

**Virginia Department of Education
Office of Program Administration and Accountability and Office of School Improvement
P.O. Box 2120, Richmond, Virginia 23218-2120**

**Application for School Improvement Grant (SIG) 1003(g) Funds
Under the *No Child Left Behind Act of 2001*, Public Law 107-110**

Cover Page

Division Information

School Division Name: Fairfax County Public Schools
Division Contact: Teddi Predaris, Director, Office of Language Acquisition and Title I
Mailing Address: 8115 Gatehouse Road, Falls Church, VA 22042
Telephone (include extension if applicable): 571-423-4650 Fax: 571-423-4657
E-mail: Teddi.Predaris@fcps.edu

School Information

Provide information for each school within the division that will receive support through the SIG funds.

School Name: Beech Tree Elementary School
Principal Name: Terry Phillips
Mailing Address: 3401 Beech Tree Lane, Falls Church, VA 22042
Telephone (include extension if applicable): 703-531-2600 Fax: 703-531-2697
E-mail: Terry.Phillips@fcps.edu

School Name: Bucknell Elementary School
Principal Name: Tim Slayter
Mailing Address: 6925 University Drive, Alexandria, VA 22307
Telephone (include extension if applicable): 703-660-2900 Fax: 703-660-2997
E-mail: Timothy.Slayter@fcps.edu

(cover page continued)

School Name: Woodlawn Elementary School
Principal Name: TBD
Mailing Address: 8505 Highland Lane, Alexandria, VA 22309
Telephone (include extension if applicable): 703-619-4800 Fax: 703-619-4897
E-mail: TBD

School Name: _____
Principal Name: _____
Mailing Address: _____
Telephone (include extension if applicable): _____ Fax: _____
E-mail: _____

School Name: _____
Principal Name: _____
Mailing Address: _____
Telephone (include extension if applicable): _____ Fax: _____
E-mail: _____

Assurances: The local educational agency assures that SIG 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). Additionally, the local educational agency agrees by signing below to implement program specific assurances located in "Section E. Assurances."

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: Jack D. Dale

Date: JUN 16 2011

Section A: Schools to be Served

Note: Descriptions of each of the four intervention models are included in Appendix A of the guidance document.

1. Tier I and Tier II School Information

Identify each Tier I and/or Tier II school that the school division commits to serve in the chart below. For each school identified, please provide the NCES ID #, the tier identification, and the intervention model the school will implement.

School Name	NCES ID #	Tier I	Tier II	Intervention Model(s)			
				Turnaround	Restart	Transformation	Closure
n/a		<input type="checkbox"/>					
		<input type="checkbox"/>					
		<input type="checkbox"/>					
		<input type="checkbox"/>					

2. Tier III School Information

Identify each Tier III school that will be served. For each school identified, please provide the NCES ID # and the tier identification.

If the school will implement an intervention model, please indicate which one the school will implement. If the school will not implement an intervention model, indicate “other school improvement strategies.”

School Name	NCES ID #	Tier III	Intervention Model(s) or Other School Improvement Strategies				
			Turnaround	Restart	Transformation	Closure	Other School Improvement Strategies
Beech Tree ES	510126000428	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Bucknell ES	510126000435	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Woodlawn ES	510126000598	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section B: Required Elements

Part 1. Student Achievement and Demographic Data - Applicable to Tier I, II, and III Schools

The LEA must provide the following information for each of the Tier I, Tier II, and Tier III schools that will be served.

Note: An LEA with Tier I schools must serve all of its Tier I schools before serving any eligible Tier III school.

- a. Student achievement data for the past two years (2008-2009 and 2009-2010) in reading/language arts and mathematics: by school for the “all students” category and for each Adequate Yearly Progress (AYP) subgroup; and by grade level in the “all students” category and for each AYP subgroup;
- b. Analyzed student achievement data with identified areas that need improvement;
- c. Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject;
- d. Number of years each instructional staff member has been employed at the school;
- e. Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools;
- f. Information about the demographics of the student population to include attendance rate, total number of students, and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status;
- g. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of the library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess;
- h. Total number of minutes in the school year that all students were required to attend school and any increased learning time (e.g., before- or after-school, Saturday school, summer school);
- i. Total number of days teachers worked divided by the maximum number of teacher working days;
- j. Information about the types of technology that are available to students and instructional staff;
- k. Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics.

Response:

Note: Divisions should consider providing this information in chart form and include here.

See chart for each school that follows.

SCHOOL NAME: Beech Tree ES

a. Student achievement data for the past two years (2008-2009 and 2009-2010) in reading/language arts and mathematics: by school for the "all students" category and for each Adequate Yearly Progress (AYP) subgroup; and by grade level in the "all students" category and for each AYP subgroup

English: Reading

	All Students		Black		Hispanic		White		Students with Disabilities		Economically Disadvantaged		Limited English Proficient	
	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10
Overall	86%	79%	73%	<	82%	65%	98%	94%	92%	82%	79%	71%	83%	71%
Grade 3	70%	77%	<	<	69%	63%	100%	89%	90%	85%	61%	74%	66%	71%
Grade 4	94%	67%	<	<	89%	52%	100%	100%	95%	55%	94%	54%	90%	56%
Grade 5	92%	89%	<	<	92%	81%	95%	95%	89%	100%	84%	86%	93%	86%

Mathematics

	All Students		Black		Hispanic		White		Students with Disabilities		Economically Disadvantaged		Limited English Proficient	
	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10
Overall	77%	82%	<	<	65%	69%	91%	94%	73%	81%	69%	77%	70%	76%
Grade 3	69%	85%	<	<	56%	73%	100%	95%	82%	91%	58%	82%	61%	84%
Grade 4	78%	65%	<	<	66%	44%	87%	86%	63%	55%	75%	54%	72%	54%
Grade 5	84%	95%	<	<	75%	89%	90%	100%	78%	93%	74%	97%	78%	92%

b. Analyzed student achievement data with areas that need improvement:

English: Reading

Beech Tree's data shows that reading scores in most subgroups decreased between Spring 2009 and Spring 2010 for the school overall and at individual grade levels. Fourth grade showed some of the most significant decreases in reading across the board in all subgroups but White. The Hispanic and LEP subgroups showed decreases across grade levels, as did Students with Disabilities for all grades with the exception of fifth.

Mathematics

Math scores increased considerably overall and for most subgroups between Spring 2009 and Spring 2010 with the exception of fourth grade. Third grade scores showed two-digit growth overall and in all subgroups but White, and fifth grade showed two-digit growth in all categories. However, fourth grade math scores decreased considerably in each category during this time.

c. Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject													
Grade Level	Highly Qualified (HQ) Teachers			Grade Level	Teachers with <i>Less Than 3 Yrs Experience</i>								
	<i># highly qualified</i>	<i>% highly qualified</i>			<i># with < 3 yrs experience</i>	<i>% with < 3 yrs experience</i>							
Kinder.	5	100%		Kinder.	1	20%							
Grade 1	4	100%		Grade 1	1	25%							
Grade 2	3	100%		Grade 2	3	100%							
Grade 3	3	100%		Grade 3	0	0%							
Grade 4	4	100%		Grade 4	0	0%							
Grade 5	3	100%		Grade 5	1	33%							
d. Number of years each instructional staff member has been employed at the school:													
# of years at school	<i>less than 1</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12 or more</i>
# of instructional staff	17	6	7	7	10	4	2	2	2	2	3	0	3
e. Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools													
n/a													
f. Information about the demographics of the student population to include attendance rate, total number of students, and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status													
Attendance Rate				97.66%			Total Number of Students				456		
Total Numbers by the Following Categories:													
Gender	Male			214									
	Female			242									
Ethnicity	Asian or Pacific Islander			126			Students with Disabilities				52		
	Black (Not of Hispanic Origin)			20			Limited English Proficient				286		
	Hispanic			194			Migrant Students				0		
	White (Not of Hispanic Origin)			102			Homeless Students				4		
	Other			14			Economically Disadvantaged				255		

g. Information about the physical plan of the school facility to include: 1) date built; 2) number of classrooms; 3) description of the library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess		
Date Built:	1968	Number of Classrooms: 21
Description of Library Media Center		
Beech Tree is currently undergoing a major renovation with five additions to the physical plant. The new library opened in April 2011 and is approximately twice the size of the previous library. The librarian is currently ordering materials to expand the collection now that there is more room. There are 10 computer stations in the library, where there used to be only four. There are also a number of small instructional areas in the new library as well as a new video production studio for the student-run morning news show.		
Description of Cafeteria		
The current cafeteria seats 240 students at 21 tables with one serving line. The cafeteria will be renovated this summer, and will seat approximately the same number of students with one newly installed serving line. All elements of the cafeteria will have been renovated to include a new sprinkler system.		
Description of Areas for Physical Education and/or Recess		
Because of the renovation, students have been without a playground or black top area since April 2010. The new blacktop opened in May 2011 for students to use, and the new playground opened on Friday, June 3, 2011. Before that students played in an open field that had game stations planned each day by PE teachers. Students have PE at least twice a week, which usually takes place in the gym.		
h. Total number of minutes in the school year that all students were required to attend school and any increased learning time (e.g., before- or after-school, Saturday school, summer school)		
Number of minutes in the 2010-2011 school year	59,400	
Opportunities for Increased Learning Time		
Learning Opportunity:	Approx. # of Students:	Increased Min./Student:
Young Scholars Summer School	30	1800
Supplemental Education Services	120	2880
Summer Jump Start program	60	1800
Expanded SES for students not on F/R meals	50	2880
Morning choice programs	50	8100
i. Total number of days teachers worked divided by maximum number of teacher working days		
Total days worked / maximum work days	0.985	

j. Information about the types of technology that are available to students and instructional staff

Student-to-Computer Ratio	2010-2011 (as of Dec.)	Peripheral Inventory	2010-2011 (as of Dec.)
Total Computers	322	Copier	5
(5 years or newer)	150	Data Projector	32
(6 to 10 years old)	172	Electronic Interactive Board	24
Student-to-Computer Ratio (5 years or newer)	3.1 : 1	Interactive Devices	17
		Mobile Laptop Cart	4
		Printer	31
Computer Inventory	2010-2011 (as of Dec.)	Scanner	3
		Two Way Radio	10
Desktop	106	Network Infrastructure	June 2010
Laptop	216		
PDA	1	Wide Area Network Connection Speed (Mbps)	35
Server	4	Number of Wireless Access Points (WAPs)	21

Additional Comments on Availability of Technology:

Each teacher has a laptop that is used to plan lessons, create assessments, and track student progress. Every classroom has a SMART Board, projectors, and presentation stations. The school has four mobile laptop labs, and a stationary lab will be in place once renovation is complete. There are at least three student computers in each classroom. A set of Net Books will be available next year to use for online testing.

k. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics

Reading Goal(s)

Students in grades 3-5 will reach a 91% pass rate in reading for the total population and the White subgroup on the 2012 SOL assessments. All other subgroups will reduce their failure rate by at least 10%.

Mathematics Goal(s)

Students in grades 3-5 will reach a 90% pass rate in math for the total population and the White subgroup on the 2012 SOL assessments. All other subgroups will reduce their failure rate by at least 10%.

SCHOOL NAME: Bucknell ES

a. Student achievement data for the past two years (2008-2009 and 2009-2010) in reading/language arts and mathematics: by school for the "all students" category and for each Adequate Yearly Progress (AYP) subgroup; and by grade level in the "all students" category and for each AYP subgroup

English: Reading

	All Students		Black		Hispanic		White		Students with Disabilities		Economically Disadvantaged		Limited English Proficient	
	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10
Overall	82%	82%	67%	68%	86%	89%	82%	93%	76%	90%	80%	80%	85%	87%
Grade 3	78%	78%	50%	<	89%	94%	<	<	<	90%	81%	85%	89%	95%
Grade 4	73%	85%	<	80%	79%	86%	<	<	<	<	71%	79%	79%	80%
Grade 5	91%	79%	<	<	90%	89%	<	<	<	<	91%	76%	88%	88%
Grade 6	85%	84%	<	<	86%	86%	<	<	<	<	80%	79%	86%	80%

Mathematics

	All Students		Black		Hispanic		White		Students with Disabilities		Economically Disadvantaged		Limited English Proficient	
	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10
Overall	69%	77%	59%	65%	68%	81%	88%	87%	39%	71%	66%	74%	69%	79%
Grade 3	70%	61%	60%	<	61%	58%	<	<	<	67%	65%	59%	63%	62%
Grade 4	67%	85%	<	80%	79%	86%	<	<	<	<	68%	83%	79%	87%
Grade 5	79%	79%	<	<	81%	83%	<	<	<	<	79%	76%	81%	82%
Grade 6	58%	84%	<	<	43%	95%	<	<	<	<	50%	79%	50%	93%

b. Analyzed student achievement data with areas that need improvement:

English: Reading

Reading achievement for all grades is an area in need of improvement. Bucknell's overall proficiency rate has not increased in the last two years and is not yet meeting AYP standards. The two grade levels with the biggest need for improvement are 3rd and 5th grades. The 3rd grade scores have been consistently low, and 5th grade scores dropped by twelve points last year. Students who fall into the subgroups of Black, Economically Disadvantaged, and with Limited English Proficiency show the largest achievement gaps.

Mathematics

The math achievement scores for students at Bucknell are not meeting expectations. Again, 3rd and 5th grades are where the most improvement is needed. While there have been some large gains in test scores for students within subgroups, there are still significant achievement gaps for these students in math. Students in the Black, Students with Disabilities, and Economically Disadvantaged subgroups demonstrate the largest learning gaps.

c. Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject													
Grade Level	Highly Qualified (HQ) Teachers			Grade Level	Teachers with <i>Less Than 3 Yrs Experience</i>								
	<i># highly qualified</i>	<i>% highly qualified</i>			<i># with < 3 yrs experience</i>	<i>% with < 3 yrs experience</i>							
Kinder.	2	100%		Kinder.	0	0%							
Grade 1	2	100%		Grade 1	0	0%							
Grade 2	2	100%		Grade 2	2	100%							
Grade 3	2	100%		Grade 3	0	0%							
Grade 4	2	100%		Grade 4	1	50%							
Grade 5	2	100%		Grade 5	0	0%							
Grade 6	2	100%		Grade 6	0	0%							
d. Number of years each instructional staff member has been employed at the school:													
# of years at school	<i>less than 1</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12 or more</i>
# of instructional staff	11	3	7	2	3	6	1	2	0	3	3	3	4
e. Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools													
n/a													
f. Information about the demographics of the student population to include attendance rate, total number of students, and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status													
Attendance Rate				97.43%				Total Number of Students				276	
Total Numbers by the Following Categories:													
Gender	Male			147									
	Female			129									
Ethnicity	Asian or Pacific Islander			15			Students with Disabilities				40		
	Black (Not of Hispanic Origin)			50			Limited English Proficient				140		
	Hispanic			153			Migrant Students				0		
	White (Not of Hispanic Origin)			39			Homeless Students				2		
	Other			19			Economically Disadvantaged				212		

g. Information about the physical plan of the school facility to include: 1) date built; 2) number of classrooms; 3) description of the library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess			
Date Built:	1954	Number of Classrooms:	20
Description of Library Media Center			
The Bucknell Elementary School library is a fairly large space with an expansive wall of windows which allows in natural light. Money for books is supplied by Fairfax County Public Schools (FCPS) per capita so the slow collection development is reflective of the small student population at the school. Many of the books in the collection are damaged and worn. The library is the only large area in the school suitable for large group study, meetings, and community social events so there is a great deal of wear and tear on the furnishings. The selection of furniture and color palette in the interior is better suited to adults than appropriate for the K-6 population of this elementary school.			
Description of Cafeteria			
The cafeteria at Bucknell serves approximately 300 students a day. There are 20 round tables that seat 6 students, creating a maximum capacity of 120 students. It has been many years since the cafeteria has had a face lift. It is utilitarian in style, but functional to meet service needs.			
Description of Areas for Physical Education and/or Recess			
The gym is a multipurpose facility that has a stage, office, and several storage closets. It does not have bleachers. There are several bulletin boards located in the gym. The gym can be divided by a vinyl partition, if needed.			
h. Total number of minutes in the school year that all students were required to attend school and any increased learning time (e.g., before- or after-school, Saturday school, summer school)			
Number of minutes in the 2010-2011 school year	59,400		
Opportunities for Increased Learning Time			
Learning Opportunity:	Approx. # of Students:	Increased Min./Student:	
After School Academies	55	723	
Supplemental Educational Services	70	2880	
Jason Project	9	600	
i. Total number of days teachers worked divided by maximum number of teacher working days			
Total days worked / maximum work days	0.985		
j. Information about the types of technology that are available to students and instructional staff			
Student-to-Computer Ratio	2010-2011 (as of Dec.)	Peripheral Inventory	2010-2011 (as of Dec.)
Total Computers	219	Copier	5
(5 years or newer)	142	Data Projector	25

(6 to 10 years old)	77	Electronic Interactive Board	21
Student-to-Computer Ratio (5 years or newer)	2.1 : 1	Interactive Devices	16
		Mobile Laptop Cart	3
		Printer	45
Computer Inventory	2010-2011 (as of Dec.)	Scanner	3
		Two Way Radio	10
Desktop	77	Network Infrastructure	June 2010
Laptop	142		
PDA	1	Wide Area Network Connection Speed (Mbps)	35
Server	4	Number of Wireless Access Points (WAPs)	27
Additional Comments on Availability of Technology:			
All classrooms currently have SMARTboards as well as projectors. Based on requests from instructional staff, mobile labs have been broken up and each classroom has an additional 6-8 computers which are used for centers, review, research, and other independent activities.			
k. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics			
Reading Goal(s)			
Bucknell Elementary will pass the Spring 2012 SOL Reading tests at a rate of 91% overall and in each subgroup or will reduce its failure rate in the 2011-2012 school year by at least 10% overall and in each subgroup when compared to Spring 2011 Reading SOL results.			
All students in all grade levels will make one year's growth or more from the Fall 2011 DRA2 score to their Spring 2012 DRA2 score in the 2011-2012 school year.			
Mathematics Goal(s)			
Bucknell Elementary will pass the Spring 2012 SOL Math tests at a rate of 90% overall and in each subgroup or will reduce its failure rate in the 2011-2012 school year by at least 10% overall and in each subgroup when compared to Spring 2011 Math SOL results.			

SCHOOL NAME: Woodlawn ES

a. Student achievement data for the past two years (2008-2009 and 2009-2010) in reading/language arts and mathematics: by school for the "all students" category and for each Adequate Yearly Progress (AYP) subgroup; and by grade level in the "all students" category and for each AYP subgroup

English: Reading

	All Students		Black		Hispanic		White		Students with Disabilities		Economically Disadvantaged		Limited English Proficient	
	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10
Overall	83%	82%	79%	79%	81%	81%	93%	82%	81%	68%	79%	81%	77%	79%
Grade 3	66%	75%	73%	47%	57%	83%	80%	80%	70%	58%	49%	77%	48%	85%
Grade 4	86%	72%	76%	79%	81%	65%	100%	67%	81%	58%	84%	63%	73%	58%
Grade 5	96%	92%	95%	87%	95%	96%	<	92%	92%	68%	94%	95%	96%	92%
Grade 6	85%	86%	70%	90%	88%	75%	<	<	79%	86%	91%	81%	88%	76%

Mathematics

	All Students		Black		Hispanic		White		Students with Disabilities		Economically Disadvantaged		Limited English Proficient	
	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10
Overall	77%	83%	76%	78%	73%	83%	85%	90%	62%	66%	73%	86%	71%	84%
Grade 3	66%	80%	61%	65%	57%	79%	90%	93%	60%	67%	49%	81%	43%	85%
Grade 4	86%	89%	90%	92%	74%	88%	<	86%	69%	82%	84%	90%	67%	84%
Grade 5	98%	93%	95%	88%	100%	92%	<	100%	92%	84%	97%	95%	100%	92%
Grade 6	61%	68%	58%	66%	63%	72%	<	<	29%	29%	62%	72%	68%	74%

b. Analyzed student achievement data with areas that need improvement:

English: Reading

For the past two years Woodlawn's overall reading scores have remained about the same. The third grade overall score increased for the 2009-2010 school year; however, the fourth grade scores for that year declined in five out of six subgroups. A specific focus area for improvement across the school would be increased reading scores in the Students with Disabilities subgroup. Increased reading scores across all grades and all subgroups will remain an area for school improvement.

Mathematics

For the past two years, mathematics scores have significantly increased schoolwide as well as in each subgroup. Last year the school made AYP overall and in every subgroup except Black, where AYP was missed by 1%. The school made "safe harbor" last year in the Students with Disabilities subgroup. However, in grades 3 and 6, Students with Disabilities and Black students have shown minimal progress and this is an area of need.

c. Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject													
Grade Level	Highly Qualified (HQ) Teachers			Grade Level	Teachers with <i>Less Than 3 Yrs Experience</i>								
	<i># highly qualified</i>	<i>% highly qualified</i>			<i># with < 3 yrs experience</i>	<i>% with < 3 yrs experience</i>							
Kinder.	4	100%		Kinder.	2	50%							
Grade 1	4	100%		Grade 1	3	75%							
Grade 2	4	100%		Grade 2	0	0%							
Grade 3	4	100%		Grade 3	1	25%							
Grade 4	4	100%		Grade 4	0	0%							
Grade 5	3	100%		Grade 5	1	33%							
Grade 6	4	100%		Grade 6	0	0%							
d. Number of years each instructional staff member has been employed at the school:													
# of years at school	<i>less than 1</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12 or more</i>
# of instructional staff	15	9	8	5	8	7	3	4	4	5	4	1	5
e. Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools													
n/a													
f. Information about the demographics of the student population to include attendance rate, total number of students, and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status													
Attendance Rate				97.74%				Total Number of Students				591	
Total Numbers by the Following Categories:													
Gender	Male			312									
	Female			279									
Ethnicity	Asian or Pacific Islander			45			Students with Disabilities				98		
	Black (Not of Hispanic Origin)			196			Limited English Proficient				179		
	Hispanic			201			Migrant Students				0		
	White (Not of Hispanic Origin)			111			Homeless Students				30		
	Other			38			Economically Disadvantaged				363		

g. Information about the physical plan of the school facility to include: 1) date built; 2) number of classrooms; 3) description of the library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess			
Date Built:	1937	Number of Classrooms:	33
<i>Description of Library Media Center</i>			
Woodlawn has one library media center with a 10,000 item book collection. A computer lab with 27 computers is attached to the media center.			
<i>Description of Cafeteria</i>			
Woodlawn's cafeteria has a maximum approved occupancy load of 185 with tables and chairs. The maximum approved occupancy load with chairs or standing only is 397. The school has had an increase of about 200 students over the past two years, but the size of the cafeteria remains the same.			
<i>Description of Areas for Physical Education and/or Recess</i>			
Woodlawn has a large gymnasium and a new playground area for recess. The gym's maximum approved occupancy is 112 students participating in active sports and 281 students when used as a classroom. The maximum approved occupancy when used for assemblies is 640.			
h. Total number of minutes in the school year that all students were required to attend school and any increased learning time (e.g., before- or after-school, Saturday school, summer school)			
Number of minutes in the 2010-2011 school year	59,400		
Opportunities for Increased Learning Time			
Learning Opportunity:	Approx. # of Students:	Increased Min./Student:	
Early Learning Program	100	2,700	
Supplemental Educational Services	120	1,800	
Reading Stars	10	2,400	
Rising Stars	30	1,200	
After school reading and math tutoring	100	Varied by student	
Partners in Print	400	600	
Family Math Night	100	120	
Goal-setting	25	60	
i. Total number of days teachers worked divided by maximum number of teacher working days			
Total days worked / maximum work days	0.985		

j. Information about the types of technology that are available to students and instructional staff			
Student-to-Computer Ratio	2010-2011 (as of Dec.)	Peripheral Inventory	2010-2011 (as of Dec.)
Total Computers	345	Copier	6
(5 years or newer)	205	Data Projector	38
(6 to 10 years old)	140	Electronic Interactive Board	20
Student-to-Computer Ratio (5 years or newer)	2.7 : 1	Interactive Devices	2
		Mobile Laptop Cart	1
		Printer	63
Computer Inventory	2010-2011 (as of Dec.)	Scanner	1
		Two Way Radio	9
Desktop	194	Network Infrastructure	June 2010
Laptop	151		
PDA	1	Wide Area Network Connection Speed (Mbps)	35
Server	3	Number of Wireless Access Points (WAPs)	25
Additional Comments on Availability of Technology:			
Woodlawn has added interactive electronic boards so that each classroom is now equipped with this technology. In addition, each classroom has a Netbook Cart and document camera. Staff and students regularly use the following software: Read About, Destination Math, Do the Math, Jefferson Lab, Tumble Books, and ATS for specific students (Lexia, SOLO, Write Out Loud, Board Maker).			
k. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics			
Reading Goal(s)			
91% of students in 3 rd -6 th grade will pass proficient or advanced on the Spring 2012 Reading SOL. Each subgroup will meet the 91% target for reading or will reduce their failing rate by at least 10%.			
Mathematics Goal(s)			
90% of students in 3 rd -6 th grade will pass proficient on the Spring 2012 Math SOL. Each subgroup will meet the 90% target for math or will reduce their failing rate by at least 10%.			

Part 2. Design and Implement an Intervention for Each School – Tier I and Tier II schools must implement one of the intervention models. Tier III schools may implement one of the intervention models or other school improvement strategies.

The LEA will need to have detailed plans in place to demonstrate how the interventions will be designed as well as the plan for implementation. Listed below are the factors that will be considered to assess an LEA’s commitment to designing interventions consistent with the factors below from the U.S. Department of Education (USED) Final Requirements for School Improvement Grants as amended November 1, 2010.

For each school listed in Section A that is implementing one of the intervention models, describe the following:

- a. The plan to implement the interventions by the beginning of the 2011-2012 school year.
- b. The plan to regularly engage the school community, with substantial emphasis on parental engagement, to inform members of progress toward the design and implementation of the interventions and to give them opportunity to provide input.
- c. The LEA resources to research and design the selected interventions as intended.
- d. The plan to set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.
- e. The SEA sponsored strategic planning session attended or to be attended by the LEA.
- f. The LEA’s capacity to implement the selected.

Response:

n/a. Not using one of the federal intervention models for FCPS Tier III schools.

For any Tier III school listed in Section A *not* implementing one of the intervention models, describe the following:

- g. The services the school will receive or the activities the school will implement; and
- h. The goals the LEA will establish to hold accountable its Tier III schools that receive school improvement grant funds. (See Appendix B of the guidance document for examples of other school improvement strategies.)

Response:

g. The services the school will receive or the activities the school will implement

Fairfax County Public Schools will use its Priority Schools Initiative, including its partnership with the University of Virginia (UVA) Turnaround Specialist Program, to apply “other school improvement strategies” that will meet VDOE requirements for Title I schools receiving School Improvement SIG 1003(g) grants. The “Assurances” that are included in Section E of this application provides details regarding specific support structures that will be in place for each school.

The following “other school improvement strategies” describe the services and activities that will be implemented at Beech Tree Elementary,

Bucknell Elementary, and Woodlawn Elementary.

The LEA will develop and increase teacher and school leader effectiveness by:

- Providing intensive professional development to principals through the UVA School Turnaround Specialist Program
- Providing intensive year-round training through the FCPS Instructional Coaching program to instructional coaches in these schools
- Providing ongoing, high-quality, job-embedded professional development to teachers in these schools conducted by the instructional coaches
- Providing ongoing, high-quality professional development to content resource teachers supporting language arts and mathematics within these schools
- Supporting enhanced use of collaborative time and structures for teacher teams through the work of the principal and instructional coach and through division guidance on effective implementation of Professional Learning Communities

The LEA will use comprehensive instructional reform strategies by:

- Using student growth through formative assessments, such as the FCPS electronic Curriculum Assessment Resource Tool (eCART) assessments, the Developmental Reading Assessment (DRA2), Mathematics Reasoning Assessment (MRA), grade-level common assessments, *istation's* Indicators of Progress (ISIP), and Algebra Readiness Diagnostic Test (ARDT), as a significant factor in monitoring student achievement and growth
- Promoting continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students
- Conducting periodic reviews through FCPS Priority Schools quarterly reports, quarterly Priority School Support Team meetings, monthly school improvement planning team meetings, and monthly Title I Division Leadership Support Team meetings to ensure that school improvement efforts are having the intended impact on student achievement and that required resources are in place that will allow full implementation of the school improvement plan

The LEA will increase learning time by:

- Establishing embedded time for intervention and/or enrichment during the school day, as scheduled by the principal
- Supporting additional learning opportunities outside the school day through before-school, after-school, Saturday school, and/or summer school programs, as designed by each principal to fit the needs of the school's community

h. The goals the LEA will establish to hold accountable its Tier III schools that receive school improvement grant funds

Each of these schools is in Title I School Improvement in both reading and mathematics for 2010-2011. It is the goal of FCPS that these three schools will make AYP in reading and mathematics for two consecutive years and come out of Title I School Improvement during the three years of this grant. Toward this end, each school will review regular formative assessment data in monthly school improvement planning team meetings to establish and monitor specific measurable goals for student achievement. Additionally, each school will complete the FCPS Priority Schools Quarterly Report format and schedule for quarterly data analysis. The FCPS Quarterly Reports will involve an in depth look at quarterly monitoring data on student achievement as well as reflections and goal-setting toward continuous improvement. Results of Quarterly Reports will be shared with FCPS leadership and reviewed at Title I Division Leadership Support Team meetings.

Specific Measurable Attainable Results-focused Timebound (SMART) Goals for Beech Tree Elementary, Bucknell Elementary, and Woodlawn Elementary:

In Spring 2012, students overall and in each subgroup will perform at 91% passing in reading and 90% passing in mathematics or will reduce their failing rate by at least ten percent compared to Spring 2011.

In Spring 2013, students overall and in each subgroup will perform at 96% passing in reading and 95% passing in mathematics or will reduce their failing rate by at least ten percent compared to Spring 2012.

In Spring 2014, students overall and in each subgroup will perform at 100% passing in reading and mathematics or will reduce their failing rate by at least ten percent compared to Spring 2013.

- If the LEA lacks sufficient capacity to serve all of its Tier I schools, provide the following information:
 - a. What steps have been taken to secure the support of the local school board for the intervention model selected?
 - b. What steps have been taken to secure the support of the parents for the intervention model selected?
 - c. If the LEA does not have sufficient staff to implement the selected intervention model fully and effectively, has the LEA considered use of the SIG funds to hire necessary staff?
 - d. What steps have been taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to implement the model?

Response:

Note: For divisions with Tier II and Tier III schools, this response is NA.

Mark NA, if applicable

Tier III schools only.

Part 3. Recruit, Screen, and Select External Providers, If Applicable

To assist school divisions with recruiting, screening, and selecting external providers, if applicable, the Virginia Department of Education (VDOE) conducted a Request for Proposals for Lead Turnaround Partners (LTPs). Awarded were four independent contractors: Cambridge Education; Edison Learning, Inc.; John Hopkins University; and Pearson Education. School divisions may select an LTP from the competitively awarded contract list or they may choose to initiate their own competitive process. The benefit of selecting a provider from the VDOE contract list is that the competition has already taken place and a school division will not have to delay the implementation of the work with the LTP by awaiting results from its own competitive process. Specific information such as contract number and pricing about each awarded contractor is publicly posted on the VDOE Web site. The link below provides the request for proposal for the selection of the LTPs:

Below are the factors that will be considered to assess the LEA's commitment to recruit, screen, and select external providers, if applicable, consistent with the USED Final Requirements for School Improvement Grants as amended in November 1, 2010. Describe the following:

- a. Reasonable and timely steps taken to recruit, screen, and select providers to be in place by the beginning of the 2011-2012 school year that may include, but are not limited to:
 - i. Analyzing the LEA's operational needs;
 - ii. Researching and prioritizing the external providers available to serve the school;
 - iii. Contacting other LEA's currently or formerly engaged with the external provider regarding their experience;
 - iv. Engaging parents and community members to assist in the selection process; and
 - v. Delineating the responsibilities and expectations to be carried out by the external provider as well as those to be carried out by the LEA.

<input type="checkbox"/> Mark NA here if the LEA selected an LTP from the state's list. <input checked="" type="checkbox"/> Mark NA here if the selected model does not require an LTP. Response: Using "other school improvement strategies."

- b. Detailed and relevant criteria for selecting external providers that take into account the specific needs of the Tier I and/or Tier II schools to be served by external providers. These criteria may include, but are not limited to:
 - i. A proven track record of success in working with a particular population or type of school;
 - ii. Alignment between external provider services and needs of the LEA;
 - iii. Capacity to and documented success in improving student achievement; and
 - iv. Capacity to serve the identified school or schools with the selected intervention model.

<input type="checkbox"/> Mark NA here if the LEA selected an LTP from the state's list. <input checked="" type="checkbox"/> Mark NA here if the selected model does not require an LTP. Response: Using "other school improvement strategies."

Part 4: Modify Practices and/or Policies, If Necessary, to Enable Implementation of the Intervention Fully and Effectively-Applicable to Tier I, II, and III Schools

The LEA will provide evidence that a review of division and school policies have been completed to ensure alignment with the selected interventions. Evidence will include copies of division meeting agenda and accompanying notes. If changes are needed to existing policies and/or procedures, additional documentation will be requested such as revisions to policy manuals, local board of education meeting minutes, and/or other appropriate division communication. *These documents may be scanned and attached as an appendix to this application with an explanation provided below.*

Response:

n/a

The attached “Assurances” in Section E ensure the division’s commitment to enacting policies and procedures needed to fulfill all obligations of School Improvement grants. The FCPS School Board approved the FCPS Priority Schools Initiative referenced in the “Assurances” on May 20, 2010 for implementation that began in 2010-2011. The division will not be using one of the federal intervention models.

Part 5. Sustain the Reform Effort After the Funding Period Ends - Applicable to Tier I, II, and III Schools

The LEA will provide a narrative identifying resources, financial and otherwise, to demonstrate how the reform effort will be sustained after the funding period ends. The LEA’s ability to sustain the reform effort after the funding period ends will be evaluated by considering descriptions provided for the required components below.

Describe the following:

- Use of the Indistar™ tool by the division and school improvement teams to inform, coach, sustain, track, and report school improvement activities;
- Implementation of contract with external provider, if applicable; and
- Division plan and budget for sustaining the reform effort.

Response:

The division and all schools receiving 1003(g) School Improvement grants will use the Center on Innovation and Improvement online school improvement tool, *Indistar*, or FCPS School Improvement Plan (SIP) to fulfill grant expectations for goal-setting and monitoring. This will

allow the division and schools' improvement teams to inform, coach, sustain, track, and report school improvement activities.

No contract with an external provider is required for the implementation of "other school improvement strategies." Nonetheless, FCPS will be continuing its working partnership with the University of Virginia (UVA) School Turnaround Specialist Program in order to meet VDOE requirements for "other school improvement strategies."

Through the FCPS Priority Schools Initiative and other resources, FCPS commits to sustain school improvement efforts in these schools receiving 1003(g) grants. Each school's Priority School Support Team well as the Title I Division Leadership Support Team (DLST) represents a cross-departmental effort to regularly monitor, identify, and respond to schools' needs. The Priority Schools Initiative and the DLST both provide frameworks for evaluating policies, procedures, and funding decisions that impact these schools' ability to provide the best opportunities for their students.

Section C: Pre-implementation Activities

“Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 SIG funds.

Allowable pre-implementation activities include, but are not limited to, the following. The LEA may:

- a. Hold parent and community meetings to review school performance, discuss the new intervention model to be implemented, and develop school improvement plans in line with the model selected.
- b. Either: 1) select a charter school operator, a charter management organization (CMO), or an educational management organization (EMO) from the state-approved list; or 2) conduct the required review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly select any external provider that may be necessary to assist in planning for the implementation of an intervention model.
- c. Recruit and hire the incoming principal, leadership team, and/or instructional staff.
- d. Provide remediation and enrichment to students in schools that will implement an intervention model, purchase appropriate instructional materials, or compensate staff for instructional planning.
- e. Provide professional development that will enable staff to effectively implement new or revised instructional programs that are aligned with the school’s comprehensive and instructional plan and intervention model.
- f. Develop and pilot a data system for use in schools implementing an intervention model; analyze data; or develop and adopt interim assessments for use in those schools.
- g. Conduct other allowable pre-implementation activities.
- h. Include sufficient funds in the budget to conduct pre-implementation activities fully and effectively in addition to implementing an intervention model for its Tier I, Tier II, as well as to support school improvement activities in its Tier III schools throughout the period of availability of funds.

If applicable, describe the activities for pre-implementation.

Response:

n/a

Supports are in place for each of these schools per division Assurances for the Federal FY2009 School Improvement 1003(a) grants, which these three schools received in 2010-2011. These supports have served to prepare each of these schools for implementation of “other school improvement strategies” in 2011-2012 under Federal FY2010 SIG 1003(g) grants. The division will not be using one of the federal intervention models.

SECTION D: BUDGET

As stipulated in the final USED SIG guidance, divisions may apply for \$50,000 to \$2,000,000 per school for each year of the grant. The total budget request may not exceed \$2,000,000 per school for each year or \$6,000,000 per school over three years.

Part 1: Budget Summary (one for the division and one for each school). 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). Appendix A in the guidance document contains additional information on the four intervention models. The LEA must submit the following:

- a. One combined LEA-level budget summary detailing expenditures designed to support implementation of the selected school intervention model(s) in all schools chosen to be served in the LEA (Tier I, Tier II and Tier III schools);
- b. For each 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.
- c. For each 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.

A description of expenditure codes can be found at the end of Section D.

See following pages for budget form(s).

Part 1(a): Combined Division-Level Budget Summary for ALL (Tier I, Tier II, and Tier III) Schools the LEA Commits to Serve

In the chart below, please 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, Tier II, and Tier III** schools. Please duplicate the chart below and complete a separate budget for each school the LEA commits to serve with SIG funds.

Expenditure Codes	Year 1: 2011-2012 (includes pre-implementation period)			Year 2: 2012-2013		Year 3: 2013-2014		Total
	Pre-implementation (SIG Funds)	SIG Funds	Other Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	Sum of SIG Funds for all three years. <i>Do not include “other funds.”</i>
1000 - Personnel	\$	\$ 505,942	\$368,214	\$ 522,396	\$368,214	\$ 535,379	\$368,214	\$ 1,563,717
2000 - Employee Benefits	\$	\$ 150,695	\$119,820	\$ 157,579	\$119,820	\$ 164,494	\$119,820	\$ 472,768
3000 - Purchased Services	\$	\$ 24,500	\$	\$ 24,500	\$	\$ 24,500	\$	\$ 73,500
4000 - Internal Services	\$	\$ 15,200	\$	\$ 15,200	\$	\$ 11,700	\$	\$ 42,100
5000 - Other Charges	\$	\$ 8,892	\$	\$ 8,892	\$	\$ 8,892	\$	\$ 26,676
6000 - Materials and Supplies	\$	\$ 44,771	\$8,550	\$ 21,433	\$8,550	\$ 5,035	\$8,550	\$ 71,239
8000 – Equipment/ Capital Outlay	\$	\$ 0	\$	\$ 0	\$	\$ 0	\$	\$ 0
Total	\$	\$ 750,000	\$496,584	\$ 750,000	\$496,584	\$ 750,000	\$496,584	\$ 2,250,000

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.

Part 1(b): Budget Summary for Each School the LEA Commits to Serve with SIG Funds

For **each school** served with SIG funds, please provide a budget detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. 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. Please duplicate the chart below as needed to complete a separate budget for each school the LEA commits to serve with SIG funds.

See school charts that follow.

SCHOOL NAME: Beech Tree ES				TIER IDENTIFICATION: TIER I ___ TIER II ___ TIER III <u>X</u>				
	Year 1: 2011-2012 (includes pre-implementation period)			Year 2: 2012-2013		Year 3: 2013-2014		Total
Expenditure Codes	Pre-implementation SIG Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	Sum of SIG Funds for all three years. Do not include "other funds."
1000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$149,788	Division Expenses \$	Other: \$149,788	Division Expenses \$	Other: \$149,788	Division Expenses \$
	School Expenses \$	School Expenses \$ 170,539		School Expenses \$ 177,124		School Expenses \$ 179,562		School Expenses \$ 527,225
2000 – Personnel (Benefits)	Division Expenses \$	Division Expenses \$	Other: \$51,038	Division Expenses \$	Other: \$51,038	Division Expenses \$	Other: \$51,038	Division Expenses \$
	School Expenses \$	School Expenses \$ 51,890		School Expenses \$ 54,326		School Expenses \$ 56,545		School Expenses \$ 162,761
3000 - Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$ 6,500		School Expenses \$ 6,500		School Expenses \$ 6,500		School Expenses \$ 19,500
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$ 3,700		School Expenses \$ 3,700		School Expenses \$ 3,700		School Expenses \$ 11,100
5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$ 2,964		School Expenses \$ 2,964		School Expenses \$ 2,964		School Expenses \$ 8,892
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$2,500	Division Expenses \$	Other: \$2,500	Division Expenses \$	Other: \$2,500	Division Expenses \$
	School Expenses \$	School Expenses \$ 14,407		School Expenses \$ 5,386		School Expenses \$ 729		School Expenses \$ 20,522
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$ 0		School Expenses \$ 0		School Expenses \$ 0		School Expenses \$ 0
Total	Division Expenses \$	Division Expenses \$	Other: \$203,326	Division Expenses \$	Other: \$203,326	Division Expenses \$	Other: \$203,326	Division Expenses \$
	School Expenses \$	School Expenses \$ 250,000		School Expenses \$ 250,000		School Expenses \$ 250,000		School Expenses \$ 750,000
Sum of SIG Funds for all three years for this school								
<i>Do not include "other funds."</i>								\$ 750,000

SCHOOL NAME: Bucknell ES				TIER IDENTIFICATION: TIER I <input type="checkbox"/> TIER II <input type="checkbox"/> TIER III <input checked="" type="checkbox"/>				
Expenditure Codes	Year 1: 2011-2012 (includes pre-implementation period)			Year 2: 2012-2013		Year 3: 2013-2014		Sum of SIG Funds for all three years. <i>Do not include "other funds."</i>
	Pre-implementation SIG Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	
1000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$82,673	Division Expenses \$	Other: \$82,673	Division Expenses \$	Other: \$82,673	Division Expenses \$
	School Expenses \$	School Expenses \$ 167,102		School Expenses \$ 170,740		School Expenses \$ 174,731		School Expenses \$ 512,573
2000 – Personnel (Benefits)	Division Expenses \$	Division Expenses \$	Other: \$21,862	Division Expenses \$	Other: \$21,862	Division Expenses \$	Other: \$21,862	Division Expenses \$
	School Expenses \$	School Expenses \$ 49,067		School Expenses \$ 51,208		School Expenses \$ 53,480		School Expenses \$ 153,755
3000 - Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$ 11,500		School Expenses \$ 11,500		School Expenses \$ 11,500		School Expenses \$ 34,500
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$ 4,300		School Expenses \$ 4,300		School Expenses \$ 4,300		School Expenses \$ 12,900
5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$ 2,964		School Expenses \$ 2,964		School Expenses \$ 2,964		School Expenses \$ 8,992
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$2,900	Division Expenses \$	Other: \$2,900	Division Expenses \$	Other: \$2,900	Division Expenses \$
	School Expenses \$	School Expenses \$ 15,067		School Expenses \$ 9,288		School Expenses \$ 3,025		School Expenses \$ 27,380
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$ 0		School Expenses \$ 0		School Expenses \$ 0		School Expenses \$ 0
Total	Division Expenses \$	Division Expenses \$	Other: \$107,435	Division Expenses \$	Other: \$107,435	Division Expenses \$	Other: \$107,435	Division Expenses \$
	School Expenses \$	School Expenses \$ 250,000		School Expenses \$ 250,000		School Expenses \$ 250,000		School Expenses \$ 750,000
Sum of SIG Funds for all three years for this school <i>Do not include "other funds."</i>								\$ 750,000

SCHOOL NAME: Woodlawn ES				TIER IDENTIFICATION: TIER I <input type="checkbox"/> TIER II <input type="checkbox"/> TIER III <input checked="" type="checkbox"/>				
Expenditure Codes	Year 1: 2011-2012 (includes pre-implementation period)			Year 2: 2012-2013		Year 3: 2013-2014		Sum of SIG Funds for all three years. <i>Do not include "other funds."</i>
	Pre-implementation SIG Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	
1000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$135,753	Division Expenses \$	Other: \$135,753	Division Expenses \$	Other: \$135,753	Division Expenses \$
	School Expenses \$	School Expenses \$ 168,301		School Expenses \$ 174,532		School Expenses \$ 181,086		School Expenses \$ 523,919
2000 – Personnel (Benefits)	Division Expenses \$	Division Expenses \$	Other: \$46,920	Division Expenses \$	Other: \$46,920	Division Expenses \$	Other: \$46,920	Division Expenses \$
	School Expenses \$	School Expenses \$ 49,738		School Expenses \$ 52,045		School Expenses \$ 54,469		School Expenses \$ 156,252
3000 - Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$ 6,500		School Expenses \$ 6,500		School Expenses \$ 6,500		School Expenses \$ 19,500
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$ 7,200		School Expenses \$ 7,200		School Expenses \$ 3,700		School Expenses \$ 18,100
5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$ 2,964		School Expenses \$ 2,964		School Expenses \$ 2,964		School Expenses \$ 8,892
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$3,150	Division Expenses \$	Other: \$3,150	Division Expenses \$	Other: \$3,150	Division Expenses \$
	School Expenses \$	School Expenses \$ 15,297		School Expenses \$ 6,759		School Expenses \$ 1,281		School Expenses \$ 23,337
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$ 0		School Expenses \$ 0		School Expenses \$ 0		School Expenses \$ 0
Total	Division Expenses \$	Division Expenses \$	Other: \$185,823	Division Expenses \$	Other: \$185,823	Division Expenses \$	Other: \$185,823	Division Expenses \$
	School Expenses \$	School Expenses \$ 250,000		School Expenses \$ 250,000		School Expenses \$ 250,000		School Expenses \$ 750,000
Sum of SIG Funds for all three years for this school								
<i>Do not include "other funds."</i>								\$ 750,000

Part 1(c): Budget Narrative for Each School the LEA Commits to Serve with SIG Funds

In the chart below, for each school served with SIG funds, 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. Please duplicate the chart below as needed to complete a separate budget for each school the LEA commits to serve with SIG funds.

See school charts that follow.

SCHOOL NAME: Beech Tree ES	TIER IDENTIFICATION: <input type="checkbox"/> TIER I <input type="checkbox"/> TIER II <input checked="" type="checkbox"/> TIER III
<p>1000 – Personnel FCPS local resources will fund two <u>resource teachers</u> to support the 1003 (g) grant school improvement initiatives. (\$140,148 each year) <u>A Title I resource teacher who</u> will serve in the role of instructional coach each year for 3 years to support grade level team collaboration, instructional planning, data analysis, quarterly report preparation, student progress monitoring, and school improvement planning. (\$67,179 Year 1; \$70,514 Year 2; \$74,020 Year 3) <u>A Title I resource teacher</u> will support mathematics professional development, data analysis, planning, and intervention. (\$65,164 Year 1; \$68,414 Year 2; \$71,834 Year 3) <u>Hourly teacher pay</u> will be used to fund teacher(s) to act as facilitator(s) to support SES Saturday school (pay band 10 @ \$32.80 per hour). Facilitator(s) will act as liaisons with the Title I team and tutoring companies to get students registered and supervise the program each Saturday. (\$15,000 each year) <u>Hourly teacher pay</u> will be used to fund teachers for intervention classes outside of the school day. (e.g., Saturdays). This will allow for 7 teachers at pay band 15 (\$30.78 per hour) 3 hours per week for 22 weeks.(\$14,220 each year) <u>Substitute funds</u> will allow for quarterly team planning. Approximately 88 days in Year 1 and Year 2; approximately 44 days in Year 3 (\$8,976 Year 1; \$8,976 Year 2; \$4,488 Year 3) FCPS local resources will fund <u>hourly teacher pay</u> for summer school instruction to support the 1003 (g) grant school improvement initiative. (\$9,640 each year)</p>	
<p>2000 -Employee Benefits <u>Taxes and benefits</u> for FCPS funded resource teachers (\$50,301 each year) <u>Taxes and benefits</u> for Title I resource teacher in the role of instructional coach (\$24,856 Year 1; \$26,090 Year 2; \$27,387 Year 3) <u>Taxes and benefits</u> for Title I resource teacher for mathematics (\$24,111 Year 1; \$25,313 Year 2; \$26,579 Year 3) <u>Taxes</u> for hourly SES facilitator(s) (\$1,148 each year) <u>Taxes</u> for hourly teachers for intervention (\$1,088 each year) <u>Taxes</u> for substitutes for quarterly team planning. (\$687 Year 1; \$687 Year 2; \$343 Year 3) <u>Taxes</u> for FCPS funded hourly teachers for summer school (\$737 each year)</p>	
<p>3000 - Purchased Services <u>The reading assessment ISIP</u> will be contracted from istation and will be used as a monthly monitoring tool for targeted students. (\$6,500 each year)</p>	
<p>4000 - Internal Services <u>Bus transportation</u> will be provided to the school each week in order to ensure strong attendance at SES and intervention programs (\$3,700 each year)</p>	
<p>5000 - Other Charges <u>Indirect costs</u> at 1.2% (\$2,964 each year)</p>	
<p>6000 - Materials and Supplies <u>Paper and necessary supplies</u> will be purchased to support the SES program (\$200 each year) <u>Instructional materials and supplies</u> will be purchased to support reading and math core instruction and intervention (\$9,961 Year 1; \$5,186 Year 2; \$529 Year 3) <u>Interactive Response Systems</u> (3 sets; FCIN 3577014538) will be purchased to allow for immediate feedback to students in reading and math and as a tool for test preparation (\$4,246 in Year 1) FCPS will use additional Title III, Part A funds to provide <u>materials</u> for differentiated instruction for English learners (\$2500 each year)</p>	
<p>8000 – Equipment/Capital Outlay</p>	

SCHOOL NAME: Bucknell ES	TIER IDENTIFICATION: <input type="checkbox"/> TIER I <input type="checkbox"/> TIER II <input checked="" type="checkbox"/> TIER III
<p>1000 – Personnel FCPS local resources will fund <u>one resource teacher</u> to support 1003 (g) grant school improvement initiatives.(\$68,358 each year) A <u>Title I resource teacher</u> will serve in the role of instructional coach each year for 3 years to support grade level team collaboration, instructional planning, data analysis, quarterly report preparation, student progress monitoring, and school improvement planning. (\$69,202 Year 1; \$72,845 Year 2; \$76,680 Year 3) A <u>0.5 Title I resource teacher</u> will support high academic standards in reading and math instruction to prepare at-risk students for success in SOL testing and beyond. (\$27,468 Year 1; \$28,799 Year 2; \$30,223 Year 3) A <u>0.5 Title I resource teacher</u> will support reading intervention for English learners and other identified students. (\$26,950 Year 1; \$28,322 Year 2; \$29,763 Year 3) <u>Hourly teacher pay</u> will be used to fund teacher(s) to act as facilitator(s) to support SES Saturday school (pay band 10 @ \$32.80 per hour). Facilitator(s) act as liaisons with the Title I team and tutoring companies to get students registered and supervise the program each Saturday. (\$15,000 each year) <u>Hourly teacher pay</u> will be used to fund after school academies to provide additional instructional time beyond the school day for students. This will allow for approximately 260 total hours of additional instruction and preparation at pay band 15 (\$30.78 per hour) each year. (\$8,003 each year) <u>Hourly teacher pay</u> will be used to fund a 2 week summer early start program targeting at-risk students in order to address achievement gaps in math and reading. This will allow for approximately 11 days of planning and instruction, 4 hours per day at pay band 15 (\$30.78 per hour) with 10 teachers in Year 1, 8 teachers in Year 2, and 6 teachers in Year 3. (\$13,543 Year 1; \$10,835 Year 2; \$8,126 Year 3) <u>Substitute funds</u> will allow for teachers to participate in quarterly data dialogue and analysis as well as professional development opportunities. Approximately 68 days each year (\$6,936 each year) FCPS will use additional Title III, Part A funds to supplement and support 1003 (g) initiatives. <u>Instructors</u> provide parent training on early literacy activities. (\$14,315 each year)</p>	
<p>2000 -Employee Benefits <u>Taxes and benefits</u> for FCPS funded resource teacher (\$20,677 each year) <u>Taxes and benefits</u> for Title I resource teacher in the role of instructional coach (\$25,605 Year 1; \$26,953 Year 2; \$28,372 Year 3) <u>Taxes and benefits</u> for 0.5 Title I resource teacher for reading and mathematics (\$10,163 Year 1; \$10,656 Year 2; \$11,183 Year 3) <u>Taxes and benefits</u> for 0.5 Title I resource teacher for reading (\$9,972 Year 1; \$10,479 Year 2; \$11,012 Year 3) <u>Taxes</u> for hourly SES facilitator(s) (\$1,148 each year) <u>Taxes</u> for hourly teachers conducting after school academies (\$612 each year) <u>Taxes</u> for hourly teachers conducting summer early start program (\$1,036 Year 1; \$829 Year 2; \$622 Year 3) <u>Taxes</u> for substitutes (\$531 each year) <u>Taxes</u> for Title III, Part A funded instructor for early literacy activities (\$1,185 each year)</p>	
<p>3000 - Purchased Services <u>The reading assessment ISIP</u> will be contracted from istation and will be used as a monthly monitoring tool for targeted students. (\$6,500 each year) <u>An outside consultant</u> will provide professional development to teachers that will support reading and/or math performance (\$5,000 each year)</p>	
<p>4000 - Internal Services <u>Bus transportation</u> will be provided to the school each week in order to ensure strong attendance at SES (\$3,700 each year) <u>Bus transportation</u> will be provided to ensure strong attendance for the summer early start program (\$600 each year)</p>	

5000 - Other Charges

Indirect costs at 1.2% (\$2,964 each year)

6000 - Materials and Supplies

Paper and necessary supplies will be purchased to support the SES program (\$200 each year)

Instructional materials and supplies will be purchased to support reading and math core instruction and intervention for the school year and summer early start programs (\$9,768 Year 1; \$8,988 Year 2; \$2,725 Year 3)

Multicultural books will be purchased to enhance selections in the book room and classroom libraries through additions of high-interest literature that can connect with the school's diverse populations (\$4,999 Year 1)

Paper and necessary supplies will be purchased to support the after school academies (\$100 each year)

FCPS will use additional Title III, Part A funds to provide materials and books to support an early literacy training program for parents (\$400 each year)

FCPS will use additional Title III, Part A funds to provide materials for differentiated instruction for English learners (\$2500 each year)

8000 – Equipment/Capital Outlay

SCHOOL NAME: Woodlawn ES

TIER IDENTIFICATION: TIER I TIER II TIER III

1000 – Personnel

FCPS local resources will fund two resource teachers to support 1003 (g) grant school improvement initiatives. (\$130,028 each year)
A Title I resource teacher will serve in the role of instructional coach each year for 3 years to support grade level team collaboration, instructional planning, data analysis, quarterly report preparation, student progress monitoring, and school improvement planning. (\$69,131 Year 1; \$72,569 Year 2; \$76,185 Year 3)
A Title I resource teacher will support reading instruction and intervention in primary grades to address early reading achievement gaps. (\$56,468 Year 1; \$59,261 Year 2; \$62,199 Year 3)
Hourly teacher pay will be used to fund teacher(s) to act as facilitator(s) to support SES Saturday school (pay band 10 @ \$32.80 per hour). Facilitator(s) act as liaisons with the Title I team and tutoring companies to get students registered and supervise the program each Saturday. (\$15,000 each year)
Hourly teacher pay will be used to fund teachers for additional reading and math intervention for identified students during an after-school program. This will allow for 10 teachers at pay band 15 (\$30.78 per hour), 3 hours per week for 30 weeks. (\$27,702 each year)
FCPS will use additional Title III, Part A to supplement and support 1003(g) initiatives. Parent training provided through the Home Instruction for Parents of Pre-school Youngsters (HIPPY) program. (\$5,725 each year)

2000 -Employee Benefits

Taxes and benefits for FCPS funded resource teachers (\$46,445 each year)
Taxes and benefits for Title I resource teacher in the role of instructional coach (\$25,578 Year 1; \$26,851 Year 2; \$28,188 Year 3)
Taxes and benefits for Title I resource teacher for reading (\$20,893 Year 1; \$21,927 Year 2; \$23,014 Year 3)
Taxes for hourly SES facilitator(s) (\$1,148 each year)
Taxes for hourly teachers working in the after-school programs (\$2,119 each year)
Taxes for teacher providing Title III, Part A funded parent training (\$475 each year)

3000 - Purchased Services

The reading assessment ISIP will be contracted from istation and will be used as a monthly monitoring tool for targeted students. (\$6,500 each year)

4000 - Internal Services

Bus transportation will be provided to the school each week in order to ensure strong attendance at SES (\$3,700 each year)
Bus transportation will be provided to transport students home after the after-school intervention programs for two years. (\$3,500 Year 1; \$3,500 Year 2)

5000 - Other Charges

Indirect costs at 1.2% (\$2,964 each year)

6000 - Materials and Supplies

Paper and necessary supplies will be purchased to support the SES program (\$200 each year)
Paper and necessary supplies will be purchased to support after-school programs (\$160 each year).
Instructional materials will be purchased to support math and reading core instruction and intervention within and outside the school day (\$2,000 Year 1; \$2,000 Year 2; \$921 Year 3)
Laptop computers will be purchased to support student learning and testing in reading and math (\$12,937 Year 1; \$4,399 Year 2)
FCPS will use additional Title III, Part A funds to provide materials for differentiated instruction for English learners (\$2,500 each year)
FCPS will use additional Title III, Part A funds to provide materials for parent training provided through the Home Instruction for Parents of Pre-school Youngsters (HIPPY) program. (\$650 each year)

8000 – Equipment/Capital Outlay

Expenditure Code Definitions

1000 Personnel 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 intragovernmental 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.

Section E: Assurances*

The LEA must assure that it will—

1. Use its SIG funds to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
2. Via the Indistar™ online school improvement tool, establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and, on a quarterly basis, measure progress on the leading indicators in Section B of this application to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved and monitored by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include 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; and
4. Report to the SEA the school-level data required under the final requirements of this SIG grant.

*** See also LEA Assurances to VDOE that follow.**

Section F: Waivers

The LEA identifies the waiver that it will implement for each school. Not all waivers are applicable for each school. If the waiver is applicable, please identify the school that will implement the waiver.

A waiver from Section 1116(b)(12) of the *Elementary and Secondary Act of 1965* (ESEA) to permit local educational agencies to allow their Tier I, and Tier II, Tier III, Title I participating schools implementing a turnaround or restart model to “start over” in the school improvement timeline.

1. (School Name)
2. (School Name)
3. (School Name)
4. (School Name)

A waiver from the 40 percent poverty threshold in Section 1114(a)(1) of the ESEA to permit local educational agencies to implement a schoolwide program in a Tier I, Tier II, or Tier III school that does not meet the poverty threshold.

1. (School Name)
2. (School Name)
3. (School Name)
4. (School Name)

Application Submission

- Applications are due on **Friday, June 17, 2011**. The application must be submitted to the Department via the Virginia Department of Education’s Single Sign-On for Web Systems (SSWS) DropBox no later than midnight on Friday, June 17, 2011.
- Applications should be sent to the attention of Marcia Birdsong.
- In the subject line, indicate the division name and application type (e.g., Portsmouth SIG Application).
- In the file name, include the division name, application type, and initial year of implementation (e.g., PortsmouthSIGApplication11-12).

(If there is a need for a dropbox user name and password, please contact your SSWS division administrator

Assurances to be Included in the 2011-2012 (Federal FY2010) School Improvement Grant 1003(g) and 1003(a) Applications

Fairfax County Public Schools (FCPS) and Virginia Department of Education (VDOE)

Note: These assurances will also serve as a revision to those included in the 2010-2011 (Federal FY2009) 1003(g) grant continuation application.

Fairfax County Public Schools will use its Priority Schools Initiative, including its partnership with the University of Virginia (UVA) Turnaround Specialist Program, to apply “other school improvement strategies” that will meet VDOE requirements for Title I schools receiving School Improvement grants 1003(g) as well as the Conditions of Award for 1003(a) funding. Through the Priority Schools Initiative and other resources, FCPS commits to sustained improvement efforts in schools receiving School Improvement 1003(a) and 1003(g) grants.

The following is a summary of how the VDOE Title I School Improvement 1003(a) and 1003(g) grant requirements will be met or supplemented by FCPS. The attached chart is aligned with the format of this summary and provides details regarding specific requirements. FCPS supplements and substitutions are highlighted in green on this chart.

FCPS Title I Division Leadership Support Team

The Division Leadership Support Team (DLST) and FCPS Priority School Support Teams (PSST) will work collaboratively to fulfill all requirements delineated by VDOE, including monthly DLST meetings, quarterly PSST meetings with principals, and monthly involvement of DLST members with school improvement planning teams. The FCPS Internal Lead Partner will attend the William and Mary Summer Leadership Academy (June 20-21, 2011) to ensure that essential components of the VDOE model are met.

VDOE Division-Level Liaison

The VDOE division-level liaison will meet with the DLST monthly (or on a less regular basis if data shows improvement) and will complete a monthly report that will be sent to the VDOE Office of School Improvement. The VDOE division-level liaison’s role is to report on how FCPS is implementing its school improvement strategies and how these strategies are working based on data.

Principals

Principals and division leadership will attend the UVA School Turnaround Specialist Summer Academy (June 28 to July 1, 2011) as a substitute for the Virginia Model for School Improvement Summer Institute and the Breaking Ranks in the Middle Training.

As a substitution for the school-level VDOE web conferences for principals, FCPS principals will participate in full training through UVA. Principals will develop and implement a school improvement planning team made up of school-based staff, as required by Title I, to implement the school improvement plan.

School Improvement Planning Teams

The school improvement planning team will meet monthly and will include participation by DLST member(s). School improvement planning teams will develop and monitor a school improvement plan and review regular formative assessment data to establish and monitor specific measurable goals for student achievement.

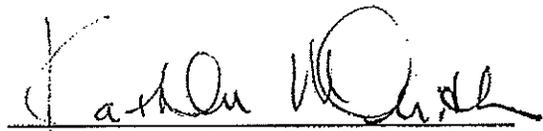
Accountability

FCPS will implement the UVA School Turnaround Specialist Program in order to meet VDOE requirements. Additionally, the division will use the Center on Innovation and Improvement on-line school improvement tool, *Indistar*, to fulfill grant expectations for goal setting and monitoring. All schools receiving 1003(a) and 1003(g) School Improvement grants will use the Center on Innovation and Improvement online school improvement tool, *Indistar*, or the FCPS School Improvement Plan (SIP) to fulfill grant expectations for goal-setting and monitoring.

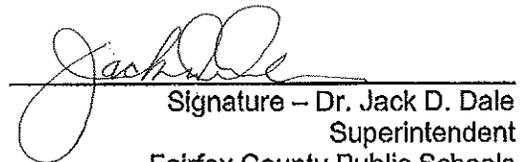
FCPS will use their own Priority Schools Initiative quarterly report format and schedule for quarterly data analysis in school improvement planning team meetings, PSST meetings, and DLST meetings. These quarterly reports will not be submitted to VDOE unless the Office of School Improvement requires more information than can be provided by the division-level liaison. FCPS will report to VDOE all school-level data required under the School Improvement grants.

Two assessments will be used regularly to monitor students' progress toward end-of-year assessment readiness for the schools receiving 1003(a) and 1003(g) School Improvement grants.

- The Algebra Readiness Diagnostic Test (ARDT) will be used quarterly at the beginning of each quarter for targeted students in grades 5-6. Targeted students for monitoring in mathematics will be defined as students in grades 5-6 who failed their last mathematics SOL assessment.
- The ISIP reading assessment through *istation* will be used monthly for targeted students in grades K-6. ISIP testing will begin within the first two months of school for students in grades 1-6 and in January for kindergarten students. ISIP testing for the year will discontinue prior to the beginning of SOL assessments. Targeted students for monitoring in reading will be defined as:
 - Students in grades 4-6 who failed their last English: Reading SOL assessment
 - Students in grades K-3 who fall within the intervention range for the Early Intervention Reading Initiative (EIRI)



Signature – Dr. Kathleen Smith
Director, Office of School Improvement
Virginia Department of Education

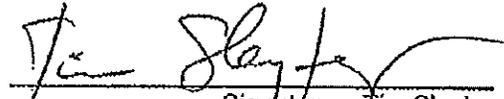


Signature – Dr. Jack D. Dale
Superintendent
Fairfax County Public Schools

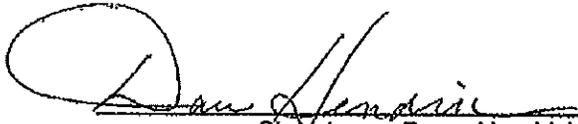
Signatures of Principals at FCPS Schools Applying for Federal FY2010 SIG 1003(g)
Grants



Signature – Terry Phillips
Principal, Beech Tree Elementary
Fairfax County Public Schools



Signature – Tim Slayter
Principal, Bucknell Elementary
Fairfax County Public Schools



Signature – Dawn Hendrick
Principal, Woodlawn Elementary
Fairfax County Public Schools

Personnel	Title I Requirements VDOE MODEL Activities	Title I Requirements FCPS MODEL Activities
<p>FCPS Title I Division Leadership Support Team (DLST)</p> <ul style="list-style-type: none"> • Title I and instruction <ul style="list-style-type: none"> - Teddi Predaris - Catherine Wagner - Beth Rodriguez - Bettrys Hurfman • Special Education <ul style="list-style-type: none"> - Kathy McQuillan (DSS) • ESOL <ul style="list-style-type: none"> - Karen Hensley (ISD) • Cluster Directors for Schools in Improvement <ul style="list-style-type: none"> - Jay McClain (III) - Debi Tyler (IV) - Jane Dreyfuss (VIII) • Kathleen Walts (PLA) • Kathy Oliver (PLA) • VDOE Division-Level Liaison 	<ul style="list-style-type: none"> • Develops and implements division plan using Indistar • Attends division-level webinars • One division team member (liaison) per 3 schools • Division team members who are school liaisons attend VDOE summer institute • Attends quarterly VDOE web conference on schools' quarterly reports • Division team member liaison reviews quarterly reports with principals • Supports and monitors implementation of division plan • Visits targeted schools with division level team members to assess participation and support • Meets with school-level mentor coaches to coordinate efforts 	<ul style="list-style-type: none"> • (same as VDOE) • (same as VDOE) • Cluster director serves as liaison for their cluster's schools • Member assigned to each school attends monthly school improvement planning meetings • Title I representative attends VDOE summer institute • Team monitors division progress using FCPS quarterly reports • Cluster director meets quarterly with their school's principals and the FCPS Priority School Support Team as part of the FCPS Priority Schools Initiative to review schools' FCPS quarterly reports • (same as VDOE) • Reviews targeted schools' plans to assess participation and support • Meets with Division Leadership Support Team and prepares a report for VDOE
<p>VDOE Division-Level Liaison</p>		

* FCPS will meet the requirements delineated in the Title I Requirements FCPS Model column. Note: Activities in green supplement or serve as substitution for VDOE-required activities.

	Title I Requirements VDOE MODEL	Title I Requirements FCPS MODEL
Personnel	Activities	Activities
Principal	<ul style="list-style-type: none"> • Attends VDOE summer institute • Attends school-level VDOE web conferences • Develops School-(based) Improvement Team, including members from: <ul style="list-style-type: none"> - Title I - Instruction - Special Education - ESOL 	<ul style="list-style-type: none"> • Attends UVA School Turnaround Specialist summer institute June 28 to July 1, 2011 • Participates in quarterly meetings with FCPS Priority School Support Team • (same as VDOE)
School Improvement Planning Team <ul style="list-style-type: none"> • Principal • Instructional coach • Division Team Representative (Cluster Director) • Pertinent school-based members, including representatives from: <ul style="list-style-type: none"> - Title I - Instruction - Special Education - ESOL 	<ul style="list-style-type: none"> • Develops school improvement plan using <i>Indistar</i> • Meets monthly to monitor progress • Prepares data analysis quarterly report • Develops and shares formative assessments through Teach First • Uses ISIP (monthly) and ARDT (quarterly) to monitor targeted students' progress 	<ul style="list-style-type: none"> • Develops school improvement plan using <i>Indistar</i> or FCPS School Improvement Plan (SIP) • (same as VDOE) • Uses FCPS quarterly report for data analysis • Reviews data from regular formative assessments developed in the FCPS electronic Curriculum Assessment Resource Tool (eCART) • (same as VDOE)

* FCPS will meet the requirements delineated in the Title I Requirements FCPS Model column.

Note: Activities in green supplement or serve as substitution for VDOE-required activities.

