instruction, extracurricular activities, and principal expectations for professional conduct.

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

The school's Leadership Team is a flat organization with no hierarchical structure. Everyone has an equal voice on the team, but with the understanding that they serve in an advisory role, with the understanding that final decisions will be the sole responsibility of the school principal. The relationships will be improved through the further development of the leadership capacity of each team member by expanding their current responsibilities with regards to providing and sharing effective teaching strategies.

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

The relationship with the Lead Turnaround Partner (Cambridge Education) and the principal is a true partnership. The LTP meets with the principal daily to discuss matters related to teaching and learning, student data, and overall school operations. The discussions during these meetings provide the agenda for Cambridge activities throughout the week, including classroom observations, demonstration lessons, data analysis, etc. Cambridge also provides executive coaching, and serves as a sounding board and professional colleague, reflecting and (when appropriate) providing alternative suggestions for proposed administrative actions.

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

The Internal Lead Partner resigned the position, effective January 2012, and to date has not been replaced. Should the position be filled for the 2012-13 school year, it should serve as a means through which district-level issues relating to the improvement of the school could be resolved. The ILP, ELP, and principal should meet weekly to review progress toward identified improvement objectives, and those areas in which there is an imperative for district level action, vis-à-vis policies or procedures, the ILP could investigate the issue, speak with appropriate personnel and assist in resolving the issue.

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

As stated previously, there is currently no one serving as the ILP. Once this position is filled, the ILP, ELP, and principal should meet weekly to review progress toward identified improvement objectives, and those areas in which there is an imperative for district level action, vis-à-vis policies or procedures, the ILP could investigate the issue, speak with appropriate personnel and assist in resolving the issue. In the resolution process, the ILP would identify the implications for actions that need to be taken by the ELP, if any.

### M. Decision-making Process and Autonomy

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

Decision-making related to school improvement effort, overall strategic vision, or anything that impacts the improvement plan is processed through the leadership team and the Alternate Governance committee. The leadership team is the first level of involvement, and provides the leadership with the means to hear the voice of those who will be directly impacted by the decision, and the Alternate Governance meetings allow district and state-level personnel to review, reflect, and provide additional input and insight into the decision-making process, and offering alternative solutions when appropriate.

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

Final decisions are made by the school principal, with input from the ELP and Leadership team. Final decision-making authority should rest with the principal given that they are person ultimately held responsible for results.

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

None.

8. 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).

Potential HR policy to ensure equal distribution of highly qualified staff.

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

#### **8. What services should be maintained after SIG funds and supports end in 2013?**

The following services should be maintained after SIG funds and supports end in 2013:

- Staffing the school with content area specialists in Reading and Math
- Providing Financial incentives based on student attainment of specific improvement objectives
- Leadership-led data analysis and discussions with faculty
- Conducting weekly formative assessments and quarterly benchmark assessments to monitor student progress
- Availability of a content specialist for staff.

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

The following “next steps” are recommended for the school as a part of the phase out process:

- Provide status report on the 25 RPF Indicators/Indistar Plan and the MOU with the External Lead Partner
- Have Cambridge conduct a third and final School Quality Review
- Identify accomplishments and establish plan for Indistar Plan goal maintenance and expansion
- Identify goals that remain unattained and devise action plan and timelines for completion
- Identify supports that will be necessary to continue and/or develop within the school and at the division level to help ensure long-term continuous improvement
- Conduct a debrief of the three-year LTP process with all key stakeholders to identify “lessons learned” and “next steps”
- Based on the previously identified actions, complete the school improvement plan for 2013-14

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

The following tasks are recommended for the district as part of the phase out process:

- Review school’s status report on the 25 RPF Indicators/Indistar Plan and the MOU with the External Lead Partner
- Review findings from Cambridge’s third and final School Quality Review
- Review accomplishments and approve plan for the Indistar Plan goal maintenance and expansion
- Review goals that remain unattained and approve action plan and timelines for completion
- Review identified supports that will be necessary to continue and/or develop within the school and at the division level to help ensure long-term continuous improvement, and locate sources of funding where needed
- Review key “lessons learned” from the LTP process and “next steps”
- Based on the previously identified actions, approve the revised school improvement plan for 2013-14

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

Key Personnel	Personnel Role
<b>Division-Level Staff</b>	
<ul style="list-style-type: none"> <li>• Division Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>• Provide overall leadership</li> <li>• Establish the vision for school and division excellence</li> <li>• Ensure alignment between school and school division goals and objectives</li> <li>• Ensure the availability of division resources to support and sustain improvements made throughout the LTP process</li> <li>• Review and certify the attainment of objectives specific to the state-mandated MOU and SIG RFP Indicators</li> </ul>
<ul style="list-style-type: none"> <li>• Assistant Superintendent, Curriculum &amp; Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Provide oversight of the phase-out process and ensure that all parties are fully engaged and informed of timelines and deadlines</li> </ul>
<ul style="list-style-type: none"> <li>• Director of Secondary Education</li> </ul>	<ul style="list-style-type: none"> <li>• Work directly with the school principal and LTP to monitor the phase-out process and help craft the post-LTP school improvement plan</li> </ul>
<ul style="list-style-type: none"> <li>• Internal Lead Partner</li> </ul>	<ul style="list-style-type: none"> <li>• Serve as a liaison between the school and school division to ensure that specified timelines and deadlines in the phase-out process are met</li> </ul>
<ul style="list-style-type: none"> <li>• Federal Programs Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Review the attainment of objectives specific to the state-mandated MOU and SIG RFP Indicators and certify that deadlines for all Year 3 SIG expenditures are met</li> </ul>
<b>School-based Staff</b>	
<ul style="list-style-type: none"> <li>• School Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the LTP and school leadership team to monitor the implementation of the phase-out process and help craft the post-LTP school improvement plan</li> </ul>
<ul style="list-style-type: none"> <li>• External Lead Partner (Cambridge)</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the principal and school leadership team to implement the phase-out process and help craft the post-LTP school improvement plan</li> </ul>
<ul style="list-style-type: none"> <li>• School Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the LTP and school principal to monitor the implementation of the phase-out process and help craft the post-LTP school improvement plan</li> </ul>

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

Our key focus during the phase-out process is ensuring that it is seen as a transition rather than a termination. We will work closely with the school division, VDOE, and Cambridge Education to ensure that all communications and actions during the phase-out clearly speak to the continuation of effective practices from the lead turnaround partnership and embedding and expanding these practices to ensure the school's attainment of continuous improvement objectives.

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

Continuing to provide funding for a series of VDOE technical assistance meeting to present the phase-out plans, get input and feedback from peer divisions and the state, and report on our progress with implementing the plans and developing our school improvement plan for 2013-14

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

Creating a process for an abbreviated Year 4 maintenance contract that would provide for limited, continued work with the External Lead Partner to provide feedback on the transition and suggest improvements.

**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.

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

<p>Example: SOL mathematics curriculum, assessments and pacing will be revised at 100% of grade levels to ensure vertical alignment based on analysis of 2012-13 SOL results as evidenced by a summary analysis of results by grade level, specific realignments made in curriculum and pacing, and development of aligned sample assessments for standards of concern at each grade level. (Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under the indicator to accomplish each goal.)</p>	
1	SOL Mathematics curriculum, assessments and pacing guides will be revised for 2012-13 in grades 6 and 7 based on data conversations throughout the year, course grades, and end-of-year SOL performance.
2	SOL English curriculum, assessments and pacing guides will be revised for 2012-13 in grades 6 and 7 based on data conversations throughout the year, course grades, and end-of-year SOL performance.
3	All elements of the School-wide Discipline Plan will be revised and updated based on student discipline trend data, notes of parent conferences, and other data collected in 2011-12
4	100% of core content area teachers will participate in vertical articulation training meetings with feeder elementary schools and Vernon Johns Junior High.
5	100% of the administrative staff will participate in effective classroom observation training in conjunction with the district-wide process for revising the current teacher evaluation system.

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

<p>Example: Grade level math teachers will increase their use of formative assessments by 25% to drive instruction as evidenced by weekly formative assessment plans submitted to principal by first week of school for the first 6-weeks, inclusion of formative assessment strategies in lesson plans, associated data-driven decisions in teacher grade-level meeting minutes, and observed implementation. (Indicate the Indistar indicator(s) that will be addressed in the School Improvement plan and bullet the associated tasks that will be implemented under each indicator to accomplish each goal.)</p>	
1	100% of teachers will develop and execute nine-week plans that are aligned with the revised curriculum and pacing guides.
2	100% of content area teachers will administer bi-weekly assessments that are aligned with revised pacing and curriculum guides to ensure timely coverage of content area skills and provide for monitoring of student skill acquisition
3	100% of teachers will implement the components of the updated school-wide discipline plan with fidelity.

**F. 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	To improve student performance on the SOLs by 10% over the previous year's scores.
2	To have 100% of core content area teachers meet the requirements for full licensure in accordance with Virginia statutes and policies
3	To have 100% of Peabody families become active members of the PTA
4	To reduce the number of chronically truant students by 40% as measured by attendance report.
5	To reduce the number of recurring discipline referrals by 20% as indicated in monthly discipline report.

**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:

- e. targeted group; intervention description;
- f. intervention provider;
- g. frequency and amount of time for each tier; and,
- h. description of how the intervention will be monitored.

See the sample provided.

**SAMPLE RESPONSE**

<b>Students who are at-risk of failing a mathematics SOL</b>	
Tier 2	5 <sup>th</sup> grade math teachers will work collaboratively to develop a list of activities on the math remediation software (intervention description) for the highly qualified paraprofessional (intervention provider) to use with the students identified by grades C-D, low weekly formative assessment performance and scoring 70-80% on 9-weeks assessment (targeted group) during the first 9 weeks in lieu of specials 3 days per week for 40 minutes (frequency and time). Teachers will review results from remediation software reports bi-weekly (monitoring).
Tier 3	5 <sup>th</sup> grade math teachers will work collaboratively with math specialist to analyze lesson plans and instructional strategies used during instruction of Measurement and Geometry to develop hands-on activities for daily intervention small group pull-out (intervention description). The licensed Title I teacher (intervention provider) will address specific skills identified in the strand for the targeted population 5 days/week for 40 minutes (frequency and time). Teachers will review results of ARDT strand tests as they are completed in accordance with student's remediation timeline (4 weeks at minimum) (monitoring).

<b>Part IV (a): Interventions for students who are at-risk of failing a reading SOL</b>	
Tier 2	<p>After determining the specific deficit skill areas for each student, 6<sup>th</sup> and 7<sup>th</sup> grade English teachers will employ the following interventions for students who are at risk of failing the Reading SOL:</p> <ul style="list-style-type: none"> <li>• The master schedule for all grades will have the flexibility to be changed from a 90-minute to a 65-minute schedule so that teachers meet students daily to provide more frequent reinforcement over shorter periods of time. The revised schedule will also allow for a 30-minute pull-out during Exploratory and PE for remediation, as these classes maintain a 90-minute block schedule.</li> <li>• Teachers will be required to bring their trend data by student performance bands, indicating the number of students in each band to quarterly data talks with school administrators. Students failing to meet 70% mastery will be listed by name, and teachers will provide a written narrative of the interventions that were implemented to address student weaknesses.</li> </ul>
Tier 3	<ul style="list-style-type: none"> <li>• Provide a 45-60 minute dedicated block of time in the computer lab to utilize Study Island</li> <li>• Provide extended learning time and tutors for identified skill deficits</li> <li>• Utilize technologies such as Accelerated Reader, and iStation for skill remediation</li> </ul>
<b>Part IV (b): Interventions for students who are at-risk of failing a mathematics SOL</b>	
Tier 2	<p>After determining the specific deficit skill areas for each student, 6<sup>th</sup> and 7<sup>th</sup> grade Mathematics teachers will employ the following interventions for students who are at risk of failing the Mathematics SOL:</p> <ul style="list-style-type: none"> <li>• Peabody's Math Specialist will prepare trend data reports based on student performance on the interim and nine-week benchmarks. Meetings will be held with teachers by grade level to analyze trend results, identify mastered skills, and areas of non-mastery. Following these meetings the Math Specialist will conduct in-class model lessons, teaching the skills not mastered by the students. She will then conduct follow-up visits to see if teachers are carrying out the strategies demonstrated in the model lessons. She will also meet with teachers individually to discuss teacher and student performance</li> </ul>
Tier 3	<ul style="list-style-type: none"> <li>• Provide a 45-60 minute dedicated block of time in the computer lab to utilize math remediation programs</li> <li>• Provide extended learning time and tutors for identified skill deficits during the school day and after school through 21<sup>st</sup> Century program</li> <li>• Employ technology to enhance lessons and provide students with math practice that mirrors the rigor and structure of the actual SOL math exam. Strategies include the deployment of: <ul style="list-style-type: none"> <li>• ePAT (Technology Enhanced Lessons)</li> <li>• Study Island</li> <li>• Discovery Education</li> <li>• E2020</li> </ul> </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	In addition to the previously described interventions, these students will be tracked by the Reading Specialist who will assist teachers in the development of differentiated lesson plans and activities and to administer weekly assessments to monitor student progress.
Tier 3	Same as above
<b>Part IV (e): Interventions for students who failed the SOL mathematics assessment in the previous year not identified</b>	

<b>above</b>	
Tier 2	In addition to the previously described interventions, these students will be tracked by the Math Specialist who will assist teachers in the development of differentiated lesson plans and activities and to administer weekly assessments to monitor student progress.
Tier 3	Same as above

## 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: Peabody Middle School				COHORT II <input type="checkbox"/> COHORT I <input checked="" type="checkbox"/>	
Year 1: 2011-2012 (includes pre-implementation period)				2012-2013	
Expenditure Codes	Pre-implementation SIG Funds	SIG Funds	Other Funds	SIG Funds	Other Funds
1000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$267,851.80
	School Expenses \$	School Expenses \$		School Expenses \$220,300.00	
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$62,355.54
	School Expenses \$	School Expenses \$		School Expenses \$85,572.95	
3000 – Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses		School Expenses \$292,045.00	
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses \$ N/A	

5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$
	School Expenses \$	School Expenses \$		School Expenses Indirect Costs \$3,000.00	
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$77,024.12
	School Expenses \$	School Expenses		School Expenses \$52,631.03	
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$26,000
	School Expenses \$	School Expenses \$		School Expenses \$84,099.95 N/A	
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$	Other: \$433,231.46
	School Expenses \$	School Expenses		School Expenses \$737,648.93	
				Total Division Expenses \$	
				Total School Expenses \$737,648.93	
				TOTAL \$737,648.93 0	

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: Peabody Middle School	COHORT II <input type="checkbox"/>	COHORT I <input checked="" type="checkbox"/>
<p>1000 – Personnel (Use as much space as necessary.)                  2 Teachers X \$40,000 – (\$80,000), transition from Smaller Learning Community                  4 Paraprofessionals X \$20,000, transition from Smaller Learning Community –(\$80,000)                  Performance Incentives for HQ Teachers for Student Achievement up to 10 teachers @ \$3,000 ( \$30,000.00)                  SOL Push Tutors (3@ \$50/hr x 3 days/6wks +\$1,500) \$30,300</p> <p>Title I (\$207,851.80):                  Instructional Specialist (\$70,682.00)                  Math Resource (\$69,392.80)                  Reading Resource (\$67,777.00)                  21<sup>st</sup> CCLC Tutors (\$60,000)</p>		
<p>2000 -Employee Benefits (Use as much space as necessary.)</p> <p>Full-time benefits (42.95%) 2 teachers/4 paras \$68,720                  Part-time benefits (7.65% for FICA) \$16,852.95                  Object Code 2000 Total (\$) \$85,572.95                  Title I (\$62,355.54)                  21<sup>st</sup> CCLC (\$4,590.00)</p>		
<p>3000 - Purchased Services (Use as much space as necessary.)                  Pat Herzig, Math Consultant, 12 Days @ \$1,200 per day – (\$14,000.00)                  Lead Turnaround Partner (LTP), 605 students @ \$305 per student – (\$184,525.00)</p>		

LTP Professional Development Modules \$1,000 ea. for 50 participants –( \$50,000.00)  
 LTP School Quality Review for Peabody Middle School – (\$2,500)  
 iStation (- \$6,500.00)  
 ARDT, 605 students @\$4.00 per student – ( \$2,420.00)  
 Teacher Studio License \$2000  
 Charter buses and admissions for up to 5 field trips \$30,000  
 Math Consultant (curriculum development/mapping) \$7,840

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

5000 - Other Charges (Use as much space as necessary.)  
 LTP Travel that is not included in the contract (\$2,000)  
 SURN Leadership Training - Principal and Team (\$500.00)

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

Math Manipulatives	\$20,000
Supplemental Reading Materials	\$20,024.31
AC Adapter for Swivl	\$38
Swivls (7)for Teacher Studio	\$903
Batteries for Swivls	\$72.72
Incentives for Student Performance	\$6,000
iPod Touch for teacher studio (7)	\$1,393

Total  
 Title I (\$44,224.12)  
 21<sup>st</sup> CCLC Materials (\$6,800)  
 VPSA (\$26,000)

8000 – Equipment/Capital Outlay (Use as much space as necessary.) \$84,099.95

Item	Cost Per	No. of Units	Total Cost
Dell 30 Module SafeHarbor Laptop Cart	\$2,039.99	5	\$10,199.95
Dell Latitude E5420	\$499.00	100	\$49,900 (VPSA funds to cover remainder (50))
Promethean Boars	\$3,000	8	\$24,000
Teacher Studio™		50 Site Licenses*	

\*This in the in-class video system that Dr. Smith recommended at last week's SIG meeting. We were unable to locate pricing but she can provide the figures.

**Combined Division-Level Budget Summary for ALL (Tier I and Tier II) Schools the LEA Commits to Serve**  
(ONE PER DIVISION, NOT PER SCHOOL)

Although this form is included in each school-level application, complete only one Division-Level Budget Summary for ALL (Tier I and Tier II) schools in the division.

**PART VI**

**Combined Division-Level Budget Summary for ALL (Tier I and Tier II) Schools the LEA Commits to Serve (ONE PER DIVISION, NOT PER SCHOOL)**

In the chart below, include a budget summary of expenditures for activities designed to support implementation of the selected school intervention model(s) in the LEA's Tier I and Tier II schools under the appropriate cohort .

Expenditure Codes	Year 1: 2011-2012 (includes pre-implementation period)			Cohort II ONLY <u>Year 2: 2012-2013</u>		Cohort I ONLY <u>Year 3: 2012-2013</u>	
	Pre-implementation (SIG Funds)	SIG Funds	Other Funds	SIG Funds for Cohort II ONLY	Other Funds	SIG Funds for Cohort I ONLY	Other Funds
1000 - Personnel	\$	\$	\$	\$	\$	\$430,100.00	\$464,698.80
2000 - Employee Benefits	\$	\$	\$	\$	\$	\$115,622.65	\$125,999.64
3000 - Purchased Services	\$	\$	\$	\$	\$	\$553,820.00	\$
4000 - Internal Services	\$	\$	\$	\$	\$	\$ N/A	\$
5000 - Other Charges	\$	\$	\$	\$	\$	\$6,000.00	\$
6000 - Materials and Supplies	\$	\$	\$	\$	\$	\$92,206.14	\$112,617.70
8000 - Equipment/ Capital Outlay	\$	\$	\$	\$	\$	\$94,538.45	\$52,000
Total	\$	\$	\$	TOTAL Cohort II SIG Funds Only \$	Total Other Funds \$	TOTAL Cohort I SIG Funds Only \$1,292,287.20	Total Other Funds \$755,316.14

**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.*