

**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: Smyth County Schools  
Division Contact: Mr. Dennis Carter, Director of Curriculum and Instruction  
Mailing Address: 121 Bagley Circle, Suite 300  
Telephone (include extension if applicable): 276-783-8865, Ext. 2229 Fax: 276-783-3291  
E-mail: denniscarter@scsb.org

**School Information**

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

School Name: Marion Intermediate School  
Principal Name: Mr. Gary Foulke  
Mailing Address: 820 Stage Street, Marion, VA 24354  
Telephone (include extension if applicable): 276-783-2609 Fax: 276-783-9463  
E-mail: garyfoulke@scsb.org

School Name: Marion Primary School  
Principal Name: Mrs. Kimberly Williams  
Mailing Address: 1142 Highland Drive, Marion VA 24354  
Telephone (include extension if applicable): 276-783-3021 Fax: 276-782-2053  
E-mail: kimwilliams@scsb.org

**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: Dr. Michael M. Robinson

Date: June 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 – N/A**

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
		<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
Marion Intermediate	510352001559	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Marion Primary	510352001561	<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"/>
		<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: (Use as much space as needed.)

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

**Part 1 STUDENT ACHIEVEMENT AND DEMOGRAPHIC DATA**

**a. Student Achievement Data from 2008-2009 and 2009-2010 in Reading/Language Arts and Mathematics**

Marion Intermediate (whole school)	Reading/Language Arts		Mathematics	
	2008-2009		2009-2010	
All Students	79	81	83	87
Black	65	71	69	76
Hispanic	<	<	<	<
White	79	81	84	87
Students with Disabilities	73	68	76	72
Economically Disadvantaged	67	75	76	83
Limited English Proficient	<	<	<	<

Marion Intermediate (grade levels)	Reading/Language Arts						Mathematics					
	2008-2009			2009-2010			2008-2009			2009-2010		
	Gr. 3	Gr. 4	Gr. 5	Gr. 3	Gr. 4	Gr. 5	Gr. 3	Gr. 4	Gr. 5	Gr. 3	Gr. 4	Gr. 5
All Students	72	83	82	78	78	86	84	83	84	84	90	86
Black	<	<	<	<	<	<	<	<	<	<	<	<
Hispanic	<	<	<	<	<	<	<	<	<	<	<	<
White	73	83	82	79	77	88	83	83	85	85	89	86
Students with Disabilities	55	79	88	75	59	75	67	79	84	73	77	65
Economically Disadvantaged	57	74	72	72	70	83	76	74	78	78	88	82
Limited English Proficient	<	<	<	<	<	<	<	<	<	<	<	<

**b. Analyzed Student Achievement Data with Identified Areas That Need Improvement**

Marion Intermediate students did not meet the 2008-2009 Annual Measurable Objectives (AMO) of 81% in Reading for All Students and the students in the Economically Disadvantaged and White subgroups. Marion Intermediate students met the 2009-2010 AMO of >81% in Reading except for students in the Students with Disabilities subgroup.

- Student achievement in Grades 3-5 on the Reading SOL will meet or exceed the 2011-2012 AMO target of 91%.
- The percentage of Marion Intermediate students in the Students with Disabilities subgroup passing the Reading SOL assessment in Spring 2011 will increase to 86%.

Marion Intermediate students met the 2008-2009 AMO of >79% in Math except for students in the Economically Disadvantaged subgroup. Marion Intermediate students met the 2009-2010 AMO of >79% except in the Students with Disabilities subgroup.

- Student achievement in Grades 3-5 on the Math SOL assessment will meet or exceed the 2011-2012 AMO target of 90%.
- The percentage of Marion Intermediate students in the Students with Disabilities subgroup passing the Math SOL assessment in Spring 2011 will increase to 85%.

**c. Number and Percentage of Highly Qualified (HQ) Teachers and Number of Teachers with Less Than 3 Years' Experience by Grade**

**d. Number of Years Each Instructional Staff Member Has Been Employed at the School**

**Marion Intermediate School**

Total Number of Teachers	Total Number of HQ Teachers	Percentage of HQ Teachers	Number of Teachers with Less Than 3 Years' Teaching Experience (by grade)		
			3	4	5
31	31	100%	0	2	2

**Number of years each instructional each instructional staff member has been employed at Marion Intermediate**

Years	1	2	4	5	6	7	9	13	14	16	19	21	27	28	40
Number of Teachers	4	1	2	6	3	2	2	1	3	1	1	1	2	1	1

**Marion Primary School**

Total Number of Teachers	Total Number of HQ Teachers	Percentage of HQ Teachers	Number of Teachers with Less Than 3 Years' Teaching Experience (by grade)		
			K	1	2
28	28	100%	1	0	0

**Number of years each instructional each instructional staff member has been employed at Marion Primary**

Years	1	2	3	4	5	6	9	10	11	12	13	16	18	19	25	26	35	38
Number of Teachers	2	1	3	1	1	1	2	2	4	2	2	1	1	1	1	1	1	1

e. Information about the Graduation Rate of the School in the Aggregate and by AYP Subgroup for All Secondary Schools – N/A

f. Demographics of the Student Population

<b>Demographics of the Student Population at Marion Intermediate School</b>		
<b>Attendance Rate</b>	94.92%	
<b>Total Number of Students</b>	403	
<b>Male</b>	206	
<b>Female</b>	197	
<b>Ethnicity</b>	American Indian or Alaskan Native	0
	Asian or Pacific Islander	3
	Black, not of Hispanic origin	15
	Hispanic	3
	White, not of Hispanic origin	381
	Unclassified	1
<b>Students with Disabilities</b>	85	
<b>LEP Students</b>	2	
<b>Migrant Students</b>	0	
<b>Homeless Students</b>	0	
<b>Economically Disadvantaged</b>	238	

<b>Demographics of the Student Population at Marion Primary School</b>		
<b>Attendance Rate</b>	94.14%	
<b>Total Number of Students</b>	488	
<b>Male</b>	248	
<b>Female</b>	240	
<b>Ethnicity</b>	American Indian or Alaskan Native	0
	Asian or Pacific Islander	7
	Black, not of Hispanic origin	21
	Hispanic	12
	White, not of Hispanic origin	447
	Hawaiian/Other Pacific Islander	1
<b>Students with Disabilities</b>	112	
<b>LEP Students</b>	1	
<b>Migrant Students</b>	0	
<b>Homeless Students</b>	0	
<b>Economically Disadvantaged</b>	285	

**g. Information about the Physical Plant of the School Facility**

**Marion Intermediate School**

<b>Date Built</b>	1950	<b>Number of Classrooms</b>	29
<b>Descriptions</b>			
<b>Library Media Center</b>	The Library Media Center measures approximately 1040 square feet and hosts approximately 10,500 cataloged items in a myriad of genres, including fiction and nonfiction titles, biographies, easy reads, popular series titles, and reference items. It also houses a professional reference library to support staff development. The library also contains four computer workstations, a drop down screen for projection, and Smartboard technology.		
<b>Cafeteria</b>	The cafeteria measures 2,225 square feet. The serving line accommodates approximately 12 children as a pass through. There are 20 table units, each seating 12 children. The kitchen area measures 1,000 square feet.		
<b>Areas for Physical Education and/or Recess</b>	The gym measures approximately 5,000 square feet and has a stage area at one end. There are two basketball goals on each end of the hardwood court. Marion Intermediate has two recess areas. One small grassy area immediately behind the school is primarily used for group activities. The larger area is below the school. It is equipped with various pieces of age appropriate playground equipment.		

**Marion Primary School**

<b>Date Built</b>	1962	<b>Number of Classrooms</b>	31
<b>Descriptions</b>			
<b>Library Media Center</b>	The Library Media Center measures approximately 1,000 square feet and hosts approximately 7500 cataloged items in a myriad of genres, including fiction and nonfiction titles, biographies, chapter books, popular series titles, and reference items. It also contains four computer workstations. Marion Primary School also has a book room that houses sets of leveled readers available for teachers to use in small group or whole group instruction.		
<b>Cafeteria</b>	The cafeteria measures approximately 3,800 square feet. The serving line accommodates approximately 10-12 students. The seating capacity of the cafeteria is 195.		
<b>Areas for Physical Education and/or Recess</b>	A multi-purpose room was constructed by adding to the old dining area in 1990. It is currently used as both a gymnasium and an auditorium. It measures approximately 4,500 square feet and has a stage area at one end. The capacity of the multi-purpose room is 800. The recess area for students in 1 <sup>st</sup> and 2 <sup>nd</sup> grade is located below the main building. It boasts two larger sets of age appropriate playground equipment. The recess area for students in pre-K and kindergarten is located adjacent to the kindergarten wing. It also boasts one set of age appropriate playground equipment. A covered porch, measuring approximately 2,200 square feet, is located outside the kindergarten wing. It is also used for outdoor activities.		

Grade 1 – 90.8%

Grade 2 – 91.7%

**j. Information about the Types of Technology That Are Available to Students and Instructional Staff**

***Marion Intermediate School***

Computer Lab, Room 214—25 computers, 1 projector

Computer Lab, Basement—22 computers

Classroom computers—33

Mobile cart with projector, document camera, and older desktop PC—5

Mobile cart with document camera (Elmo), projector, and laptop—7

Mobile cars with projector and older desktop PC—5

Mobile Lab with 24 computers—3

Mobile netbook lab with 30 netbooks—1

96|| Polyvision interactive white board with a wall mounted projector—2

***Marion Primary School***

Computer Lab—25 computers

Smartboard and projector—1

Classroom computers – 92 (4 per classroom)

Mobile cart with projector, document camera, and computer—5

Smartboard—2

Mobile cart with document camera (Elmo), projector, and laptop—7

96|| Polyvision interactive white board with a wall mounted projector—4

**k. Annual Goals for Student Achievement on the State’s Assessments in Both Reading/Language Arts and Mathematics**

**AYP: Annual Measurable Objectives for Reading and Language Arts**

2010-11	2011-12	2012-13	2013-14
86	91	96	100

**AYP: Annual Measurable Objectives for Mathematics**

2010-11	2011-12	2012-13	2013-14
85	90	95	100

**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: N/A

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: Smyth County Public Schools will employ the University of Virginia School Turnaround Specialist Program at Marion Intermediate and Marion Primary Schools, as delineated in the –Assurances II document and the Title I Schools in School Improvement Requirements Chart (all attached). The plan is in place to begin the 2011-2012 school year. Smyth County Public Schools will regularly engage the school community to inform them of the progress of the implementation of this model through monitoring and providing feedback at meetings, through the online school improvement plan tool, Indistar, and through SCPS six-weeks’ reports. Smyth County Public Schools will dedicate sufficient time and resources and has adequate capacity to facilitate the ongoing implementation of this model.

- 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

### 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](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.)

- 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.)

**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: Smyth County Public Schools has reviewed division and school policies and procedures to ensure alignment with the University of Virginia School Turnaround Specialist Program. Modifications that will be made are included in the Assurances document and the Title I Schools in Improvement Requirements Chart. Minutes for the February 10, 2011, division meeting on the implementation of the University of Virginia School Turnaround Specialist Program are also attached. Each principal informed his or her respective Leadership Team of the proposed partnership. School meeting minutes from Indistar are attached. Additionally, full faculties at both schools were updated to ensure faculty buy in. On February 23, 2011, the Smyth County School Board voted on and approved the implementation of the partnership with the University of Virginia School Turnaround Specialist Program to begin in 2011-2012. Meeting minutes are attached.

## **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: Smyth County Public Schools will sustain the reform effort after the funding period ends. Both schools in Title I School Improvement and the Title I division team will use the Indistar tool to inform, coach, sustain, track, and report school improvement activities. Smyth County Public Schools will employ the University of Virginia School Turnaround Specialist Program at Marion Intermediate and Marion Primary Schools, as delineated in the –Assurances || document and the Title I Schools in School Improvement Requirements Chart (all attached).

### **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. N/A

**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	\$	\$183,836.00	\$	\$179,862.00	\$	\$179,862.00	\$	\$543,560.00
2000 - Employee Benefits	\$	\$45,294.84	\$	\$44,990.82	\$	\$44,990.82	\$	\$135,276.48
3000 - Purchased Services	\$	\$66,874.88	\$144,000.00	\$72,147.18	\$	\$72,147.18	\$	\$211,169.24
4000 - Internal Services	\$	\$	\$	\$	\$	\$	\$	\$
5000 - Other Charges	\$	\$3,000.00	\$	\$3,000.00	\$	\$3,000.00	\$	\$9,000.00
6000 - Materials and Supplies	\$	\$164,814.28	\$	\$200,000	\$	\$200,000.00	\$	\$564,814.28
8000 – Equipment/ Capital Outlay	\$	\$36,180.00	\$	\$0	\$	\$0	\$	\$36,180.00
<b>Total</b>	\$	\$500,000.00	\$144,000.00	\$500,000.00	\$	\$500,000.00	\$	\$1,500,000.00

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: Marion Intermediate School				TIER IDENTIFICATION: TIER I		TIER II		TIER III X
	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."
<b>1000 – Personnel</b>	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$97,298.00		School Expenses \$92,811.00		School Expenses \$92,811.00		School Expenses \$282,920.00
<b>2000 – Personnel</b>	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$24,507.72		School Expenses \$24,164.46		School Expenses \$24,164.46		School Expenses \$72,836.64

<b>3000 - Purchased Services</b>	Division Expenses \$	Division Expenses \$	Other: \$72,000.00	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$25,700.00		School Expenses \$31,524.54		School Expenses \$31,524.54		School Expenses \$88,749.08
<b>4000 - Internal Services</b>	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$		School Expenses \$		School Expenses \$		School Expenses \$
<b>5000 - Other Charges</b>	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$1,500.00		School Expenses \$1,500.00		School Expenses \$1,500.00		School Expenses \$4,500.00
<b>6000 - Materials and Supplies</b>	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$64,814.28		School Expenses \$100,000.00		School Expenses \$100,000.00		School Expenses \$264,814.28
<b>8000 – Equipment / Capital Outlay</b>	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$36,180.00		School Expenses \$0		School Expenses \$0		School Expenses \$36,180.00
<b>Total</b>	Division Expense \$	Division Expense \$	Other: \$72,000	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$250,000.00		School Expenses \$250,000.00		School Expenses \$250,000.00		School Expenses \$750,000.00
<b>Sum of SIG Funds for all three years for this school Do not include "other funds."</b>								\$750,000.00

SCHOOL NAME: Marion Primary School			TIER IDENTIFICATION: TIER I <u>      </u> TIER II <u>      </u> 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."
<b>1000 – Personnel</b>	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$86,538.00		School Expenses \$87,051.00		School Expenses \$87,051.00		School Expenses \$260,640
<b>2000 – Personnel</b>	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$20,787.12		School Expenses \$20,826.36		School Expenses \$20,826.36		School Expenses \$62,439.84
<b>3000 - Purchased Services</b>	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$41,174.88		School Expenses \$40,622.64		School Expenses \$40,622.64		School Expenses \$122,420.16
<b>4000 - Internal Services</b>	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$		School Expenses \$		School Expenses \$		School Expenses \$
<b>5000 - Other Charges</b>	Division Expenses \$	Division Expenses \$	Other: \$72,000.00	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$

	School Expenses \$	School Expenses \$1,500.00		School Expenses \$1,500.00		School Expenses \$1,500.00		School Expenses \$4,500.00
<b>6000 - Materials and Supplies</b>	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$100,000.00		School Expenses \$100,000.00		School Expenses \$100,000.00		School Expenses \$300,000.00
<b>8000 – Equipment/ Capital Outlay</b>	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
<b>Total</b>	Division Expense \$	Division Expense \$	Other: \$72,000.00	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$250,000.00		School Expenses \$250,000.00		School Expenses \$250,000.00		School Expenses \$750,000.00
<b>Sum of SIG Funds for all three years for this school</b> <i>Do not include "other funds."</i>								\$750,000.00

**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><b>SCHOOL NAME: Marion Intermediate School</b></p>	<p><b>TIER IDENTIFICATION:</b> <input type="checkbox"/> TIER I <input type="checkbox"/> TIER II <input checked="" type="checkbox"/> TIER III</p>
<p><b>1000 – Personnel</b> (Use as much space as necessary.)          Marion Intermediate School and Marion Primary School will share the cost of employment of a School Improvement Coach. The projected cost for this is as follows: salary for School Improvement Coach - \$26,875.00 per school.</p> <p>Marion Intermediate School will assume the cost of employment of an intervention specialist. The projected cost for this is as follows: salary for intervention specialist - \$54,263.00</p> <p>In addition, Marion Intermediate will offer an extended school day program three days each week and will provide for the cost of compensation to 4 teachers at the rate of \$20.00 per hour, 2.25 hours per week, for 32 weeks. The projected cost for this is as follows: salary for 4 teachers - \$5,760.00</p> <p>Marion Intermediate will compensate substitutes for instructional team members ½ day each six-weeks so that team members may participate in an in-depth disaggregation of data and professional development as determined from classroom observations of indicators of effective teaching. The projected cost for this is as follows: \$5,400.00</p> <p>Marion Intermediate will compensate teachers at a rate of \$20.00 per hour, for up to five (5) hours per day, for two days prior to the beginning of the 2011-2012 school year. On the first day, Marion Intermediate School will provide professional development that will enable teachers to align the current language arts curriculum with the new Virginia Standards of Learning whose implementation is to begin no later than September 2011. On the second day, Marion Intermediate School will provide professional development that will enable teachers to review and revise the current Social Science and Science summative assessments to ensure alignment with the Virginia Standards of Learning Testing Blueprints at each grade level. The projected cost for each day is \$2,500.00 for a total of \$5,000.</p> <p><b>Total: \$97,298.00</b></p>	

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

Marion Intermediate School and Marion Primary School will share the cost of the required employer costs of fringe benefits for the personnel listed as in Section 1 as follows:

- Retiree Health Insurance Credit for School Improvement Coach: \$161.25
- Employer Virginia Retirement System contribution for School Improvement Coach: \$3,044.94
- Employer FICA contribution for School Improvement Coach: \$2,055.94
- Group Life Insurance for School Improvement Coach: \$75.25

Marion Intermediate School will assume the cost of the required employer costs of fringe benefits for the personnel listed as in Section 1 as follows:

- Health Insurance Employer Contribution for intervention specialist: \$4,260.00
- Retiree Health Insurance Credit for intervention specialist: \$325.58
- Employer Virginia Retirement System contribution for intervention specialist: \$6,148.00
- Employer FICA contribution for intervention specialist: \$4,151.12
- Group Life Insurance for intervention specialist: \$151.94

Marion Intermediate School will provide for the cost of the employer FICA contribution for extended day instructional intervention teachers: \$440.64

Marion Intermediate School will provide for the cost of the employer FICA contribution for substitute teachers: \$413.10

Marion Intermediate School will provide for the cost of the employer FICA contribution for teachers who return before the 2011-2012 school year begins for professional development: \$382.50

**Total: \$24,507.72**

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

Professional development activities will be utilized throughout the school year for all teachers, administrators, and paraprofessionals of Marion Intermediate School. These activities will be assisted by local professional development funding, Title II, Part A funds. These activities will be sustained, high quality, and research-based professional development. A focus will be placed on writing, reading, reading in the content areas, mathematics, data disaggregation, differentiation, educational technology, and other activities aligned to personal

professional growth of all teachers and administrators and school improvement.

AIMSweb will be incorporated into assessment and data management at Marion Intermediate School for all students in Grade 3 and for the progress monitoring of students receiving Tier 3 interventions. Cost of \$6.00 per student for a total of \$1,200.00 for 200 students.

Power Walk Through (McRel) subscription and training: \$1,500.00

NOTE: Smyth County Public Schools has already contracted with istation to provide services over the next two years for all of its elementary schools, including Marion Intermediate and Marion Primary Schools.

**Total: \$25,700.00**

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

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

Other charges will include the cost of travel to professional development activities, including any recommended Teacher Leader Trainings.

**Total: \$1,500.00**

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

Materials and instructional supplies for Marion Intermediate School will include the purchase of materials to support small group instruction and intervention services in reading and math and to enhance the delivery of Virginia Standards of Learning Essential Knowledge in all four subject areas. Classroom teachers will provide core instruction for all students in language arts, math, history, and science using state-approved texts for each subject and supplementary materials that strengthen the delivery of grade specific Essential Knowledge through the use of literacy. The Title I teachers and Special Education teachers will work with the classroom teachers to provide Tier 2 support for students identified in need of additional, differentiated reinforcement during small group work time. For students who continue to make insufficient progress, a school-based child study team will design a Tier 3 intervention plan in which an additional period of intensive instruction to promote the development of various components of reading or math proficiency will be delivered daily. This intense, systematic instruction on fundamental reading or math skills will include in-depth modeling and practice with feedback in a small group or one-on-one setting.

To support the Individualized Daily Reading portion of the Making Meaning program, Marion Intermediate will purchase Individualized Daily Reading libraries for each classroom in grades 3-5 (\$36,758.20); small group math materials (\$8,056.08); leveled readers to support

instruction in all four subject areas (\$15,000.00); organizational materials to support and enhance small group reading and math activities (\$5,000.00)

**Total: \$64,814.28**

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

In order to provide the timely delivery of pre-/post-assessments and benchmark testing and in the classroom small group instruction utilizing istation, there is the need for an additional mobile computer lab. The projected costs of the computers and needed peripherals are as follows:

25 unit mobile computer lab that includes 25 Dell laptops and peripherals: \$33,680.00

1 laptop cart: \$2,500.00

**Total: \$36,180.00**

**SCHOOL NAME: Marion Primary School**

**TIER IDENTIFICATION: TIER I TIER II TIER III**

**1000 – Personnel** (Use as much space as necessary.)

Marion Intermediate School and Marion Primary School will share the cost of employment of a School Improvement Coach. The projected cost for this is as follows: salary for School Improvement Coach - \$26,875.00 per school.

Marion Primary School will assume the cost of employment of an intervention specialist. The projected cost for this is as follows: salary for intervention specialist - \$54,263.00

Marion Primary will compensate substitutes for instructional team members ½ day each six-weeks so that team members may participate in an in-depth disaggregation of data and professional development as determined from classroom observations of indicators of effective teaching. The projected cost for this is as follows: \$5,400.00

**Total: \$86,538.00**

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

Marion Intermediate School and Marion Primary School will share the cost of the required employer costs of fringe benefits for the personnel listed as in Section 1 as follows:

Retiree Health Insurance Credit for School Improvement Coach: \$161.25  
Employer Virginia Retirement System contribution for School Improvement Coach: \$3,044.94  
Employer FICA contribution for School Improvement Coach: \$2,055.94  
Group Life Insurance for School Improvement Coach: \$75.25

Marion Primary School will assume the cost of the required employer costs of fringe benefits for the personnel listed as in Section 1 as follows:

Health Insurance Employer Contribution for intervention specialist: \$4,260.00  
Retiree Health Insurance Credit for intervention specialist: \$325.58  
Employer Virginia Retirement System contribution for intervention specialist: \$6,148.00  
Employer FICA contribution for intervention specialist: \$4,151.12  
Group Life Insurance for intervention specialist: \$151.94

Marion Primary School will provide for the cost of the employer FICA contribution for substitute teachers: \$413.10

**Total: \$20,787.12**

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

AIMSweb will be maintained as a part of K-2 assessment and data management at Marion Primary School. Cost of \$6.00 per student for a total of \$2,700.00 for 450 students.

Professional development activities will be utilized throughout the school year for all teachers, administrators, and paraprofessionals of Marion Primary School. These activities will be assisted by local professional development funding, Title II, Part A funds. These activities will be sustained, high quality, and research-based professional development. A focus will be placed on writing, reading, reading in the content areas, mathematics, data disaggregation, differentiation, educational technology, and other activities aligned to personal professional growth of all teachers and administrators and school improvement.

NOTE: Smyth County Public Schools has already contracted with istation to provide services over the next two years for all of its elementary schools, including Marion Intermediate and Marion Primary Schools.

**Total: \$41,174.88**

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

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

Other charges will include the cost of travel to professional development activities, including any recommended Teacher Leader Trainings.

**Total: \$1,500.00**

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

Materials and instructional supplies for Marion Primary School will include the purchase of materials to support small group instruction and intervention services in reading and math and to enhance the delivery of Virginia Standards of Learning Essential Knowledge in all four subject areas. Classroom teachers will provide core instruction for all students in language arts, math, history, and science using state-approved texts for each subject and supplementary materials that strengthen the delivery of grade specific Essential Knowledge through the use of literacy. The Title I teachers and Special Education teachers will work with the classroom teachers to provide Tier 2 support for students identified in need of additional, differentiated reinforcement during small group work time. For students who continue to make insufficient progress, a school-based child study team will design a Tier 3 intervention plan in which an additional period of intensive instruction to promote the development of various components of reading or math proficiency will be delivered daily. This intense, systematic instruction on fundamental reading or math skills will include in-depth modeling and practice with feedback in a small group or one-on-one setting.

To support the Individualized Daily Reading portion of the Making Meaning program, Marion Primary will purchase Individualized Daily Reading libraries for each classroom in grades 3-5 (\$35,928.70); small group reading materials (\$19,071.30); small group math materials (\$15,000.00); leveled readers to support instruction in all four subject areas (\$20,000.00); organizational materials to support and enhance small group reading and math activities (\$10,000.00)

**Total: \$100,000.00**

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

**Total: \$0.00**

## **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, 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.)

**2011-2012 Requirements for Title I Schools Receiving 1003a or 1003g School Improvement Grants\***

	<b>Title I Requirements Virginia Department of Education MODEL</b>	<b>Title I Requirements Smyth County Public Schools MODEL</b>
<b>Personnel</b>	<b>Activities</b>	<b>Activities</b>
<b>Smyth County Public Schools Title I Division Support Team</b> <ul style="list-style-type: none"> <li>• Dr. Michael Robinson, Division Superintendent</li> <li>• Dr. Jeff Cassell, Division Assistant Superintendent for Administration and Director of Operations and Finance</li> <li>• Title I and Instruction                             <ul style="list-style-type: none"> <li>– Mr. Dennis Carter, Director of Curriculum and Instruction</li> <li>– Ms. Patricia Warren, Director of Federal Programs</li> <li>– Mr. Larry Estep, Director of Secondary Education</li> </ul> </li> <li>• Special Education                             <ul style="list-style-type: none"> <li>– Mr. Steve Blevins, Director of Special Education</li> </ul> </li> <li>• VDOE Division-Level Liaison                             <ul style="list-style-type: none"> <li>– Mr. Steve Sage</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develops and implements division plan using Indistar</li> <li>• Attends division-level webinars</li> <li>• One division team member (liaison) per 3 schools</li> <li>• Division team members who are school liaisons attend week-long VDOE Summer Institute</li> <li>• Attends quarterly VDOE web conference on schools' quarterly reports</li> <li>• Division team member liaison reviews quarterly reports with principals</li> </ul>	<ul style="list-style-type: none"> <li>• Division plan will implemented as outlined in the 90 Day Action Plan developed at the UVA Turnaround Specialists Summer Academy.</li> <li>• Division Support Team member is liaison for Schools in Improvement</li> <li>• SCPS District Team has attended the July 18-24, 2011, UVA Turnaround Specialists Summer Academy and will attend the mid-year retreat</li> <li>• Monitors progress using school 90 Day Action Plans and SCSB six-weeks' reports</li> <li>• SCPS Division Support Team reviews six-weeks' reports with principals of Schools in Improvement at the Quarterly Division Meeting</li> <li>• Division Support Team member will be designated to serve on the school-based Leadership Team for Schools in Improvement</li> </ul>
<b>VDOE Division-Level Liaison</b> <ul style="list-style-type: none"> <li>• Dr. Jim Sellers</li> </ul>	<ul style="list-style-type: none"> <li>• Supports and monitors implementation of division plan</li> </ul>	<ul style="list-style-type: none"> <li>• Supports and monitors implementation of division plan</li> </ul>

	<ul style="list-style-type: none"><li>• Visits targeted schools with Division Support Team members to assess participation and support</li><li>• Meets with school-level mentor coaches to coordinate efforts</li></ul>	<ul style="list-style-type: none"><li>• Visits targeted schools with Division Support Team members to assess participation and support</li></ul> <p>Meets with school-level mentor coaches to coordinate efforts</p> <ul style="list-style-type: none"><li>• Meets with Leadership Teams as appropriate and prepares a report</li></ul>
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	<b>Title I Requirements Virginia Department of Education MODEL</b>	<b>Title I Requirements Smyth County Public Schools MODEL</b>
<b>Personnel</b>	<b>Activities</b>	<b>Activities</b>
<b>Principal</b>	<ul style="list-style-type: none"> <li>• Attends VDOE July week-long institute</li> <li>• Attends school-level VDOE web conferences</li> <li>• Together with School Improvement Coach, develops school-based Leadership Team, including members from <ul style="list-style-type: none"> <li>- Title I</li> <li>- Instruction</li> <li>- Special Education</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Attended UVA Turnaround Specialist Summer Academy July 18-24, 2011</li> <li>• Participates in regular meetings with Leadership Team</li> <li>• Together with School Improvement Coach, develops school-based Leadership Team, including members from <ul style="list-style-type: none"> <li>- Title I</li> <li>- Instruction</li> <li>- Special Education</li> </ul> </li> <li>• Together with School Improvement Coach, develops the school's SOL Instructional Plan for 2011-2012</li> </ul>
<b>School Improvement Grant –Funded Coach</b>	<ul style="list-style-type: none"> <li>• Attends recommended meetings</li> <li>• Provide training to faculty and staff from Schools in Improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Attends recommended meetings</li> <li>• Provides training to Schools in Improvement receiving School Improvement 1003(g) grant</li> <li>• Assists the principal with the School Improvement Plan process, the school's SOL Instructional Plan, and in preparing the SCPS six-weeks' report</li> </ul>
<b>School-based Improvement Team</b>	<ul style="list-style-type: none"> <li>• Develops school improvement plan using Indistar</li> </ul>	<ul style="list-style-type: none"> <li>• Works with principal to implement 90 Day Action Plan developed at the UVA Turnaround Specialists Summer Academy</li> </ul>

	<ul style="list-style-type: none"> <li>• Meets monthly to monitor progress</li> <li>• Maintains minutes of monthly meetings in Indistar</li> <li>• Prepares SCPS quarterly report</li> </ul>	<ul style="list-style-type: none"> <li>• Meets monthly to monitor progress.</li> <li>• Maintains minutes of monthly meetings.</li> <li>• Uses SCPS six-weeks' report</li> <li>• Uses ISIP (monthly); Measures of Academic Progress (MAP); AIMSweb in Grades K-2 (3 times per year to set benchmarks and weekly to monitor students receiving Tier 3 supports); weekly pre-/post-assessments, and benchmark tests to monitor targeted students' progress</li> <li>• Monitors the school's SOL Instructional Plan monthly, making revisions as necessary</li> </ul>
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2011-2012 Standards of Learning Instructional Plan

Marion Intermediate School

Smyth County

Gary Foulke, Principal

Goals

- to use student learning data to identify students who are in need of continued instructional support to master SOL objectives in English and math;
- to use student learning data to assess the strengths and weaknesses of the curriculum and instructional strategies;
- to ensure Standards of Learning Curriculum Frameworks and Test Blueprints continue to be used as resources to direct the planning and delivery of instruction for all students, including those in need of continued instructional support to master SOL objectives in English and math;
- to develop a monitoring system that ensures fidelity to the plan; and
- to emphasize the priorities needed by everyone in the building to ensure that “all hands are on deck” to support increased student achievement.

Identification of Students and Alignment of Instruction with Curriculum

- The School Improvement Coach will work with the Instructional Consultation Team Facilitator, Reading Specialist, and administration to use data collected during the 2010-2011 school year to identify students for early intervention in reading and/or mathematics.
- An Intervention Plan template will be developed to track acceleration of students identified for Tier 3 interventions throughout the year as they accelerate and catch up to their peers.
- Instructional teams will meet for ½ day at intervals throughout the year to review data and receive professional development as determined from assessments of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.
- Marion Intermediate School will provide professional development that will enable teachers to align the current language arts curriculum with the new Virginia Standards of Learning whose implementation is to begin no later than September 2011. Activities will include, but not be limited to, review of the current Smyth County Curriculum Maps to determine appropriate supplements and development of appropriate pre-/post-assessments. Pre-assessments in math will be used to provide a baseline for a student’s current achievement level

with regard to a specific skill and, in turn, will serve as an indicator of whether assumed prerequisites have been achieved. Furthermore, pre-assessments will guide teachers in the identification of students in need of instructional support or enhancement, allowing the teacher to customize or differentiate instruction for individual students' strengths and needs. Post-assessments in math and reading will be used to determine the effectiveness of instruction for individual students or small groups while also serving as useful methods for assuring the alignment of the curriculum with instruction and assessment. A post-assessment will guide in the identification of students in need of additional support before a summative assessment is administered. This allows us to provide intervention in a timelier manner than if we were to wait on a more comprehensive benchmark assessment. We will also provide teachers with the necessary support to conduct item analyses so that they can compare data from the various assessments we will have available.

- Marion Intermediate School will provide professional development that will enable teachers to review and revise the current Social Science and Science summative assessments to ensure alignment with the Virginia Standards of Learning Testing Blueprints at each grade level. Again teachers will be provided the necessary support to conduct item analyses so they can compare data from various assessments we will have available.

#### Delivery of Remediation and Intervention Services

- All students will continue to receive services from an internet-delivered formative assessment with monthly monitoring in the form of iStation.
- Measures of Academic Progress (MAP) will be incorporated into the assessment process and data management at Marion Intermediate School for all students in Grades 3-5. MAP will be administered three times a year in reading, math, and language usage.
- A reading iStation lab will be staffed in the extended day morning program, 7:30 A.M., until 8:15 A.M. Marion Intermediate School will participate in the norming of the iStation math program in fourth and fifth grades, starting in March 2011.
- Teachers will use iStation monthly reports as one tool to differentiate instruction in the form of small flexible groups during the literacy block. iStation reports will identify students in need of additional instruction in one or more of the four critical domains of reading development. iStation intervention lessons will be one resource teachers use in the delivery of this instruction. Other resources will include, but not be limited to, released SOL test items, Intervention Stations, SOAR to Success, and Ladders to Success. Teachers will be able to monitor student progress in skill acquisition, and administrators will have an additional tool to evaluate individual teacher's overall instructional effectiveness.
- "Homework Hospital" will be continued before school, from 7:30 A.M. until 8:15 A.M., as a venue for assisting children who have not mastered a specific skill(s).
- An after-school remediation program will be offered in the spring three days each week, from 3:30 P.M. until 5:00 P.M., for 20 sessions. Although the program will be available to all students, the parents of those students who are identified by grade level teams during in mid-February, as in need of continued instructional support will be personally contacted and encouraged to enroll their children.

- The students identified as at risk of reading difficulties during the administration of the PALS screening tool in Fall 2011 will receive intervention services from in addition to their regular classroom instruction.
- A reading and math benchmark will be administered on-line to all students at the end of the second, fourth, and fifth grading periods using Interactive Achievement (IA). IA will provide reports that disaggregate data, pinpointing specific skills areas where individual students are in need of remediation. Students will then receive remediation from the classroom teacher and special education teacher or Title I teacher in small groups by specific skill.
- Students will participate in a two grade-level SOL Camps to strengthen their understanding of the essential knowledge in each of the tested areas prior to administration of the SOL. The first camp will be held at the end of the first semester. The second camp will be held in late April. Teachers and support staff will facilitate learning games and activities which will review SOL essential knowledge. This, too, will provide teachers with an informal assessment that will allow them to determine overall areas that need review before the test dates.
- To provide an opportunity for students to monitor their own progress and to give the classroom teacher another formative assessment, students will participate in a brief “Quick Check” quiz each Friday morning. This will also be a strategy we will use to gradually build students’ endurance by increasing the length of the reading passages. It will also be an effective way to review SOL Essential Knowledge for which they will be held responsible but where instruction was delivered at another grade level. During the first semester, students will answer one question from each subject: reading, mathematics, science, and history. We will also add questions from Kindergarten – Grade 2 to the Grade 3 quiz and questions from Grade 4 science to the Grade 5 quiz. After the first semester, students will answer ten questions from released tests—three on reading, three on math, two on history, and two on science—that correspond to a specific SOL and strand. Teachers will also have the opportunity to graph individual and class progress.
- Teachers will use the latest released reading and math SOL tests as a final formative assessment. Data will be disaggregated with the assistance of the administration, and classroom remediation will be planned to specifically address deficiencies identified by this formative assessment.
- Students identified on the math and/or reading intervention lists who choose not to participate in the fifth grade trip to Williamsburg/Jamestown will receive an additional intense intervention period in math and/or reading delivered by a special educator and classroom teacher during the time that their peers are gone.

#### Monitoring the Plan

- Lesson plans and remediation programs will be monitored by the administration to ensure alignment of instruction with the Standards of Learning Curriculum Frameworks and Test Blueprints in these targeted areas. Administrators will also conduct informal walk-throughs and formal observations to ensure fidelity to this plan.

- The school-based Leadership Team will monitor the objectives of the program to ensure timely completion.
- The administration will meet with division staff on a quarterly basis to review data and programs to assess their effectiveness in meeting our goals.

## **Minutes of UVA School Turnaround Specialist Program Meeting February 10, 2011**

Dr. LeAnn Buntrock from the University of Virginia Partnership for Leaders in Education met with a team of educators from Smyth County on Thursday, Feb. 10, 2011 to discuss the county's participation in the UVA School Turnaround Specialist Program. In attendance from Smyth County were Dr. Mike Robinson, Superintendent; Mr. Dennis Carter, Director of Curriculum and Instruction; Ms. Patricia Warren, Director of Federal Programs; Ms. Kimberly Williams, Principal at Marion Primary School; and Mr. Gary Foulke, Principal at Marion Intermediate School. Dr. Buntrock explained the Turnaround Program to the group and then asked for questions. Several questions were asked related to the alignment with the VDOE School Improvement model that is currently being implemented at Marion Primary and Marion Intermediate. It was determined that the two programs are very closely aligned and that the VDOE will support the county's participation in the UVA model. Each principal requested time to present the UVA School Turnaround Program to their respective faculties for their consideration. Dr. Kathleen Smith from the VDOE Office of School Improvement will be contacted for her approval of this process. After both the school faculties and Dr. Smith have given their consent to move forward with the UVA process, Dr. Robinson will present this plan to the School Board for final approval.

## Minutes of the February 23, 2011 Smyth County School Board Meeting

The Smyth County School Board met today in a called meeting at 5:00 P.M., in the board meeting room, 121 Bagley Circle, Suite 300, Marion, Virginia.

### CALL TO ORDER

Chairman Choate called the meeting to order and welcomed everyone.

The roll was called by the clerk, and all members were present.

### CONSENT AGENDA

On motion by Mr. Coulthard, seconded by Mr. Veselik, by 7-0 vote, the following was approved.

- Agenda as presented.
- Field trip requests from Chilhowie Middle, Northwood High, Smyth Career and Technology Center, Sugar Grove Combined School, and Marion Senior High School.

### PUBLIC COMMENT

No public signed up to speak.

### QUESTIONS/COMMENTS FROM BOARD MEMBERS

None of the board members had any questions or comments.

### ACTION ITEMS--(MOTION REQUIRED)

The Board considered continuing the Policy Service Agreement with the Virginia School Boards Association (VSBA) for 2011-2016. On motion by Mr. Catron, seconded by Mr. Veselik, by 7-0 vote, this was approved.

The Board considered allowing Marion Primary and Marion Intermediate to participate in the School Turnaround Program through the University of Virginia. On motion by Mr. Ryan, seconded by Mr. Coulthard, by 7-0 vote, this was approved.

The Board considered approving an Energy Services Company (ESCO) for a performance contract. On motion by Mr. Catron, seconded by Mr. Coulthard, by 5-2 vote, the Board entered into a Memorandum of Understanding with Trane to conduct an investment grade audit as part of an energy services performance contract to fulfill the requirements of an EECBG grant.

The Board considered approving the renewal of health insurance with Local Choice. On motion by Ms. Sneed, seconded by Mrs. Williams, by 7-0 vote, this was approved.

## **CLOSED SESSION**

Pursuant to § 2.2-3711 of the Virginia Freedom of Information Act, on motion by Mr. Coulthard, seconded by Mr. Catron, by 7-0 vote, a closed meeting was declared for the purpose of discussing the following: personnel issues as authorized by § 2.2-3711(A)(1) of the Code of Virginia and the discussion of the acquisition of real property for a public purpose as authorized by § 2.2-3711(A)(3) of the Code of Virginia.

On motion by Mr. Catron, seconded by Ms. Sneed, by 7-0 vote, closed session ended.

## **CERTIFICATION OF CLOSED MEETING**

WHEREAS, the Smyth County School Board has convened a closed meeting on this date pursuant to an affirmative-recorded vote in accordance with the provision of the Virginia Freedom of Information Act; and

WHEREAS, § 2.2-3712(D) of the Code of Virginia requires a certification by this school board that such closed meeting was conducted in conformity with Virginia Law:

NOW THEREFORE, BE IT RESOLVED, that the Smyth County School Board, by roll call, hereby certifies that, to the best of each member's knowledge (i) only public business matters lawfully exempted from open meeting requirements by Virginia Law were discussed and (ii) only such public business as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered.

VOTE: Ayes: 7, Nays: 0.

## **CLOSED SESSION ITEMS--(MOTION REQUIRED)**

On motion by Ms. Sneed, seconded by Mr. Coulthard, by 7-0 vote, the Board accepted the resignation of Jennifer Morgan as administrative assistant at the school board office.

On motion by Ms. Sneed, seconded by Mr. Coulthard, by 7-0 vote, the Board hired Lisa Stacy as part-time food service worker at Sugar Grove Combined School.

On motion by Mr. Catron, seconded by Ms. Sneed, by 7-0 vote, the Board entered into a contract granting it the option to purchase certain real estate for a public purpose. The identity of the property and the purchase price and terms of the option shall be publicly disclosed after the option contract is executed by the seller and the School Board, as any public disclosure of the identity of the property, the purchase price, or any of the terms of the option contract before it is executed will adversely affect the bargaining or negotiating strategy of the School Board. The Board delegated to the board chair the authority to execute an option contract and any incidental documents according to the terms and conditions as discussed by the Board in closed session.

## **ADJOURN**

On motion by Mr. Catron, seconded by Mr. Veselik, by 7-0 vote, the meeting was adjourned.

## Marion Intermediate School

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**Meeting** 02/17/2011 - 3:30

**Date:**

**Title:**

**Location:** Marion Intermediate School Library

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***Team Members in Attendance:***

Amanda Burke, Cindy Campbell, Sue Davidson, Gary Foulke, Alice Hauver, Ginny Moorer, Beth Newcomb, Tonya Osborne, Anne Richardson, Edwina Richardson, Patty Warren

***Guests in Attendance:***

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***Other Business:***

- Celebrations
- Olweus Bullying Program
- Divisionwide Rtl
- Power Walkthrough data
- UVA Turnaround Program
- Indistar Updates
- Adjournment

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***Action Taken:***

- Celebrations

#### -Olweus Bullying Program

Mr. Foulke reviewed the division's decision to adopt the Olweus Bully Program in the elementary grades. Teachers will receive more information as it is disseminated to principals. Until then, they can go on the Olweus website to learn more.

#### -Divisionwide Rtl

The division has been offered the opportunity to participate in DOE training to facilitate the transition to divisionwide Rtl. Marion Primary is already a pilot school for Rtl. This initiative would involve elementary, middle, and high schools. It was pointed out that it would be beneficial to all involved if the division would work to coordinate Rtl with School Improvement objectives.

#### -Power Walkthrough data

Mr. Foulke shared the Power Walkthrough data with the team. A division-wide plan for technology is discussed as a strong need, as the frequency of technology use by students in learning is shown to be low in the reports. Overall, the primary strategy in use schoolwide continues to be practice. However, evidence exists that teachers are also using a variety of other strategies that promote higher level thinking at the third and fourth level of Bloom's Taxonomy. Data shows that teachers are using strategies and activities which support the first four levels of Bloom's, especially the comprehending level; however, the top two levels--evaluating and synthesizing--were not evident in any of the 269 documented walk-throughs. For this reason, there was discussion on the need for professional development that will give teachers research-based strategies to enhance their instruction. A book study on Marzano's Classroom Instruction That Works is being considered to address this need.

#### -UVA School Turnaround Specialist Program

Mr. Foulke shared that Marion Intermediate and Primary Schools have the opportunity to partner with University of Virginia's Curry School of Education and Darden School of Business which use a systemic approach to change by working with the school and district to help build the internal

capacity necessary to support and sustain effective school turnaround. The team discussed areas of focus of this new program and then both the pros and cons of moving from the DOE model to the School Turnaround Specialist Program. Although the team supported the partnership, they did not want the faculty to perceive this as a sign that we did not value the work they had done on school improvement tasks to date, nor did we want them to view this as "jumping ship." We all felt that it was important that faculty members understood that the approach used by UVA would complement their efforts to date. The Executive Director of Partnership for Leaders in Education spoke with central office staff and the principals of Marion Intermediate and Marion Primary. She shared their belief in the value of short term assessment, a core belief that our faculty has come to share. The Leadership Team endorsed the proposed move to the UVA School Turnaround Program. This information will be shared with the faculty at the next scheduled faculty meeting.

**-Indistar Updates**

Team members were reminded to regularly update information related to tasks on Indistar. Time was allowed for teachers to go to the lab.

**-Adjournment**

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**Adjourned Time:** 5:00

**Next Meeting Date:** 03/17/2011

**Next Meeting Time:** 3:30

**Next Meet Title:**

**Next Meeting Location:** Marion Intermediate Library

06/05/2011 15:57

## Marion Primary School

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**Meeting** 03/03/2011 - 3:30

**Date:**

**Title:**

**Location:** MPS Library

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***Team Members in Attendance:***

Linda Catron, Amy DeBord, Heather Hayden, Tessie Hayes, Tena Hubble, Kristy May, Mark Merz, Stephanie Powers, Edwina Richardson, Kay Richardson, Lora Testerman, Heather Thomas, Gina Tuell, Lynn Walker, Patty Warren, Kimberly Williams

***Guests in Attendance:***

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***Other Business:***

Celebrations--

Committee Reports-

- Calendar--

Project Turnaround--

Revisiting Our Indicators-

- Updating Indistar--

Adjournment--

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***tion Taken:***

Celebrations--

Dr. Seuss Night Celebration tonight; The division has now purchased an option on land to build new elementary school. They received \$9.5 million at 0% interest from the state.

Committee Reports--

ESD--March Madness (18th) - information with schedule to follow; Schoolwide Kid Cash Store-- committee members are working on stocking the store with tangible items  
Math--Math Night in May (19th)--games are ready  
Science--Discovery Day in May (20th)  
Lang. Arts--Dr. Seuss week underway; successful so far; celebrate reading every Friday in March after this week  
ICT--still taking cases and sharing strategies/interventions with classroom teachers  
Rtl--discussion revolved around the question, "Is ICT the best problem solving model?" Smyth Co. is going to a divisionwide Rtl model.  
Calendar--Conference night will be held on March 31--4:00-9:00. Emory & Henry College Forum will be held March 29 at the Southwest VA Higher Educ. Center in Abingdon. Former Asst. Superintendent Kyle Rhodes will be the guest speaker. The Tornado Drill will be March 15. Please review the procedures before the drill. Title I grade level nights have been scheduled. Donna Vanderweide will be at MPS to facilitate the final differentiation PD on April 1. Teachers are reminded to have Bingo sheets and a differentiated lesson to share with grade level teams. Marcy Cook will present to K-2 teachers on June 21. Location to be announced. We will have a PD day on June 22 to work on pre/post assessments and LPG. Teachers who choose to attend will receive \$20/hour for up to 5 hours.

#### UVA School Turnaround Specialist Program

Mrs. Williams shared that Marion Intermediate and Primary Schools have the opportunity to partner with University of Virginia's Curry School of Education and Darden School of Business which use a systemic approach to change by working with the school and district to help build the internal capacity necessary to support and sustain effective school turnaround. The team discussed areas of focus of this new program and then both the pros and cons of moving from the DOE model to the School Turnaround Specialist Program. Although the team supported the partnership, they did not want the faculty to perceive this as a sign that we did not value the work they had done on school

improvement tasks to date, nor did we want them to view this as "jumping ship." We all felt that it was important that faculty members understood that the approach used by UVA would complement their efforts to date. The Executive Director of Partnership for Leaders in Education spoke with central office staff and the principals of Marion Intermediate and Marion Primary. She shared their belief in the value of short term assessment, a core belief that our faculty has come to share. The Leadership Team endorsed the proposed move to the UVA School Turnaround Program. This information will be shared with the faculty at the next scheduled faculty meeting. The principals of MPS and MIS will meet with representatives on April 6 in order to start planning for our transition. We will continue to work with DOE to facilitate our school improvement process in addition to UVA.

#### Revisiting Our Indicators--

Team members were asked to reflect on our progress this year as we begin to look at indicators for next year in the May meeting.

#### Updating Indistar--

Team members were reminded to update indicator tasks regularly in Indistar. The next DOE check will be the end of April.

#### Adjournment

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**Adjourned Time:** 5:00

**Next Meeting Date:** 04/07/2011

**Next Meeting Time:** 3:30

**Next Meet Title:**

**Next Meeting Location:** MPS Library

06/05/2011 16:04

**2011-2012 Standards of Learning  
Instructional Plan  
*DRAFT*  
Marion Intermediate  
School  
Smyth  
County  
Gary Foulke,  
Principal**

Goals

- to use student learning data to identify students who are in need of continued instructional support to master SOL objectives in English and math;
- to use student learning data to assess the strengths and weaknesses of the curriculum and instructional strategies;
- to ensure Standards of Learning Curriculum Frameworks and Test Blueprints continue to be used as resources to direct the planning and delivery of instruction for all students, including those in need of continued instructional support to master SOL objectives in English and math;
- to develop a monitoring system that ensures fidelity to the plan; and
- to emphasize the priorities needed by everyone in the building to ensure that –all hands are on deck|| to support increased Student achievement.

Identification of Students and Alignment of Instruction with Curriculum

- The School Improvement Coach will use data collected during the 2010-2011 school year to identify students for early Intervention in reading and/or mathematics. A Student Data Sheet will be developed for each student that will provide the teacher with data collected the previous school year, including attendance, behavior, SOL scores, benchmark scores, six-weeks grades, istation data, AIMSweb data, and STAR reading grade equivalencies.
- The School Improvement Coach will develop a new Remediation Tracking Form to follow Tier 2 and Tier 3 students' progress throughout the year. These forms will be reviewed in instructional team meetings every other week and appropriate intervention services determined for both inside and outside of the regular classroom. Instructional teams will meet for ½ day at the end of each six-weeks to review data and receive professional development as determined from assessments of strengths and areas in need of improvement from classroom observations of indicators of effective

teaching. As students are identified for Tier 2 or Tier 3 services, they will be added to the teacher's Remediation Tracking Form.

- Marion Intermediate School will provide professional development that will enable teachers to align the current language Arts curriculum with the new Virginia Standards of Learning whose implementation is to begin no later than September 2011.

Activities will include, but not be limited to, review of the current Smyth County Curriculum Maps to determine appropriate supplements and development of appropriate pre-/post-assessments.

Pre-assessments will be used to provide a baseline for a student's current achievement level with regard to a specific skill and, in turn, will serve as an indicator of whether assumed prerequisites have been achieved. Furthermore, pre-assessments will guide teachers in the identification of students in need of instructional support or enhancement, allowing the teacher to customize or differentiate instruction for individual students' strengths and needs. Post-assessments are used to determine the effectiveness of instruction for individual students or small groups while also serving as useful methods for assuring the alignment of the curriculum with instruction and assessment.

A post- assessment will guide in the identification of students in need of additional support before a summative assessment is administered. This allows us to provide intervention in a timelier manner than if we were to wait on a more comprehensive benchmark assessment. We will also provide teachers with the necessary support to conduct item analyses so that they can compare data from the various assessments we will have available.

- Marion Intermediate School will provide professional development that will enable teachers to review and revise the current Social Science and Science summative assessments to ensure alignment with the Virginia Standards of Learning Testing Blueprints at each grade level. Again teachers will be provided the necessary support to conduct item analyses so they can compare data from various assessments we will have available.

#### Delivery of Remediation and Intervention Services

- All students will continue to receive services from an internet-delivered formative assessment with monthly monitoring in the form of iStation.
- AIMSweb will be incorporated into assessment and data management at Marion Intermediate School for all students in Grade 3 and for the progress monitoring of students receiving Tier 3 interventions.
- Two reading iStation labs will be staffed in the extended day morning program, 7:30 A.M., until 8:15 A.M. Marion

Intermediate School will pilot the iStation math program in fourth and fifth grades, starting in March 2011. When this program becomes available, one lab will be devoted to reading and the other to math.

- Selected staff will provide additional support in the form of iStation intervention lessons for those fifth grade students who have failed the reading SOL for the previous two years on three afternoons each week, from 3:00 until 3:30. iStation reports will be used to flexibly group the students by targeted skills area(s). The –on demand|| iStation feature will be used weekly to assess student progress in the addressed area(s).
- Teachers will use iStation monthly reports to differentiate instruction in the form of small flexible groups during the literacy block. iStation reports will identify students in need of additional instruction in one or more of the four critical domains of reading development. iStation intervention lessons will be one resource teachers use in the delivery of this instruction. Other resources will include, but not be limited to, released SOL test items, Intervention Stations, SOAR to Success, and Ladders to Success. Teachers will be able to monitor student progress in skill acquisition, and administrators will have an additional tool to evaluate individual teacher’s overall instructional effectiveness.
- Four teachers will facilitate an extended day program before school three days each week, focusing on reading and mathematics.  
The addition of an extended day after-school program will be explored over the summer.
- –Homework Hospital|| will be continued before school, from 7:30 A.M. until 8:15 A.M., as a venue for assisting children who have not mastered a specific skill(s).
- An after-school remediation program will be offered in the spring three days each week, from 3:30 P.M. until 5:00 P.M., for 20 sessions. Although the program will be available to all students, the parents of those students who are identified by grade level teams during in mid-February, as in need of continued instructional support will be personally contacted and encouraged to enroll their children.
- The students identified as at risk of reading difficulties during the administration of the PALS screening tool in Fall 2011 will receive intervention services from in addition to their regular classroom instruction.
- A reading and math benchmark will be administered on-line to all students at the end of the first and fourth grading periods using Interactive Achievement (IA). Additionally, fourth and fifth grade students will take a reading and math benchmark at the end of the fifth grading period. IA will provide reports that disaggregate data, pinpointing specific skills areas where individual students are in need of remediation. Students will then receive remediation from the classroom teacher and special education teacher or Title I teacher in small groups by specific skill.
- Students will participate in a two grade-level SOL Camps to strengthen their understanding of the essential knowledge in each of the tested areas prior to administration of the SOL. The first camp will be held at the end of the first semester. The second

camp will be held in late April. Teachers and support staff will facilitate learning games and activities which will review SOL essential knowledge. This, too, will provide teachers with an informal assessment that will allow them to determine overall areas that need review before the test dates.

- To provide an opportunity for students to monitor their own progress and to give the classroom teacher another formative assessment, students will participate in a brief –Show What You Know|| quiz each Friday morning. This will also be a strategy we will use to gradually build students’ endurance by increasing the length of the reading passages. It will also be an effective way to review SOL Essential Knowledge for which they will be held responsible but was tested at other grade levels. During the first semester, students will answer one question from each subject: reading, mathematics, science, and history. We will also add two questions from Kindergarten – Grade 2 to the Grade 3 quiz and two questions from Grade 4 science to the Grade 5 quiz. After the first semester, students will answer ten questions from released tests—three on reading, three on math, two on history, and two on science—that correspond to a specific SOL and strand. They will also have the opportunity to graph individual and class progress. An incentive program will be in place by the beginning of the 2011-2012 school year.
- Teachers will use the latest released reading and math SOL tests as a final formative assessment. Data will be disaggregated with the assistance of the administration, and classroom remediation will be planned to specifically address deficiencies identified by this formative assessment.
- Students identified on the math and/or reading Remediation Tracking Sheet who choose not to participate in the fifth grade trip to Williamsburg/Jamestown will receive an additional intense intervention period in math and/or reading delivered by a special educator and classroom teacher during the time that their peers are gone.

### Monitoring the Plan

- Lesson plans and remediation programs will be monitored by the administration to ensure alignment of instruction with the Standards of Learning Curriculum Frameworks and Test Blueprints in these targeted areas. Administrators will also conduct informal walk-throughs and formal observations to ensure fidelity to this plan.
- The administration will meet with division staff on a quarterly basis to review data and programs to assess their effectiveness in meeting our goals.



**Assurances to be Included in the 2011-2012 1003(g) and 1003(a) Grant Applications  
Smyth County Public Schools (SCPS) and Virginia Department of Education (VDOE)**

Smyth County Public Schools will use a partnership with the University of Virginia School Turnaround Specialist Program to meet requirements for Tier 3 Title I schools receiving School Improvement part (a) and part (g) grants.

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

**SCPS Title I Division Support Team**

The Division Support Team will fulfill all requirements delineated by the 2011-2012 Requirements for Title I Schools Receiving 1003a or 1003g School Improvement Grants.

**Principals of Schools with Title I School Improvement Grants**

Principals have attended the July 18-24, 2011, UVA Turnaround Specialists Summer Academy as a substitute for the VDOE Summer Institute.

As a substitution for the school-level VDOE web conferences for principals, they will participate in quarterly meetings with the SCPS Division Support Team. In addition there will be full training through UVA as well as a mid-year retreat. Together with their Title I-funded School Improvement Coach principals have developed and implemented a school-based Leadership Team, made up of school-based staff as required by Title I to implement the school improvement plan.

**School Improvement Grant-Funded School Improvement Coach**

The School Improvement grant-funded coach will provide training to SCPS schools in School Improvement. Responsibilities of the coach will include assisting the principal with the School Improvement Plan process and assisting with preparing required six-weeks data reports. The coach will attend any recommended VDOE training sessions.

**Accountability**

SCPS will implement the School Turnaround Specialist Program with UVA in order to meet the requirements of Tier 3 Title I schools receiving School Improvement part (a) and part (g) grants.

Dr. Jim Sellers, the VDOE division-level liaison, will meet with the Division Support Team and school-based Leadership Teams monthly or on a less regular basis if data shows improvement. His or her role will be to report on how the implementation of the schools' improvement processes is working based on data.

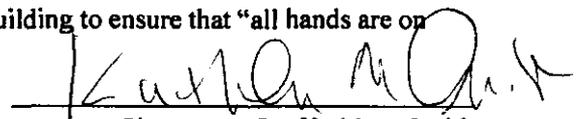
Assessments will be used as indicated:

- ISIP reading assessment monthly through istation
- AIMSweb benchmarks at Grades K-2, administered fall, winter, and spring
- Measures of Academic Progress (MAP) will be administered three times a year in reading, math, and language usage at Marion Intermediate
- Measures of Academic Progress (MAP) will be administered three times a year in reading and math at Marion Primary
- Pre-tests in math will be administered to provide a baseline for each student's current achievement level with regard to a specific skill and serve as an indicator of whether assumed prerequisites have been achieved
- Post-tests in reading and math will be administered to aid in the identification of students who would benefit from additional instructional support before a summative assessment is administered
- Reading and math benchmark tests as scheduled by the division

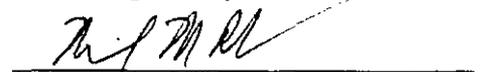
The VDOE Data Analysis Quarterly Report will not be required unless the VDOE division-level liaison requires more information than what is provided. SCPS will develop their own six-weeks' report to be used in school improvement meetings and division support team meetings.

In place of the Standards of Learning 45-Day Pre-SOL Instructional Plan, Marion Intermediate School will develop and implement a year-long SOL Instructional Plan, outlining strategies that will be in place throughout the 2011-2012 school year to prepare students for success on the SOL tests. This plan will be monitored monthly by the Leadership Team and revised as necessary. Initial goals of this plan will include the following:

- to use student learning data to identify students who are in need of continued instructional support to master SOL objectives in English and math;
- to use student learning data to assess the strengths and weaknesses of the curriculum and instructional strategies;
- to ensure Standards of Learning Curriculum Frameworks and Test Blueprints continue to be used as resources to direct the planning and delivery of instruction for all students, including those in need of continued instructional support to master SOL objectives in English and math;
- to develop a monitoring system that ensures fidelity to the plan; and
- to emphasize the priorities needed by everyone in the building to ensure that "all hands are on deck" to support increased student achievement.



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



Signature – Dr. Michael Robinson  
Superintendent  
Smyth County Public Schools

**2011-2012 Requirements for Title I Schools Receiving 1003a or 1003g School Improvement Grants\***

	<b>Title I Requirements Virginia Department of Education MODEL</b>	<b>Title I Requirements Smyth County Public Schools MODEL</b>
<b>Personnel</b>	<b>Activities</b>	<b>Activities</b>
<p><b>Smyth County Public Schools Title I Division Support Team</b></p> <ul style="list-style-type: none"> <li>• Dr. Michael Robinson, Division Superintendent</li> <li>• Dr. Jeff Cassell, Division Assistant Superintendent for Administration and Director of Operations and Finance</li> <li>• Title I and Instruction               <ul style="list-style-type: none"> <li>– Mr. Dennis Carter, Director of Curriculum and Instruction</li> <li>– Ms. Patricia Warren, Director of Federal Programs</li> <li>– Mr. Larry Estep, Director of Secondary Education</li> </ul> </li> <li>• Special Education               <ul style="list-style-type: none"> <li>– Mr. Steve Blevins, Director of Special Education</li> </ul> </li> <li>• VDOE Division-Level Liaison               <ul style="list-style-type: none"> <li>– Mr. Jim Sellers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develops and implements division plan using Indistar</li> <li>• Attends division-level webinars</li> <li>• One division team member (liaison) per 3 schools</li> <li>• Division team members who are school liaisons attend week-long VDOE Summer Institute</li> <li>• Attends quarterly VDOE web conference on schools' quarterly reports</li> <li>• Division team member liaison reviews quarterly reports with principals</li> </ul>	<ul style="list-style-type: none"> <li>• Division plan will implemented as outlined in the 90 Day Action Plan developed at the UVA Turnaround Specialists Summer Academy.</li> </ul> <p>Division Support Team member is liaison for Schools in Improvement</p> <ul style="list-style-type: none"> <li>• SCPS District Team has attended the July 18-24, 2011, UVA Turnaround Specialists Summer Academy and will attend the mid-year retreat</li> <li>• Monitors progress using school 90 Day Action Plans and SCSB six-weeks' reports</li> <li>• SCPS Division Support Team reviews six-weeks' reports with principals of Schools in Improvement at the Quarterly Division Meeting</li> <li>• Division Support Team member will be designated to serve on the school-based Leadership Team for Schools in Improvement</li> </ul>

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<b>Personnel</b>	<b>Activities</b>	<b>Activities</b>
<b>VDOE Division-Level Liaison</b> <ul style="list-style-type: none"> <li>Mr. Jim Sellers</li> </ul>	<ul style="list-style-type: none"> <li>Supports and monitors implementation of division plan</li> <li>Visits targeted schools with Division Support Team members to assess participation and support</li> <li>Meets with school-level mentor coaches to coordinate efforts</li> </ul>	<ul style="list-style-type: none"> <li>Supports and monitors implementation of division plan</li> <li>Visits targeted schools with Division Support Team members to assess participation and support <ul style="list-style-type: none"> <li>Meets with school-level mentor coaches to coordinate efforts</li> </ul> </li> <li>Meets with Leadership Teams as appropriate and prepares a report</li> </ul>
<b>Principal</b>	<ul style="list-style-type: none"> <li>Attends VDOE July week-long institute</li> <li>Attends school-level VDOE web conferences</li> <li>Together with School Improvement Coach, develops school-based Leadership Team, including members from <ul style="list-style-type: none"> <li>Title I</li> <li>Instruction</li> <li>Special Education</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Attended UVA Turnaround Specialist Summer Academy July 18-24, 2011</li> <li>Participates in regular meetings with Leadership Team</li> <li>Together with School Improvement Coach, develops school-based Leadership Team, including members from <ul style="list-style-type: none"> <li>Title I</li> <li>Instruction</li> <li>Special Education</li> </ul> </li> <li>Together with School Improvement Coach, develops the school's SOL Instructional Plan for 2011-2012</li> </ul>

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<b>Personnel</b>	<b>Activities</b>	<b>Activities</b>
<b>School Improvement Grant –Funded Coach</b>	<ul style="list-style-type: none"> <li>• Attends recommended meetings</li> <li>• Provide training to faculty and staff from Schools in Improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Attends recommended meetings</li> <li>• Provides training to Schools in Improvement receiving School Improvement 1003(g) grant</li> <li>• Assists the principal with the School Improvement Plan process, the school's SOL Instructional Plan, and in preparing the SCPS six-weeks' report</li> </ul>
<b>School-based Improvement Team</b>	<ul style="list-style-type: none"> <li>• Develops school improvement plan using Indistar</li> <li>• Meets monthly to monitor progress</li> <li>• Maintains minutes of monthly meetings in Indistar</li> <li>• Prepares SCPS quarterly report</li> </ul>	<ul style="list-style-type: none"> <li>• Works with principal to implement 90 Day Action Plan developed at the UVA Turnaround Specialists Summer Academy.</li> <li>• Meets monthly to monitor progress.</li> <li>• Maintains minutes of monthly meetings.</li> <li>• Uses SCPS six-weeks' report</li> <li>• Uses ISIP (monthly); Measures of Academic Progress (MAP); AIMSweb in Grades K-2 (3 times per year to set benchmarks and weekly to monitor students receiving Tier 3 supports); weekly pre-/post-assessments, and benchmark tests to monitor targeted students' progress</li> <li>• Monitors the school's SOL Instructional Plan monthly, making revisions as necessary</li> </ul>

## 2011-2012 Standards of Learning Instructional Plan

Marion Intermediate School

Smyth County

Gary Foulke, Principal

### Goals

- to use student learning data to identify students who are in need of continued instructional support to master SOL objectives in English and math;
- to use student learning data to assess the strengths and weaknesses of the curriculum and instructional strategies;
- to ensure Standards of Learning Curriculum Frameworks and Test Blueprints continue to be used as resources to direct the planning and delivery of instruction for all students, including those in need of continued instructional support to master SOL objectives in English and math;
- to develop a monitoring system that ensures fidelity to the plan; and
- to emphasize the priorities needed by everyone in the building to ensure that “all hands are on deck” to support increased student achievement.

### Identification of Students and Alignment of Instruction with Curriculum

- The School Improvement Coach will work with the Instructional Consultation Team Facilitator, Reading Specialist, and administration to use data collected during the 2010-2011 school year to identify students for early intervention in reading and/or mathematics.
- An Intervention Plan template will be developed to track acceleration of students identified for Tier 3 interventions throughout the year as they accelerate and catch up to their peers.
- Instructional teams will meet for ½ day at intervals throughout the year to review data and receive professional development as determined from assessments of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.
- Marion Intermediate School will provide professional development that will enable teachers to align the current language arts curriculum with the new Virginia Standards of Learning whose implementation is to begin no later than September 2011. Activities will include, but not be limited to, review of the current Smyth County Curriculum Maps to determine appropriate supplements and development of appropriate pre-/post-assessments. Pre-assessments in math will be used to provide a baseline for a student’s current achievement level with regard to a specific skill and, in turn, will serve as an indicator of whether assumed prerequisites have been achieved. Furthermore, pre-assessments will guide teachers in the identification of students in need of instructional support or enhancement, allowing the teacher to customize or differentiate instruction for individual students’ strengths and needs. Post-assessments in math and reading will be used to determine the effectiveness of instruction for

individual students or small groups while also serving as useful methods for assuring the alignment of the curriculum with instruction and assessment. A post-assessment will guide in the identification of students in need of additional support before a summative assessment is administered. This allows us to provide intervention in a timelier manner than if we were to wait on a more comprehensive benchmark assessment. We will also provide teachers with the necessary support to conduct item analyses so that they can compare data from the various assessments we will have available.

- Marion Intermediate School will provide professional development that will enable teachers to review and revise the current Social Science and Science summative assessments to ensure alignment with the Virginia Standards of Learning Testing Blueprints at each grade level. Again teachers will be provided the necessary support to conduct item analyses so they can compare data from various assessments we will have available.

### Delivery of Remediation and Intervention Services

- All students will continue to receive services from an internet-delivered formative assessment with monthly monitoring in the form of iStation.
- Measures of Academic Progress (MAP) will be incorporated into the assessment process and data management at Marion Intermediate School for all students in Grades 3-5. MAP will be administered three times a year in reading, math, and language usage.
- A reading iStation lab will be staffed in the extended day morning program, 7:30 A.M., until 8:15 A.M. Marion Intermediate School will participate in the norming of the iStation math program in fourth and fifth grades, starting in March 2011.
- Teachers will use iStation monthly reports as one tool to differentiate instruction in the form of small flexible groups during the literacy block. iStation reports will identify students in need of additional instruction in one or more of the four critical domains of reading development. iStation intervention lessons will be one resource teachers use in the delivery of this instruction. Other resources will include, but not be limited to, released SOL test items, Intervention Stations, SOAR to Success, and Ladders to Success. Teachers will be able to monitor student progress in skill acquisition, and administrators will have an additional tool to evaluate individual teacher's overall instructional effectiveness.
- "Homework Hospital" will be continued before school, from 7:30 A.M. until 8:15 A.M., as a venue for assisting children who have not mastered a specific skill(s).
- An after-school remediation program will be offered in the spring three days each week, from 3:30 P.M. until 5:00 P.M., for 20 sessions. Although the program will be available to all students, the parents of those students who are identified by grade level teams during in mid-February, as in need of continued instructional support will be personally contacted and encouraged to enroll their children.
- The students identified as at risk of reading difficulties during the administration of the PALS screening tool in Fall 2011 will receive intervention services from in addition to their regular classroom instruction.
- A reading and math benchmark will be administered on-line to all students at the end of the second, fourth, and fifth grading periods using Interactive Achievement (IA). IA will provide reports that disaggregate data, pinpointing specific skills areas where individual students are in

need of remediation. Students will then receive remediation from the classroom teacher and special education teacher or Title I teacher in small groups by specific skill.

- Students will participate in a two grade-level SOL Camps to strengthen their understanding of the essential knowledge in each of the tested areas prior to administration of the SOL. The first camp will be held at the end of the first semester. The second camp will be held in late April. Teachers and support staff will facilitate learning games and activities which will review SOL essential knowledge. This, too, will provide teachers with an informal assessment that will allow them to determine overall areas that need review before the test dates.
- To provide an opportunity for students to monitor their own progress and to give the classroom teacher another formative assessment, students will participate in a brief “Quick Check” quiz each Friday morning. This will also be a strategy we will use to gradually build students’ endurance by increasing the length of the reading passages. It will also be an effective way to review SOL Essential Knowledge for which they will be held responsible but where instruction was delivered at another grade level. During the first semester, students will answer one question from each subject: reading, mathematics, science, and history. We will also add questions from Kindergarten – Grade 2 to the Grade 3 quiz and questions from Grade 4 science to the Grade 5 quiz. After the first semester, students will answer ten questions from released tests—three on reading, three on math, two on history, and two on science—that correspond to a specific SOL and strand. Teachers will also have the opportunity to graph individual and class progress.
- Teachers will use the latest released reading and math SOL tests as a final formative assessment. Data will be disaggregated with the assistance of the administration, and classroom remediation will be planned to specifically address deficiencies identified by this formative assessment.
- Students identified on the math and/or reading intervention lists who choose not to participate in the fifth grade trip to Williamsburg/Jamestown will receive an additional intense intervention period in math and/or reading delivered by a special educator and classroom teacher during the time that their peers are gone.

### Monitoring the Plan

- Lesson plans and remediation programs will be monitored by the administration to ensure alignment of instruction with the Standards of Learning Curriculum Frameworks and Test Blueprints in these targeted areas. Administrators will also conduct informal walk-throughs and formal observations to ensure fidelity to this plan.
- The school-based Leadership Team will monitor the objectives of the program to ensure timely completion.
- The administration will meet with division staff on a quarterly basis to review data and programs to assess their effectiveness in meeting our goals.