

**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: Roanoke City Public Schools
Division Contact: Dr. Vella Wright / Carl McDaniel
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E-mail: vwright@rcps.info / cmcdaniel@rcps.info

School Information

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

School Name: Lincoln Terrace Elementary
Principal Name: LaVerne Walker
Mailing Address: 1802 Liberty Rd., Roanoke, VA 24012
Telephone (include extension if applicable): 540-853-2994 Fax: 540-853-2729
E-mail: lwalker@rcps.info

School Name: William Fleming High School
Principal Name: Gene Jones
Mailing Address: 3649 Ferncliff Ave., Roanoke, VA 24017
Telephone (include extension if applicable): 540-853-2781 Fax: 540-853-1984
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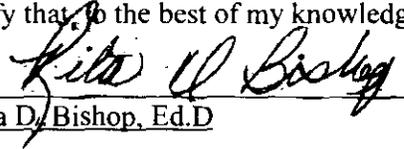
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Principal Name: _____
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Assurances: The local educational agency assures that SIG funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program 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: Rita D. Bishop, Ed.D
Date: June 17, 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
Lincoln Terrace Elem	5103300014 25	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
William Fleming HS	5103300014 38	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>	<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
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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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: (Use as much space as needed.)

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

Following are charts for Lincoln Terrace and William Fleming with student achievement and demographic data for these two schools.

	Required Information	School: Lincoln Terrace Elementary
a.	<p>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 AYP subgroup; and by grade level in the all students category and for each AYP subgroup</p>	<p>Reading/Lang Arts: 2008-2009 pass rate for “all students” – 78.35%; 2009-2010 pass rate for “all students” – 67.22%. <u>By Grade Level:</u> Third Grade pass rate – 2008-2009 – 83%, 2009-2010 – 58% Fourth Grade pass rate – 2008-2009 – 81%, 2009-2010 – 76% Fifth Grade pass rate – 2008-2009 – 70%, 2009-2010 – 69% <u>Reading/Lang Arts (AYP Subgroup data):</u> “Black students” pass rate – 2008-2009 – 73.84%, 2009-10 – 64.35% “Hispanic students” pass rate – 2008-09 – 85.71%, 2009-10 – 75.0% “White students” pass rate – 2008-09 – 88.0%, 2009-10 – 85.71% “LEP students” pass rate – 2008-09 – 81.81%, 2009-10 – 100.0% “Econ disadvantaged” pass rate – 2008-09 – 77.27%, 2009-10 – 66.37% “Students with Disabilities” pass rate – 2008-09 – 50.0%, 2009-10 – 47.61% Mathematics: 2008-2009 pass rate for “all students” - 80.0%; 2009-2010 pass rate for “all students” – 77.68%. <u>By Grade Level:</u> Third Grade pass rate – 2008-2009 – 83%, 2009-2010 – 70% Fourth Grade pass rate – 2008-2009 – 91%, 2009-2010 – 84% Fifth Grade pass rate – 2008-2009 – 64%, 2009-2010 – 81% <u>Mathematics (AYP Subgroup data):</u> “Black students” pass rate – 2008-2009 – 80.95%, 2009-10 – 75.72% “Hispanic students” pass rate – 2008-09 – 85.71%, 2009-10 – 100.0% “White students” pass rate – 2008-09 – 76.0%, 2009-10 – 85.71% “LEP students” pass rate – 2008-09 – 90.90%, 2009-10 – 100.0% “Econ disadvantaged” pass rate – 2008-09 – 78.82%, 2009-10 – 76.52% “Students with Disabilities” pass rate – 2008-09 – 75.0%, 2009-10 – 50.0%</p>
b.	<p>Analyzed student achievement data with identified areas that need improvement</p>	<p>SOL data indicates that areas in need of improvement include both reading and mathematics. For reading the subgroups with performance issues are Black, Hispanic, White, disadvantaged students, and students with disabilities; in mathematics the subgroups with performance issues are Black, disadvantaged students, and students with disabilities. A breakdown of the data by grade level indicates grade 3 as an area that needs improvement in both reading and mathematics.</p>

c.	Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject	Highly Qualified Teachers: 27 Teachers (100% are highly qualified – data from 2010-2011 IPALS report) Less Than 3 Years Experience: Music – 1 teacher (NOTE: all classroom teachers and resource teachers have more than 3 years experience)
d.	Number of years each instructional staff member has been employed at the school	Classroom teachers in grades K-5 have been employed at the school an average 4.2 years. The following is a breakdown of average by grade level: Kindergarten – 3.7 years; First Grade – 3 years; Second Grade – 3 years; Third Grade 3.5 years; Fourth Grade – 9.5 years; Fifth Grade – 2.5 years
e.	Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools	Not applicable.
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 – 93.72% Student Membership – 196 Gender: Male students - 100; Female students – 96 Ethnicity: Black - 144; Hispanic - 9; White – 31; Multi-racial - 12 Students with Disabilities – 27 No. of LEP students – 0 No. of Migrant students – 0 No. of Homeless students - 19 Economically Disadvantaged Percent – 90.8%
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	Date Built – 1958; Number of classrooms – 25; Library/Media Center – Carpeted reading area consisting of floor level reading chairs; teacher resource area; 5 desktop computers for student usage; laptop cart with 20 computers; 7 round tables; smartboard and document camera for teaching and presentations; over 6,800 books available for student check out. Cafeteria – The cafeteria serves as both cafeteria and auditorium with a stage and seating for approximately 185. Gymnasium – Wooden floor; microphone for presentations Recess area for physical education – one enclosed playground area with playground equipment; one area of playground equipment not enclosed.

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)	<p><u>Total Number of Minutes in the School Year</u> Regular School Year – 1,003 hrs = 60,180 minutes Before/After School/Saturday School - 18,720 minutes (students were not required to attend but were offered the opportunity to participate). Summer School – 60 hrs = 3,600 minutes</p>
i.	Total number of days teachers worked divided by the maximum number of teacher working days	4,530 days / 4,680 days = <u>96.79%</u>
j.	Information about the types of technology that are available to students and instructional staff	Computer Lab – 20 Dell desktops; 80 Dell laptops; All classrooms (grades 3, 4, 5) have document cameras, smartboards, and projectors mounted. All classrooms (grades 3, 4, 5) have Sentio (clicker) units. Smartboards and projectors have been ordered for all classrooms in grades K – 2. All classroom teachers have desktop computers; each building (wing) has a network printer. The school also has a flip camera, digital video camera, and one 35-unit cart of iPods.
k.	Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics.	In the Spring of 2012, the percent of students in grades 3-5 scoring 400 or more on the SOL English and Mathematics tests will meet or exceed AYP benchmarks (English - 91%, Mathematics - 90%).

	Required Information	School: William Fleming High 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 AYP subgroup.	<p>Reading/Lang Arts: 2008-2009 pass rate for “all students” – 86.79%; 2009-2010 pass rate for “all students” – 81.46%.</p> <p>Reading/Lang Arts (AYP Subgroup data):</p> <p>“Black students” pass rate – 2008-2009 – 84.94%, 2009-10 – 79.38%</p> <p>“Hispanic students” pass rate – 2008-09 – 100.0%, 2009-10 – 81.25%</p> <p>“White students” pass rate – 2008-09 – 89.74%, 2009-10 – 86.17%</p> <p>“LEP students” pass rate – 2008-09 – 86.66%, 2009-10 – 77.77%</p> <p>“Econ disadvantaged” pass rate – 2008-09 – 86.59%, 2009-10 – 80.37%</p> <p>“Students with Disabilities” pass rate – 2008-09 – 51.85%, 2009-10 – 46.66%</p> <p>Mathematics: 2008-2009 pass rate for “all students” - 75.62%; 2009-2010 pass rate for “all students” – 66.07%.</p> <p>Mathematics (AYP Subgroup data):</p> <p>“Black students” pass rate – 2008-2009 – 72.01%, 2009-10 – 64.18%</p> <p>“Hispanic students” pass rate – 2008-2009 – 86.11%, 2009-10 – 72.22%</p> <p>“White students” pass rate – 2008-2009 – 83.05%, 2009-10 – 68.93%</p> <p>“LEP students” pass rate – 2008-2009 – 86.44%, 2009-10 – 70.47%</p> <p>“Econ disadvantaged” pass rate – 2008-2009 – 73.34%, 2009-10 – 65.44%</p> <p>“Students with Disabilities” pass rate – 2008-09 – 64.70%, 2009-10 – 39.03%</p>
b.	Analyzed student achievement data with identified areas that need improvement	Spring 2011 SOL results indicate that areas in need of improvement include the content areas of mathematics and science as well as English/reading for the subgroups of students with disabilities and LEP students. Graduation rate also has been identified as needing improvement.
c.	Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject	<p>Highly Qualified Teachers: 104 Teachers (100% of class sections are taught by highly qualified teachers – data is from the 2010-2011 IPAL report)</p> <p>Less Than 3 Years Experience: Math – 3 teachers; Science – 3 teachers; Spec Ed (Gen Curriculum) – 2 teachers; Physical Education – 1 teacher</p>
d.	Number of years each instructional staff member has been employed at the school	<p>Content area teachers have been employed at the school an average 5.7 years. The following is a breakdown of average by content area:</p> <p>English/Lang – 4.8 years</p> <p>Math – 2.6 years</p> <p>Science – 6.7 years</p> <p>History – 8.7 years</p>

e.	Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools	<p>Graduation Rate: 2008-2009 graduation rate for “all students” – 64.39%; 2009-2010 graduation rate for “all students” – 56.68%.</p> <p>AYP Subgroup Graduation Rate:</p> <p>“Black students” graduation rate – 2008-2009 – 65.04%, 2009-10 – 59.35%</p> <p>“Hispanic students” graduation rate – 2008-2009 – 57.89%, 2009-10 – 33.33%</p> <p>“White students” graduation rate – 2008-2009 – 62.04%, 2009-10 – 54.79%</p> <p>“LEP students” graduation rate – 2008-2009 – 40.0%, 2009-10 – 24.39%</p> <p>“Econ disadvantaged” graduation rate – 2008-09 – 61.95%, 2009-10 – 52.89%</p> <p>“Students with Disabilities” grad. rate – 2008-09 – 30.56%, 2009-10 – 24.39%</p>
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	<p>Attendance Rate – 91.60%</p> <p>Student Membership – 1529</p> <p>Gender: Male students - 740 ; Female students – 789</p> <p>Ethnicity: Black – 893; Hispanic – 107; White – 354; Amer. Ind. – 6;</p> <p>Asian – 48; Multi-racial - 121</p> <p>Students with Disabilities – 192</p> <p>No. of LEP students – 103</p> <p>No. of Migrant students – 0</p> <p>No. of Homeless students - 31</p> <p>Economically Disadvantaged Percent - 77.4%</p>
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	<p>Date Built – 2009</p> <p>Number of classrooms – 84</p> <p>Library/Media Center – Reading Room and stacks of 6,550 sq. ft. along with a computer lab of 920 sq. ft., 3 study rooms and another reading room that has 38 computer kiosks for data retrieval.</p> <p>Cafeteria – Dining room has 7,100 sq. ft., 4 serving lines, ala-carte food selection along with 6 food selection stations.</p> <p>Physical Education / Recess – Main Gym 12,770 sq. ft. (2500 seats), aux. gym has 11,850 sq. ft., training room has 1,275 sq. ft.</p>
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)	<p><u>Total Number of Minutes in the School Year</u></p> <p>Regular School Year – 1,003 hrs = 60,180 minutes</p> <p>Summer School:</p> <p>2 sessions (am and pm) -- each session is 71.25 hrs = 4,275 minutes</p>

i.	Total number of days teachers worked divided by the maximum number of teacher working days	17,411 days / 18,360 days = <u>94.8%</u>
j.	Information about the types of technology that are available to students and instructional staff	Multiple computer labs, iPod mobile labs, Laptop mobile labs, Video on Demand/Streaming, Active Boards in every classroom, Classroom Responsive Systems / Electronic Quiz Systems, Online Classroom Environment System, Universal Website System, and Cutting Edge Software Systems for CTE, Fine Arts, and Social Studies.
k.	Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics.	<p>In the Spring of 2012, the percent of students in grades 9-12 scoring 400 or more on the SOL English and Mathematics tests will meet or exceed AYP benchmarks (English - 91%, Mathematics - 90%).</p> <p>By June 2012, the percent of students graduating from William Fleming High School will meet or exceed the 85% graduation index for full accreditation.</p>

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 intervention models.

Response: (Use as much space as needed.)

Roanoke City Public Schools' plans to implement the following interventions beginning 2011-2012:

- At Lincoln Terrace Elementary School (Tier I), a transformation model will be implemented utilizing an existing partnership with the New Teacher Center in Santa Cruz, CA and an internal lead partner who is currently Executive Director of K-8 programs. At William Fleming High School (Tier II), a transformation model will be implemented utilizing a new partnership with the New Teacher Center, existing partnerships with the Leadership and Learning Center and The Flippen Group, and an internal lead partner who will be determined by the Assistant Superintendent for Teaching and Learning.
- To ensure community engagement, Lincoln Terrace Elementary and William Fleming High School will utilize an Oversight Committee to gather input and best thinking from key stakeholders including the School Improvement Coach, the internal lead partner, the school principal, the instructional coach, curriculum supervisors in English/reading, mathematics science, and special education, parents, and others as appropriate.
- Lincoln Terrace Elementary and William Fleming High School will continue to benefit from a standing partnership with the New Teacher Center designed to increase the capacity of teachers to teach effectively by incorporating instructional best practices, peer coaching, and self-assessment/reflection. New Teacher Center training for mentors (several selected teachers from William Fleming and Lincoln Terrace will begin training in the mentor/coaching model and the lead mentors at each site will enter year three of NTC mentor training). This training will enable an expanded cadre of mentors to continue supporting others beyond the life of the grant (as seen in the meaningful ways that the two current mentors have taken the skills and strategies learned in their

training and applied them in new teacher-leader settings). In addition, New Teacher Center will provide leadership coaching for the principals as part of the partnership relationship by using inquiry (essential questions for self-assessment) and building a feedback look that is grounded in the principals' requests/identified concerns. Scheduled site-visits will provide opportunities for observations and constructive feedback as the schools move forward in the school improvement process.

- An existing partnership with the Leadership and Learning Center in Denver, CO will continue at William Fleming High School to maintain support for teacher in the development of data teams that will meet regularly to discuss performance indicators, to design instructional strategies to address identified weaknesses, and to individualize plans of remediation so that the needs of every student are addressed. Additionally, they will conduct professional development in the area of Response to Intervention (RTI), questioning strategies, and differentiated instruction as identified areas for improvement based on classroom observations and department chair input.
- William Fleming High School will continue to implement systems, both human and technology enhanced, to monitor and provide timely feedback to teachers about instructional practices, utilization of time, curriculum alignment, student engagement, differentiation, and assessments to support improving the effectiveness of instruction.
- Lincoln Terrace Elementary and William Fleming High School will continue to support students by offering remediation during and after school hours through the utilization of instructional coaches, tutors, online instructional/remediation programs targeted specifically to support reading, science, and mathematics learning for identified students, including the special education and English Language Learner populations. The “outside school hours” opportunities will include Monday-Friday, Saturdays, and summer instructional programs.
- At William Fleming High School, *The Flippen Group* is a partner that will provide professional development in the area of building effective relationships between students and teachers, developing positive classroom management, creating a more positive culture to promote student achievement, improving behaviors of adults and students, and building community involvement and support.
- Lincoln Terrace and William Fleming will analyze appropriate data for their students (PALS K-2, Gates-McGinitie scores gr. 1-9, SOL test data, benchmark results, simulation tests and other information available relative to special education and ELL students to identify any students needing literacy remediation. The students will use iStation and/or Read 180 curricula and assessments to accelerate their skill levels.
- One component of the William Fleming grant calls for a reading intervention to support struggling adolescent readers. This requires a ‘start up’ investment in technology and a web-based software product, READ 180. Developed at Vanderbilt University by Dr. Ted Hasselbring and his team, Read 180 is the most researched and reported intervention reading program for increasing achievement of students in grades 4-12. READ 180 targets adolescents who are two or more years below grade level in reading. Multimedia materials focus on literature as well as content (social studies, science). The model for implementation uses whole group instruction (with interactive board technology for inclusion in daily English

lessons), small group and one-on-one instruction (including technology stations for independent work as well as teacher tutorials with students who have discrete learning deficits—aligns well with our 8-Step model). READ 180 can be used with general education students, special education students, ELL students, etc. and can be delivered as part of classroom program or outside the regular day (after school or in the Power Saturday program).

- The laptop carts are a one-time (Year 1) purchase as part of William Fleming’s plan to implement several programs for students. The computers will allow for proper implementation of the Read180 program to support the necessary reading interventions, the implementation of I Station for proper monitoring of students growth, and for the PLATO program which will provide online credit recovery and remediation for students.
- The staff in the Department for Teaching and Learning who work under the leadership of the Assistant Superintendent includes a number of key individuals who will support the Tier I and Tier II schools in their school improvement efforts. The Director of Research, Testing and Evaluation and the Coordinator for Data Analysis will assist schools with assessments and the subsequent use of data to determine instructional strengths, weakness, gaps in achievement, and patterns in performance. The cadre of instructional supervisors in content areas including mathematics, English/Reading, science, led by the Executive Director for K-8 Programs and/or the Assistant Superintendent, are available to provide support to the schools on a daily or weekly basis as needed. Additionally, mathematics and reading specialists may be assigned to assist at the school. The Director of Special Education, and her staff provide support on topics including co-teaching, appropriate assessment, analysis of data, and compliance with student IEPs. The combined efforts of these individuals provide a framework of support that is matched to the needs of the various schools’ students and staff.
- Funds from the local (general fund) budget support each school and, in addition to basic funds, these schools receive funds through Title I-A, Title II-A, Title III, and 21st Century Learning Community grants.
- The Director of K-8 Programs or the Assistant Superintendent will represent RCPS at any SEA sponsored strategic planning session.
- In terms of capacity to implement the intervention, RCPS has provided training and internalized a continuous cycle that starts with a focus on detailed data analysis and continuous monitoring of instruction to determine what is working and to make immediate mid-course corrections when needed. To do so, Roanoke City Public Schools adheres to an instructional improvement process guided by the Plan-Do-Check-Act cycle, applying the Eight Step instructional process developed by Dr. Patricia Davenport and Dr. Gerald Anderson and described in their book, Closing the Achievement Gap. RCPS has demonstrated success with this process (having had schools recognized by National Center for Urban School Transformation) and we are confident and committed to using this foundation for school interventions. Our Executive Directors monitor this process by conducting regular on-site process checks, walk-through observations with the principals, and review of individual student data. Monitoring of school improvement has three major areas of focus: constant attention to data, expectation that all teachers teach effective lessons every day, and active compliance and participation with training sessions, required meetings and reports (Indistar).

- RCPS has used the restructuring construct of an Oversight Committee successfully in a number of schools and that process has led to school accreditation and success with AYP under NCLB. We plan to continue support for the oversight committee, to include a designated Internal Lead Partner for this grant. The committee does include broad representation, including the principal, teachers, the school's academic coach, the mentor teacher, an external School Improvement Coach (who has worked with the schools during the past year), and a highly qualified support team represented by the central office Supervisor of Mathematics, Supervisor of English Language Arts/Reading, the Coordinator of Science, and coordinators from the special education department.
- RCPS has implemented a new teacher performance assessment developed with input from principals and teachers, grounded in 6 professional teaching standards (Knowledge of Students; Knowledge of Content; Planning, Delivery and Assessment of Instruction; Safe and Effective Learning Environment; Communication and Collaboration; Professionalism). This process is tightly linked to classroom observations and regular "quick visits" with specific performance feedback. The performance levels include exemplary, proficient, emerging and ineffective. Teachers are provided information about the "look fors" that principals expect when determining performance level. The New Teacher Center has utilized the RCPS performance assessment framework when training mentors on the collaboration with new (first three years) teachers.
- RCPS uses Response to Intervention as a framework for designing appropriate instruction for students in Tiers I, II, and III. A global "state of the school" model is prepared using the RtI tiers and, based on distribution of data and determination of student needs, teachers focus classroom interventions to respond to those needs, bringing in additional resources for students in the appropriate tiers. This "state of the school" process is translated into an examination of student needs by grade level. Interventions include additional resources such as AIMSweb, IStation, and the ARDT along with diagnostic assessments (Gates-McGinitie).
- Mentor coaches have been trained by staff from the New Teacher Center (Santa Cruz, CA). This training has occurred as three-full-day sessions offered quarterly over the course of the full school year (total 12 days of training). Additionally, the mentor coaches (who are relieved of teaching responsibilities in order to focus the support and development of beginning teachers) meet for 2-3 hours weekly to share ideas and to participate in local professional development (covering topics such as data analysis, team teaching, lesson design, positive behavior management, and so on.) Research indicates that using mentors makes a significant difference in success of students and retention of quality staff. In our urban school setting, the mentor program has added value to our goal of developing effective teachers for an urban school division.
- Professional development is imperative to the retention of highly qualified staff. Although RCPS does not have a staff dedicated solely to professional development, all members of the Department for Teaching and Learning are accountable for professional development in their specific content areas. We have purchased PD 360 (a web-based tool for professional development) and have trained school staff (principals and teachers) as well as central office supervisory staff so that they may interact with selected topics using the on-line modality. This technology tool supports improved teaching and learning.

- Collaboration and support from the Virginia Department of Education (academic review process) have resulted in focused planning at the school level. The insights offered by members of the review team and reports from auditors have served to guide the principal in leading change at the school level. The opportunity for central office supervisors (particularly in reading, mathematics, science and special education) to become part of the review process has increased the probability of success by strengthening the local capacity to support change at the school level. One of the most important components of support from the SEA has come to RCPS in the form of a School Improvement Coach. As a veteran educator with a wealth of experience at all levels (teacher to principal to supervisor to Superintendent), the coach has provided candid and targeted advice to support school improvement. He has established a strong working relationship with the principal and has demonstrated sincere interest in serving the students by coaching the adults to examine practice and act to make necessary changes in day-to-day operations in the school. It is our plan to continue this successful relationship with permission and support from the Office of School Improvement.

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: (Use as much space as needed.)

NOT APPLICABLE.

- 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: (Use as much space as needed.)

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

Mark NA, if applicable

NOT APPLICABLE.

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:

http://www.doe.virginia.gov/support/school_improvement/title1/1003_g/tier_1-2/meeting_apr_2010/rfp_low_achieving_schools.pdf

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.

Mark **NA** here if the LEA selected an LTP from the state's list.

Mark **NA** here if the selected model does not require an LTP.

Response: (Use as much space as needed.)

Transformation model for Tier I school (Lincoln Terrace) and Tier II school (William Fleming) will utilize a continuing partnership with New Teacher Center (Santa Cruz, CA) as educational partner in leadership development, teacher mentoring, and resulting student academic improvement. Training for principals and instructional coaches will be offered. This particular partnership relationship has been highly successful at Westside Elementary School and, based on that success, it is our plan to continue to use that model in these two schools.

- 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.

Mark **NA** here if the LEA selected an LTP from the state's list.

Mark **NA** here if the selected model does not require an LTP.

Response: (Use as much space as needed.)

NOT APPLICABLE.

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: (Use as much space as needed.)

At this point, there has been no need for changes to school board policy in order to fully implement the intervention models at Lincoln Terrace (Tier I) and William Fleming (Tier II).

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 Roanoke City Public Schools are prepared to sustain the reform effort after the funding period ends. Our commitment to continuous school improvement and to closing the achievement gap while raising performance of all students has been demonstrated by our work prior to funding. This commitment is further emphasized by the three key goals of our strategic plan which states “ RCPS’ focus must be to (1) Raise the level of academic achievement for all students; (2) Intentionally close the achievement gap; and (3) Graduate 100% of our students.”

In RCPS, we seek ways to function as a high performing organization and we believe that continued use of the Indistar tool by the division and school improvement teams will allow us to remain informed while sustaining, tracking and reporting school improvement activities. We will continue to improve our use of this tool to communicate internally and externally with our partners in the school improvement process, particularly with VA DOE and with our School Improvement Coach.

Since 2007-08, Roanoke City Public Schools has been actively involved in building a collaborative, learning relationship with the New Teacher Center in Santa Cruz, CA. A number of key district stakeholders (principals, central office instructional leaders, School Board members, and community partners) have participated in the Induction Institute in order to learn more about the roles, responsibilities, and benefits of effective mentors to supporting new teachers. One of the strategic focus areas in our plan is to “Master teaching in a diverse urban environment” and we believe that our relationship with NTC is enabling us to build a strong cadre of excellent mentor teachers and their influence and interaction with new staff is improving our ability to meet the needs of

our students. Our principals have received excellent professional training from NTC staff on the role of principals in supporting teachers (to benefit student learning.) Eighteen mentor/coaches have participated in 24 days of professional training through NTC from 2009-2010 through 2010-2011. We recently completed training for principals in “Supervising for Equity” and we will continue our mentor training by providing 6 full days of training for mentor/coaches during 2011-12. We are currently working on additional training for principals on “blended coaching” and we are committed to continuing the relationship with NTC over the coming years because we subscribe to research findings that point to the success of the project. If we wish to have teachers who have mastered teaching in a diverse urban environment, we must practice fidelity to programs that work. New Teacher Center training works for us.

Our division plan is to continue to focus on four major areas: (1) Master teaching and learning in a diverse urban environment, (2) create an optimal urban learning environment, (3) develop a high-performing organization, and (4) collaborate with the City of Roanoke, businesses, community and faith-based organizations to provide a better prepared student. These areas are outlined in our Strategic Plan 2009-2014. (A full copy of the plan is available upon request.) Our annual general fund budget provides support for our reform effort and, additionally, we utilize Title I-A, Title II-A, Title III, and 21st CLC funds to support continuous school improvement in our targeted schools. Further, we have submitted a number of other applications for grant funding (including I3 grant application) to support pay for performance, social-emotional learning, and developing a cadre of mentors for those difficult transition points (entering kindergarten, moving from elementary to middle, moving from middle to high school, and moving from high school to post secondary experiences—particularly to our local community college.) In summary, we submit that our current practice is focused on continuous school improvement and we pledge to sustain that effort after the end of this funding period.

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: (Use as much space as needed.)

Pre-implementation activities will include teacher stipends at Lincoln Terrace and William Fleming to compensate staff for instructional planning during summer 2011 in order to prepare for the opening of school (including development of a 20-day JUMP START plan).

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	\$12,000	\$717,747	\$	\$698,747	\$	\$698,747	\$	\$ 2,127,241
2000 - Employee Benefits	\$ 900	\$142,930	\$	\$130,830	\$	\$130,830	\$	\$ 405,490
3000 - Purchased Services	\$	\$423,001	\$	\$192,800	\$	\$192,800	\$	\$ 808,601
4000 - Internal Services	\$	\$	\$	\$	\$	\$	\$	\$
5000 - Other Charges	\$	\$8,000	\$	\$8,000	\$	\$8,000	\$	\$ 24,000
6000 - Materials and Supplies	\$	\$139,100	\$	\$3,000	\$	\$3,000	\$	\$ 145,100
8000 – Equipment/ Capital Outlay	\$	\$131,400	\$	\$0	\$	\$0	\$	\$ 131,400
Total	\$12,900	\$1,402,178	\$	\$1,033,377	\$	\$1,033,377	\$	\$ 3,641,832

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.

SCHOOL NAME: Lincoln Terrace Elementary School				TIER IDENTIFICATION: TIER I <u> X </u> TIER II <u> </u> TIER III <u> </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: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$4,000	School Expenses \$377,635		School Expenses \$350,635		School Expenses \$350,635		School Expenses \$1,082,905
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$300	School Expenses \$82,230		School Expenses \$69,530		School Expenses \$69,530		School Expenses \$221,590

3000 - Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$41,500		School Expenses \$41,500		School Expenses \$41,500		School Expenses \$124,500
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$		School Expenses \$		School Expenses \$		School Expenses \$
5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$4,000		School Expenses \$4,000		School Expenses \$4,000		School Expenses \$12,000
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$36,000		School Expenses \$		School Expenses \$		School Expenses \$36,000
8000 - Equipment / Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$		School Expenses \$		School Expenses \$		School Expenses \$
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$4,300	School Expenses \$541,365		School Expenses \$465,665		School Expenses \$465,665		School Expenses \$1,476,995
Sum of SIG Funds for all three years for this school <i>Do not include "other funds."</i>								\$1,476,995

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.

<p>SCHOOL NAME: Lincoln Terrace Elementary School</p>	<p>TIER IDENTIFICATION: <input checked="" type="checkbox"/> TIER I <input type="checkbox"/> TIER II <input type="checkbox"/> TIER III</p>
<p>1000 – Personnel (Use as much space as necessary.) The following positions will be funded from SIG funds for 2011-12, 2012-13, and 2013-14 as part of the school improvement / transformation efforts: Instructional Coach/Behavior Specialist to provide additional curriculum and instructional, as well as teach positive behavior skills to students to help raise academic achievement level and promote social skills. Resource Teacher to provide inquiry based lessons that focus on state standards, and imbed the use of educational technology within a task to enhance and facilitate the learning process. Data coach/manager to compile formative and summative assessments to help instructional staff differentiate instruction to meet the academic needs of individual students. Home-School Coordinator (part-time) to partner with parents, community based organizations, health clinics, other state or local agencies to create a safe school environment that meet student needs and provide parent resources and support. Teaching Assistants (2) and one instructional assistant for grades 4 and 5 to provide additional classroom support through a push-in model. Teaching Assistant positions in Roanoke City schools require a 4-year degree which meets NCLB highly qualified requirements for paraprofessionals. These assistants will be hired based on content majors that align with the instructional foci indicated by the data collected as part of the school improvement process. Instructional assistants hired will meet highly qualified requirements by having at least a 2-year degree or passing score on the ParaPro Assessment.</p> <p>SIG Funds will be allocated for 2011-12, 2012-13, and 2013-14 to compensate staff by offering teacher incentives (pay for performance) based on teacher performance model. Funds are budgeted for incentive pay for 27 teachers.</p> <p>Teacher stipends will be provided for the following activities: Teacher Professional Learning Communities – 90 minutes per week of PLC time; Professional Learning Community Data Training; Primary Reading Teachers – 2 retired teachers to provide additional classroom support through a push-in model; Substitute Teachers to enable grade level teachers to meet one full day each quarter for team planning, lesson design, data analysis, preparation of assessments, and reviews of instructional strategies; additional duties beyond contracted hours such as School Improvement Planning; Curriculum Committee Meetings; and Leadership Team Meetings.</p>	
<p>2000 -Employee Benefits (Use as much space as necessary.) Benefits for personnel stated in Object Code 1000 for 2011-12, 2012-13, and 2013-14. FICA for Teacher Stipends as stated in Object Code 1000 for 2011-12, 2012-13, and 2013-14.</p>	
<p>3000 - Purchased Services (Use as much space as necessary.) The following contracted/purchased services will be funded from SIG funds for 2011-12, 2012-13, and 2013-14: As part of the Transformation Model, the school will contract will New Teacher Center to provide training for principal, instructional coach, and teachers to increase the capacity of teachers to teach effectively by incorporating instructional best practices, self evaluation, and peer evaluation. School Improvement Consultant to assist with</p>	

school improvement and reform efforts. I Station -- a data-driven reading intervention program to promote reading acceleration and progress through a high-interest online interactive curriculum. Professional development to improve vocabulary instruction and reading. Additional staff development based on needs identified by SOL results, benchmark tests, and principal and instructional coaches observations.

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

Not applicable.

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

Travel for school staff to attend trainings and professional development activities related to areas identified in the school improvement plan.

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

Instructional materials will be purchased at all grade levels as part of the schools improvement efforts. SOL Coach materials which are specific to Virginia's Standards of Learning will be purchased. Additional instructional materials for the after-school instructional program (Power Saturdays) will be provided. As the school develops as a professional learning community, the concept of book study will be utilized and appropriate books will be purchased with grant funds.

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

Not applicable.

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.

SCHOOL NAME: William Fleming High School				TIER IDENTIFICATION: TIER I ___ TIER II <u>X</u> TIER III ___				
	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: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$8,000	School Expenses \$340,112		School Expenses \$348,112		School Expenses \$348,112		School Expenses \$1,044,336
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$600	School Expenses \$60,700		School Expenses \$61,300		School Expenses \$61,300		School Expenses \$183,900

3000 - Purchased Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$381,501		School Expenses \$151,300		School Expenses \$151,300		School Expenses \$684,101
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$		School Expenses \$		School Expenses \$		School Expenses \$
5000 - Other Charges	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$4,000		School Expenses \$4,000		School Expenses \$4,000		School Expenses \$12,000
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$103,100		School Expenses \$3,000		School Expenses \$3,000		School Expenses \$109,100
8000 - Equipment / Capital Outlay	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$131,400		School Expenses \$ 0		School Expenses \$ 0		School Expenses \$131,400
Total	Division Expense \$	Division Expense \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$8,600	School Expenses \$1,020,813		School Expenses \$567,712		School Expenses \$567,712		School Expenses \$2,164,837
Sum of SIG Funds for all three years for this school Do not include "other funds."								\$2,164,837

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.

<p>SCHOOL NAME: William Fleming High School</p>	<p>TIER IDENTIFICATION: <input checked="" type="checkbox"/> TIER I <input type="checkbox"/> TIER II <input type="checkbox"/> TIER III</p>
<p>1000 – Personnel (Use as much space as necessary.) As part of the school improvement efforts the following positions will be funded by SIG funds for the 2011-12, 2012-13, and 2013-14 school years: Full-time and part-time Science instructional coaches will be utilized to target instructional improvements in the area that currently prevents William Fleming High School from being accredited. They will specifically target areas of increasing teacher effectiveness, maintaining curriculum alignment and pacing, and assisting with remediation during the school day.</p> <p>Math remediation teacher will be utilized to target the area of Geometry, which is William Fleming’s largest and lowest performing math population. This position will work with remediation for areas of identified need based on data analysis of student performance on SOL and district/school assessments.</p> <p>Part-time math teacher will provide remediation during the school day targeting the area of Algebra. This was identified through student and teacher interviews as a crucial component for at risk students who struggled to achieve passing scores on the Spring 2011 SOL tests.</p> <p>After school remediation will be provided during the week and on Saturday (Power Saturdays). Both of these programs will include teacher led remediation as well as online credit recovery components. These opportunities were instrumental in 2010-2011 for student success, as well as building community support and buy-in for academic improvement efforts.</p> <p>Teacher Stipends will be provided for the following duties: Content remediation stipends; Stipend for Academic Tutoring Coordinator; Stipend for PLATO program administrator/coordinator.</p> <p>A Graduation Coach will be hired to track student performance and provide feedback to school administration and teachers. This position will be responsible for closely monitoring targeted students as part of the schools efforts to increase William Fleming’s graduation rate.</p> <p>A pay for performance incentive program will be implemented to reward the top performing teachers with a \$3,000 bonus. This incentive will be tied, in large part, to a teacher’s performance evaluation. Funds are budgeted for incentive pay for 40 teachers.</p>	
<p>2000 -Employee Benefits (Use as much space as necessary.) Benefits for personnel stated in Object Code 1000 for 2011-12, 2012-13, and 2013-14. FICA for Teacher Stipends as stated in Object Code 1000 for 2011-12, 2012-13, and 2013-14.</p>	

<p>3000 - Purchased Services (Use as much space as necessary.) The following contracted/purchased services will be funded from SIG funds for 2011-12, 2012-13, and 2013-14: As part of the Transformation Model, the school will contract will New Teacher Center to provide training for principal, instructional coach, and teachers to increase the capacity of teachers to teach effectively by incorporating instructional best practices, self evaluation, and peer evaluation. Training from the Leadership and Learning Center to maintain support for teacher in the development of data teams. The school will purchase professional development and training services from The Flippen Group in the area of building effective relationships, classroom management, and creating a more positive culture to promote student achievement, improved behaviors for adults and students, as well as community involvement and support. I Station will be purchased to monitor student performance on a monthly basis. Read180 program will be purchased and used with students identified for literacy remediation. Read180 is a one-time cost which will be funded in Year 1 (2011-12). The PLATO system will be used as the online credit recovery and remediation environment. Students will be able to take advantage of this opportunity during school, after school, on Saturdays, and during the summer. TeachScape (purchased services) for training of the online video teacher observation system.</p>
<p>4000 - Internal Services (Use as much space as necessary.) Not applicable.</p>
<p>5000 - Other Charges (Use as much space as necessary.) Travel for school staff to attend trainings and professional development activities related to areas identified in the school improvement plan.</p>
<p>6000 - Materials and Supplies (Use as much space as necessary.) Materials and Supplies will be purchased using SIG funds as follows: 2011-12: Data folders, Calculator sets, wireless presenters, portable productivity devices, and instructional materials for the content areas of reading, math, and science. 2012-13: Data folders 2013-14: Data folders As shown in the budget summary, a larger amount is spent in Year 1(2011-12) in order purchase the materials necessary to implement school improvement interventions. Instructional materials will be purchased for all content areas to be used with students during the school day, in the afterschool program, and also on Power Saturdays. Other materials are as follows: Calculators will be purchased so that each math classroom has equal access to a standard set of tools that are essential for student success on state level testing. Ultra portable productivity devices, such as thin laptops or tablets, will be used by administrators and peer observers to document classroom observations and student data so that teachers can receive feedback quickly to improve instructional practices and identify patterns over time. Wireless presenters will be ordered for classrooms so that teachers will have the flexibility to move around the classroom while still making use of technology to monitor student engagement and performance. Multiple copies of books for ‘book study’ will be provided to teams within the school learning community.</p>
<p>8000 – Equipment/Capital Outlay (Use as much space as necessary.) Equipment purchases are only shown in Year 1 (2011-12) budget. The laptop carts and server/database software is a one-time purchase as part of William Fleming’s plan to implement Read180, I Station, and PLATO (these programs are described in Object Code 3000 – purchased services). TeachScape hardware training and setup will be purchased as part of the online teacher observation, evaluation, feedback, and training system.</p>

Expenditure Code Definitions

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 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.

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, 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)

NOT APPLICABLE.

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 or Tier II school that does not meet the poverty threshold.

1. (School Name) **NOT APPLICABLE.**
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.)