

**Local Education Agency (LEA) Application
for
School Improvement Grant
1003(a) or 1003(g) Funds**

Under Public Law 107-110, Elementary and Secondary Education Act, As Amended



School Year 2015-2016

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



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SUBMISSION REQUIREMENTS

1. Submission Deadlines

- Submit Continuation Applications (Cohorts I-V) by **July 13, 2015**
- Submit Cohort VI Applications by **October 16, 2015**

2. Submission Process

Save one complete application per Priority School. In order for an application to be considered complete, each school's application submission must include the following:

- 1)** Application Details/Program Narrative (Word) saved with the following naming convention:
DivisionName_SY1516 SIG Application_SchoolName.docx
- 2)** Budget Workbook (Excel) saved with the following naming convention:
Division Name_AttachmentA (Date of Submission).xls
- 3)** A PDF version of the signed assurances must be included with the electronic submission of the application file with the following naming convention:
DivisionName_SY1516 SIG Assurances_SchoolName

Submit the application via email to the appropriate OSI point of contact for the division listed below.

- Kristi Bond, ESEA Lead Coordinator at kristi.bond@doe.virginia.gov
- Natalie Halloran, ESEA Lead Coordinator at natalie.halloran@doe.virginia.gov

- 3.** In order for this application to be considered complete, the LEA must provide a copy of the approved LTP Scope of Work (SOW)/statement of services aligned to the specifications of VDOE Low Achieving Contract Award for review by VDOE procurement and OSI.

For external providers not listed on the VDOE Low Achieving Contract Award, the LEA must provide to the VDOE copies of the request for proposals (RFP), application guidelines for external providers, and criteria used to evaluate applications.

COVER PAGE

LEA Contact for Priority Schools

Division: Newport News Public Schools

Contact Name: Keith Hubbard **Phone:** (757) 283-7788 x 12187

Address: 12465 Warwick Boulevard **Email:** Keith.hubbard@nn.k12.va.us
Newport News, VA 23606

Priority School Information

School Name: Newsome Park Elementary School **Cohort:** III

Principal Name: Kimberly Judge **Phone:** 757-928-6810

Address: 4200 Marshall Avenue **Email:** kimberly.judge@nn.k12.va.us
Newport News, VA 23607

NCES #: 5102640001065

NCES Link: <http://nces.ed.gov/ccd/schoolsearch/>

School Reform Model Selected for the School

Turnaround Transformation *Restart Closure

N/A State Determined Model *Evidence-based Whole School Reform Model *Early Learning Model

*Selection of one of these models requires additional information in the application details below.

SECTION 1: REFLECTION & PLANNING

For each Priority school that the LEA commits to serve, the LEA must demonstrate that it has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified.

Respond to each prompt below reflecting on the past year's improvement efforts and to plan for next year. Include indicators from the *Transformation Toolkit* that reflect associated action steps and responsibilities evidenced in the school's improvement plan for 2015-2016 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.

I. Future Goals

- (1) Provide 3-5 school goals for the coming school year. Goals should be both specific and measurable.

Goal 1: Increase the percentage of "All Students" passing the English SOL assessment from 45% to 60% in alignment with FAMO's.

Goal 2: Increase the percentage of "All Students" passing the Mathematics SOL assessment from 44% to 64% in alignment with FAMO's.

Goal 3: Increase teacher retention (retention of classroom teachers) from 75% to 90%.

Goal 4: Reduce the number of student discipline referrals by (50%) from 112 to 56.

II. School Climate

- (1) How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year?
- (2) What were the most successful strategies used to change the school climate?
- (3) Describe any unsuccessful attempts or strategies used to change the school climate.
- (4) Describe anticipated barriers to further improving the school climate.

(1) The school climate has been a focus this school year. Based on our scope of work this school year, (between September 2014 to June 2015), Newsome Park has been identified as a learning community that is vested in our students and the community we serve. The culture and climate of the school in the past has been one of limited academic visibility from school administration as well as nurturing students to the extent that excuses were often establishing the norms for low performance. The academic climate has transformed, as noted by parents, stakeholders and our LTP from Cambridge in the School Quality Review. Teacher-to-student and student-to-student interactions are consistently

positive and reflect mutual caring and respect. This transformation is attributed to a shared vision of ***clear and high expectations for all by all*** in an environment where teachers and students model the way and the administrative staff maintains a high visibility in classrooms and around the school campus.

(2) Implementation of Morning Meetings, daily, has also helped to foster a community where teaching and learning is the primary focus. Teachers, administrators, and parents worked with identified students to develop Student Success Plan that address contributing factors for student achievement (attendance, behavior, and curriculum) Students created action steps for the goals and recorded the extent to which goals were met each month.

(3) While these projects resulted in a decrease in the number of incident referrals for behavior, there continues to be a number of children who have not responded to the efforts in a positive manner. While it represents a small percentage of the population (approximately 6%), it requires a great deal of time from administrators and teachers.

(4) Teacher turnover has affected the climate of the school in that it caused the inability to build capacity and sustain efforts of our instructional focus. Additional resources, practices, and structures are being explored to provide support for novice teachers dedicated to working in a transforming school culture. Indicators in strands D: Working with Stakeholders and Building Support for Transformation and I: Providing Rigorous Staff Development support the work related school climate and culture.

III. Process Steps/Atmosphere of Change

- (1) How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders?
- (2) How are decisions communicated with all staff and/or stakeholders?
- (3) How are responsibilities divided amongst the team members? Provide a description of the team members (division-level and school-based) roles in monitoring goals and progress towards leading indicators.
- (4) How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?

(1) The school leadership team, consisting of administrators, specialists, and teacher leaders meet on the 2nd and 4th Tuesday monthly with school staff. The following structure was identified to frame our scope of work: Leading Learning, Ourselves/Others, and Resources. Opportunities for input from the large group, as opposed to just the leadership team, are provided. In addition, school administration attends grade level teams meet where planning and strategies are shared. Questions are addressed and guidance is provided during these weekly sessions. The school is assigned a parent and community liaison specialist to provide a communication link between the parents, community and school.

(2) A newsletter is published monthly and pertinent information is shared through that form of communication as well as through email and parent link. Parent link provides a forum to reach parents of students in specific classes, grade level or the entire school population. During weekly grade level meetings school based decisions are shared by the administrator in charge of that instructional area.

(3) The school's academic expectations are shared between the schools administration and the academic leadership team. Operational duties are shared with support staff and monitored daily by school administration. Academic responsibilities are divided amongst team members through interest and identified strengths. Teachers are distributed a survey to determine areas of interest in leadership. Once that data is compiled responsibilities are then divided amongst interested staff members. Each grade level has a grade level chair that is responsible for sharing all pertinent information with the grade level and is responsible for the grade levels contribution to all media that represents their grade levels views, details and facts. The school and the divisions' mission are to achieve the goals set forth in this document. The Elem. Executive Directors assigned to the school along with the Director of Elementary School Leadership are responsible for providing professional development to the school administration and monitoring schools progress through walkthroughs, classroom observations and monthly reviews of the schools school Improvement plan.

(4) Strategies and practices are monitored through, administrative walkthroughs, observations, quarterly data analysis reports. Based on grade level meetings and formative data analysis strategies are reviewed and adjustment made as needed. Additions support is provided to teams by division supervisors based on observations feedback from division and school administration as well as request made by grade level lead teacher. At any time, based on observations or student data, a staff member can bring to the table questions related to strategies or practices that appear to not be working. Indicators in strands D: Working with Stakeholders and Building Support for Transformation, I: Providing Rigorous Staff Development, and J: Increasing Learning Time support the work related to Process Steps and Atmosphere of Change.

IV. Instruction

- (1) How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)
- (2) How do teachers differentiate learning for students in whole group instruction?
- (3) How are formative assessments used in your school?
- (4) How does student achievement goal setting (Standard 7 of Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers) impact classroom instruction?

(1) Students are identified as needing additional support in reading and math based on MAPS (Measure of Academic Progress Scale) data. At the beginning of the year, screening assessments are

used to determine which students do not meet fall benchmarks.

- Math: MAP assessment (1st-5th) , SOL (4th and 5th)
- Reading: MAP assessment (1st-5th), SOL (4th and 5th), PALS (1st and 2nd)

In math, teachers use the division's problems solving assessment tasks to determine which students are at risk of not meeting benchmarks. As the year progresses, other students are identified and some students exit interventions based on regular progress monitoring assessments. Division benchmark assessments, teacher created assessments from Interactive Achievement's OnTRAC system, curriculum based assessments, and a variety of quick checks and inventories are used depending on the specific skills and strategies. The RTI Specialist coordinates the intervention and enrichment block through scheduling and identifying students in need of additional reading and math support. This position is responsible for data monitoring, reporting and observations of the interventions delivered by staff. They also serve as an instructional coach to identified teachers in the areas of reading and math in an effort to improve the quality of Tier 1 instruction. They are also responsible for leading grade level meetings through data talks on formative daily assessments, intervention/enrichment cycle block data and quarterly benchmark data. This position has led to double digit growth over two years in the areas of reading and math on the Virginia SOL test.

(2) While small group is the most effective way to differentiate learning for students, teachers present standards-based mini-lessons in whole group. To meet the needs of a variety of students, several techniques are used in whole group. The staff has participated in professional development to learn about Total Participation Techniques to engage each student. Strategies such as teacher modeling, think alouds, questioning, graphic organizers, and collaborative learning are used. Part of Total Participation Techniques includes formative assessment strategies. Techniques such as individual white boards, thumbs up/down, and exit cards are used each day to measure the extent to which students met the learning targets for each lesson.

(3) Formative Assessments are developed and administered weekly by teachers to students. The data is used by teachers to develop the pace and content of instruction. It is also used to guide student groupings and instructional focus.

(4) Currently, teachers set goals for critical thinking or problem solving in the fall based on student pre-assessment data. Teachers develop a plan, including formats for grouping students based on results and instructional strategies that will move students toward goals. Students are given a mid-year assessment so that this particular plan can be revised based on the progress of students. A final post-assessment is administered at the end of the year.

V. External Support

- (1) Describe how the involvement of community-based organizations is aligned to the school's improvement plan.
- (2) Which external partners (LTP), service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.
- (3) Describe (a) the ways parents and the community have been involved in the design and implementation of the interventions (LTP); (b) the input provided by parents and community

members (needs identified by the stakeholders), and (c) how they will be informed of on-going progress?

(1)The involvement of our community based organizations help emphasize our Safe, Smart and Supportive initiatives for our students. Through volunteering and connecting with our parents during our parent-student work sessions/SOL Prep activities, the academic support and mentoring provided by a caring adult for every student is essential. The emphasis is aligned with helping students develop academic behaviors that they need in order to make progress and is aligned to tasks in strand D: Working with Stakeholders and Building Support for Transformation. Responses to Instruction Specialist are employed in our schools to support teachers and students in need of additional instructional support.

(2) Our Lead Turn Around Partner will continue to be Cambridge Education. The support provided will align to the scope of work that is developed with a new contract. In general, the LTP provides support to the school administrators by observing instruction and providing feedback, assisting with analyzing student data, participating in team planning meetings with teachers, and supporting professional development needs. The LTP will provide monthly staff development and follow up observations in identified areas of academic need from the School Quality Review conducted in March of the 14-15 school year. In addition they will participate in Monthly district, state and school level reviews in the 30 day monitoring rubric consisting of classroom observations, review of data, intervention efforts and recommendations on areas to move toward the schools identified goals.

(3)Several parents were interviewed as part of our quality review process and their feedback was shared with teachers and administrators and will be used to inform upcoming work. Parents were interesting in receiving information on how they may better assist their student at home as well as maintaining an open line of communication with their student's teacher. Parents are able to provide feedback related to a multitude of issues through the annual Title I survey. Currently, the main form of communication with parents is through informational flyers that go home in Thursday folders and monthly newsletters. This is an area identified as a factor that, currently, limits effective student learning. Parents are in the building on a daily basis and feel comfortable interacting with staff. They are interested in additional ways to get involved, but require a structure that is conducive to their needs while not compromising the quality of instruction that must be provided.

VI. Staffing & Relationships

- (1) What process is used to assign teachers to positions, classes and grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?
- (2) What is the school's process for implementing the division's teacher evaluation system?
- (3) Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.
- (4) Describe how you identify teachers who need support and provide opportunities to improve professional practice.
- (5) How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?

- (6) How do you define the relationship between the Lead Turnaround Partner, state approved personnel, division point of contact, and the principal? How can it be improved? (Applies to continuation applications only.)

(1) This school year, we had 6 classroom teachers join the instructional staff. Prior to being hired to teach at Newsome Park, applicants go through a multi-step, rigorous interview process. Each candidate is required to complete a written sample and respond to a prompt regarding school culture. Additionally, most candidates have been hired prior to the end of the school year, in which case they are required to visit during the school day to conduct observations. When assigning students to classes at any grade level, we look at the whole student and demonstrate compatibility based on students and teachers. In grades 4 and 5, a teacher's student growth percentile information as well as SOL results for students passing and passing advanced is reviewed and students are assigned to teachers based on teacher level of expertise for the grade level and student need. In primary grades, PALS and other informative data (i.e. MAPS) is reviewed. Some teachers are looped with their students to the next grade to provide consistency of established structure and academic needs of students.

(2) The school monitors teacher development throughout the year by implementing the division's Teacher Development and Evaluation Process, following the guidelines established and the tool, Talent Ed, is used to manage the data. Teachers are identified as needing additional support when they fail to demonstrate practices related to the 7 standards of effective teaching. At the school and division level, there are multiple structures in place to assist and support teachers not meeting minimum performance expectations. Teacher coaches, reading specialists, mentors and model teachers serve in this capacity, as well as professional development sessions offered at the school and division level.

(3) Teachers are recognized throughout the year for student's attendance and academic performance through recognition in the monthly newsletter, faculty meetings and daily announcements. End of year celebrations highlights individual and whole school academic achievements as well as faculty and staff professional development achievements. Division administration shares monthly, professional accomplishments completed by school administration during Principals meetings. In addition, Schools are highlighted for their accomplishment on best practices shared at meeting and demonstrated in their building during division observations and walkthroughs. Academic information is shared with school administration and board members quarterly.

(4) Regular teacher observations and the ongoing examination of student work and assessment data identify teachers who are increasing student achievement and those who would benefit from additional support. Regular communication with the reading specialist, school based teacher coaches, and lead teachers ensure that each teacher's needs are met. Division grade level supervision provides school and grade specific professional development as requested by administration from walkthroughs, observations and grade level lead meeting feedback.

(5) School administrators are evaluated following guidelines adopted and shared by the VDOE. The executive director of elementary school leadership evaluates principals following timelines in the division's Administrator Development and Evaluation Process handbook. In addition, the use of the Conversational Frameworks for Feedback is model when division administrators are providing weekly observational feedback on instructional practices to principal when conducting group walkthroughs and observations. This ensures that conversations continue to take place throughout the year as we build upon our knowledge and practice of effective teaching.

(6) State contractors, lead turnaround partners, and internal partners work in support of the school's goals. Areas for improving the partnership between the school and the LTP are communication and identifying specific academic targets for the LTP to provide assistance and support. The relationship between the lead turnaround partner and the school can be improved through monthly meetings to identify the progress being made on targeted goals in the area of instruction and leadership. Once a month the district, state, LTP, and principal will complete a 30 day Monitoring Rubric to assess the progress made on identified areas in Instruction and Leadership. Measurable targets will be identified and progress made toward these targets will be discussed with next steps planned to improve upon the identified areas.

VII. Decision-Making & Autonomy

- (1) What is the decision-making process for school improvement efforts, overall strategic vision, and/or anything that impacts the improvement plan?
- (2) What policies or practices exist as barriers that may impede the school's success? Please note where the policies originate (i.e. state code or division policies/practices). What is the process to remove the barriers? List date of division meeting as evidence. (Agenda and notes should remain on file in the division.)

(1) The decision making process for school improvement efforts originates from the data from State testing the year before. The school's leadership team works in conjunction with staff members from federal programs and elementary school leadership. The building principal, executive director of elementary and director of elementary leadership meet in the month of June, July to strategically plan efforts to move the school forward in making FAMO's. This plan is outlined in the school focus plan that establishes goals for the learning environment, instructional planning, instructional delivery, assessment, and intervention. Once the identified steps to accomplish these goals have been approved the building level administration then implements the plan. In addition, the thirty day monitoring rubric led by the elementary leadership department is the districts monitoring and feedback system to schools on a monthly basis. The division conducts thirty day monitoring (October-May) rubrics that involve a review of classroom observations in reading and math and the feedback given to teachers on the observations, Indistar targets and the progress being made in the indicators around assessment, creating lessons and monitoring students' progress. Additionally in this plan the agendas for leadership team meetings and staff meetings are reviewed to see the level of professional development for the staff in moving toward the goals in the identified areas from the school focus plan. Classroom observations are conducted with the state contractor, principal, LTP and central office to determine how the efforts for school improvement are being implemented in classrooms as well. At the end of the Thirty Day Monitoring cycle recommendations are made to the principal on ways that their goals can be reached and commendations are made on efforts that are moving the school toward meeting their goals. The plans are reviewed and revised as necessary during principal and

district leadership meetings held quarterly.

(2)Continuous guidelines to adopt what works for students is necessary and practices allowed to be discontinued if indeed the particular practice is not showing results in schools' academic performance level. Currently, it is a division policy that teachers on improvement plans are not to be placed on a transfer list. At the grade levels of k-3 class size is controlled at a level in alignment with your free and reduced lunch population (20-1). However in grades 4-5 the class size increases and the cap rises to 35-1 per state SOA's and this is a barrier to improving academic achievement in 67% of the grade levels that affect the school performance. In an effort to improve the quality of instruction teachers that are on improvement plans are required to complete hours in professional development through the districts course offerings in the areas that they are not performing at the required standard. The administration at the school level complete weekly observations on all teachers that are on improvement plans and offered feedback on their efforts to improve upon their craft. To improve the class ratio at the 4th and 5th grade level additional classroom reduction teachers are employed to keep the numbers at 4th and 5th grade comparable to that of k-3.

VIII. Phase-Out Planning

- (1) What services should be maintained after these federal funds and supports end?
- (2) How will the school and division prepare for the phase out of funds, supports, and services?
How will the district support the school as it prepares for the phase out?
- (3) What supports from the state would be the most helpful?

(1)Support from the state that has been most helpful in the allocation of funds to be used for professional development and compensation for teachers to work additional hours to plan (unpacking standards) and development (focused on instructional implementation).

(2) In preparation for the phasing out of federal funds, the division is working to build capacity and sustain current efforts that are having a positive impact on student achievement. Developing a structure to provide additional time for teacher planning at schools with a history of a high failure rate is essential. The department of curriculum and development continue to refine the written curriculum while working collaborative with the school to support the knowing/doing gap. When the funds are phased out, the division will have to be creative in establishing additional time for teacher planning at schools with a history of high failure. Teachers will need to continue conducting data analysis and intervention practices of early identification of students in need of additional support in reading and/or math. These are services and practices that would continue to be beneficial after the support of federal funds ends. The division continues to utilize a train the trainer model and to offer a series of staff development opportunities throughout the school year. Division administrators are available to provide staff development in buildings based on needs. Practices that will assist in sustaining efforts once funding has been phased out is improving teacher quality through our district professional development. Moving positions form SIG funding that have had a positive impact on student achievement and teacher development to local funding or other funding sources.

(3) Proactive professional development in the areas of new standards and increased rigor would be helpful from the state in the content areas. Having an understanding of what is going to be assessed and the manner in which it will be taught and assessed prior to changing of the test format would give teachers and administrators an opportunity to align PD to meet the challenging rigor in the SOL Curriculum.

SECTION 2: REQUIRED ELEMENTS, PART 1

The LEA is required to provide the following information for each school the LEA has identified to serve:

Note: Data for questions 1 and 2 below may be preliminary at the time of application.

(1) Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools.

Not applicable.

(2) Student achievement data for the past three years (current school year and previous two school years) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)

Data is based on Preliminary SOL Results from 2014-15.

All students:	English (68, 36, 36), Math (34, 23, 43)
Gap group 1:	English (66, 35, 34), Math (33, 23, 42)
Gap group 2:	English (65, 33, 33), Math (31, 22, 41)
Gap group 3:	English (86, 53, 60-TS), Math (75, 41, 60-TS)
Economically disadvantaged:	English (66, 35, 34), Math (31, 23, 42)
Limited English Proficient:	English (TS), Math (TS)
Students w/disabilities:	English (37, 14, 11), Math (11, 8, 18)
White:	English (TS), Math (TS)
Asian:	English (TS), Math (TS)

- (3) Total number of minutes in the 2014-2015 school year that *all students* were required to attend, broken down by daily, before-school, after-school, Saturday school and summer school; and any additional increased learning time planned for 2015-2016. **This information will be shared with USED.*

All students are required to attend school each day for a total of 395 minutes (6 hrs. 58 min. a day). A minimum of 75% of the annual instructional time of 990 hours is given to instruction in English, mathematics, science, and history/social science. To support meaningful instruction and the integration of content areas, blocks of time have been identified to support English/history and social science and math and science. Daily time allocations for the English/history block range from 180 minutes in first grade to 105 minutes in fifth grade. Daily time allocations in math/science range from 80 minutes in first grade to 110 minutes in fifth grade. Additional intervention blocks, ranging in time from 35 minutes in first grade to 45 minutes in grades 2-5 support the regular instructional minutes. Additional instructional hours will be added through the use of after school extended school day with the SPARK summer program. Summer Learning Academy will be held for all priority schools in the summer of 2016. This will be a six week program for eight hours a day enriching students in Mathematics and Reading through a hands on approach with STEM related activities. Students in a regular summer program attend for four weeks at four hours a day. The extended learning time for SPARK will be for an additional four hours a day for four weeks (64 hours) and for an additional two weeks at eight hours a day (64 Hours) for a total of 128 additional hours that students will receive.

The criteria for students entry is based on end-of-year SOL scores, and end-of-year grades. The goal of the program is to extend the learning for K-5 students to bridge learning gaps that occur during summer months when students are not engaged in any formal instruction. We have approximately 429 students in that will be invited to this summer program of learning and engagement. Enrollment will be based on the amount of signed permission slips returned by parents for the program and student eligibility criteria.

- (4) Demographics of the student population by the following categories:

Total Enrollment:	462
Male:	245
Female:	217
Asian:	0
Black:	404
Hispanic:	27
White:	31
Students with Disabilities:	52
English Language Learners:	18
Economically Disadvantaged:	410
Migrant:	0
Homeless:	27

- (5) Analysis of student achievement data with identified areas that need improvement based on previous three school years. Include preliminary data for 2015-16 if this is a continuation application. Identified areas needing improvement should align with goal setting and action steps throughout the application.

Example:

Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70).

Math: From 2012 to 2013, the scores reflect significant deficient in all gap groups in Mathematics partially due to a more rigorous state SOL assessment. From 2013 to 2014, there was a gain in all grade levels within Math; 3rd Grade (+20%), 4th Grade (+15%), 5th Grade (+24%). From 2014 to 2015, overall math pass rate increased only in 4th grade; 3rd Grade (+0%), 4th Grade (+16%), 5th Grade (-3%). From 2013 to 2014, there was a gain in all grade levels within Math; 3rd Grade (+20%), 4th Grade (+15%), 5th Grade (+24%). From 2014 to 2015, overall math pass rate increased only in 4th grade; 3rd Grade (+0%), 4th Grade (+16%), 5th Grade (-3%).

Reading: From 2012 to 2013, the scores reflected gains and growth being made in all gap groups in English. The reading SOL assessment was revised and the scores reflected an implementation dip the following year. From 2013 to 2014, there was a varied pattern in all grade levels; 3rd Grade (-4%), 4th Grade (+2%), 5th Grade (+6%). From 2014 to 2015, overall reading scores increased across all grade levels; 3rd Grade (+11%), 4th Grade (+20%), 5th Grade (+4%).

- (6) Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess. Description should provide insight into the capacity and functionality of the facility to serve students.

In 1943 the school opened as an elementary school. The school has over 90,000 square feet, which includes 40 classrooms, a math/science lab, computer labs, auditorium, art and music room, gymnasium and library/media center. From 1980 to 1995 Newsome Park was a middle school. In the spring of 1995 the middle school was moved and renovations began to house the new magnet program. The magnet program was assigned to the Newsome Park school building. The school's gym is in good condition and provides a large space for physical education when weather does not permit students to be outside. Two playgrounds are located outside, along with two fields and a basketball court which is used for a variety of games. The school has recently received a fence to ensure that the playground and school maintains a safe and orderly environment for all.

- (7) Information about the types of technology available to students and instructional staff.

The school has four computer labs that provide a location for classes to work on computers with their

teacher and our instructional technology coach. Each 3rd-5th grade classroom is equipped with a set of five laptop computers. Primary classrooms have 3 desktop computers to use during independent work. Each classroom has a SmartBoard and document camera for instructional use. Additionally, the school has several sets of student response tools and flip cameras.

(8) **A.** Use the charts below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years of experience by grade or subject for the 2015-2016 school year. This should be an unduplicated count for each set.

SET 1:

Category	Number of Teachers	Percentage of All Teachers
Highly Qualified Teachers:	32	100%
Teachers Not Highly Qualified:	0	0

SET 2:

Category	Number of Teachers	Percentage of All Teachers
Teachers with Less Than 3 Years in Grade/Subject:	14	44%
Number of Teachers with a Provisional License:	0	0

(8) **B.** LIST below the number of teachers by grade level or subject area with less than 3 years of experience (i.e., Grade 3 (2) or Gr 7 Reading/LA (1)).

Grade 1 (4), Grade 2 (4), Grade 3 (2), Grade 4 (1), Grade 5 (2), Special Education (1)

(9) **A.** Indicate the *number* of instructional staff members employed at the school for the given number of years. Insert more rows as necessary.

Years	# Instructional Staff
0	
1	6
2	2

Years	# Instructional Staff
7	3
8	1
9	1

Years	# Instructional Staff
14	1
15	0
16	1

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3	6
4	1
5	3
6	0

10	0
11	0
12	0
13	0

17	0
18	0
19	1
20	0
23	1

(9) **B.** Indicate the total number of teaching days teachers worked divided by the number of *teaching* days for school year 2014-2015.

Total # of Teaching Days	Total # of Days Worked	Teacher Attendance Rate
180	174	94%

SECTION 2: REQUIRED ELEMENTS, PART 2

The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve:

- (1) Describe the process the division will use to recruit, screen, and select external providers to ensure their quality. Provide a description of the activities undertaken to (a) analyze the LEA’s operational needs; (b) research external providers including their use of evidence-based strategies, alignment of their approach to meeting the division/school needs, and their capacity to serve the school; and (c) to engage parents and community members to assist in the selection of external partners.

*An LEA proposing to use SIG funds to implement the **Restart model** in the school must demonstrated that it will conduct a rigorous review process, as described in the final requirements, of the charter school operator, charter management organization (CMO), or education management organization (EMO) that it has selected to operate or manage the school or schools.

A.(analyzing the LEA needs)- The process included interviewing multiple vendors, rating the qualified vendors based on schools expectations and needs with the vendors qualifications and levels of expertise. The Principals, Chief Academic Officer, Executive Director of Elementary, Director of Elementary Leadership and Executive Director of Curriculum and Development review and discuss results of the interview before a final decision is made.

B.(Research external Partners) - The VDOE provided support with the selection RFP process was implemented for external providers and Cambridge was selected for our priority schools- this included an on-site presentation to key district level staff, school administration and researching the components of all the providers after the completion of their presentation to ensure it was aligned with the divisions goals and objectives **C.(parent/community input)** We engaged in this process by seeking parent input through surveys and a parent advisory team meeting and aligning services provided with district and school's needs. Once a selection was made the information was distributed to key stakeholders via email and a letter.

- (2) Provide an explanation of the division's capacity to serve its Priority schools including a description of the LEA plans to (a) adequately research, design and resource the interventions; (b) engage stakeholders, with significant emphasis on parental engagement, for input into the selection of a reform model and the design of interventions with consideration of the needs identified by the community, and to keep stakeholders informed on progress towards attaining school goals; and (c) monitor the implementation of the intervention towards attaining the established goals (leading and lagging indicators) and to provide technical assistance to the school as needed.

An LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program or REAP) may propose to modify one element of the turnaround or transformation model, and, if so doing, must describe how it will meet the intent and purpose of that element. **Only LEAs eligible for REAP and proposing to modify one element of the turnaround or transformation model should respond to this flexibility component.**

(A)- Adequately research-At the division level NNPS has a Chief of Academics, 2 Executive Directors for Elementary Leadership (1 assigned to each school) 1 Director of Elementary Leadership; 1 Executive Director for Elementary Curriculum and Instruction; Supervisors, Math Coaches and Data Analyst which are assigned to each priority school based on areas of greatest needs. At the building level there are identified School Improvement Teams, Grade Level Leads, Parent Liaison Specialists, Interventionist and Reading Specialists. The VDOE School Liaison and Indistar Supervisor also support the priority school. There is a 17:1 student-teacher ratio. **(B)-Engage Stakeholders-**Two annual meetings with Parent Advisory team are held in the first and second semester to share information regarding schools progress in all identified areas. In addition regularly scheduled monthly meetings are scheduled with parents to disseminate information regarding the school. Parent link, email, and newsletters will also provide them with pertinent information. Also each school completes a Family Engagement Plan Annually that outlines activities and workshops throughout the year designed to inform, empower and engage parents within each building. **(C)-Monitor Implementation-** Thirty day Monitoring Rubrics are conducted every thirty days beginning in September and ending in March to monitor the entire instructional program(Observations and Feedback, School Improvement Plan- Indistar-Targeted Intervention Indicators, Math and Reading Intervention data, Walkthroughs and Professional Development, Lesson Delivery and assessment, Leadership/Data Meetings) A score is

compiled and Commendations and Recommendations are left with the building principal.

- (3) Describe the process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively. Provide a timeline for implementation of the *required components* of the selected reform model, including the Lead Turnaround Partner. Delineate the responsibilities and expectations to be carried out by the external partner and the LEA. Provide a description of the process the LEA will use to monitor, regularly review, and hold accountable any external partners.

*An LEA selecting the *Restart* model must indicate how it will hold accountable the charter school operator, CMO, EMO or other external provider for meeting the model requirements.

Monthly meetings will be held with LTP, Central Office Personnel and Building level Administrators to review all data in required reports and set appropriate steps and or goals. Items to include are enrollment, discipline, attendance, student achievement, tiered intervention, teacher recruitment activities, teacher evaluation and or observations, core curriculum taught, minutes for extended learning, Role of supporting partnerships, parent development activities, and budget as appropriate. Thirty day Monitoring Rubrics are conducted every thirty days beginning in September and ending in March to monitor the entire instructional program (Observations and Feedback, School Improvement Plan-Indistar-Targeted Intervention Indicators, Math and Reading Intervention data, Walkthroughs and Professional Development, Lesson Delivery and assessment, Leadership/Data Meetings). A score is compiled and Commendations and Recommendations are left with the building principal. In March, the SQR is completed to gauge the effectiveness of initiatives implemented for the school year and a report is compiled to identify practices that support learning and practices that limit learning.

- (4) *For an LEA proposing to use SIG funds to implement, in partnership with a whole school reform model developer, an ***Evidence-based Whole-school Reform*** model for the school, provide a description of (a) the evidence supporting the model including a sample population or setting similar to that of the school to be served; and (b) the partnership with a whole school reform model developer which meets the definition of “whole school reform model developer” in the SIG requirements.

Only LEAs proposing to use SIG funds to implement an *Evidence-based Whole-school Reform* model should respond to this prompt.

SECTION 3: EXPLANATION OF LACK OF CAPACITY TO IMPLEMENT

➤ **If the LEA lacks the capacity to serve all of its Priority schools (Tier 1), provide the information requested below.**

Note: If you completed Section 3, Part II (above), *do not* complete this section.

1. Describe the steps the LEA has taken to secure the continued support of the local school board for the reform model chosen.	
2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.	
3. Describe the process of the LEA for consideration of the use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff).	
4. Describe the steps the LEA has taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model.	

SECTION 4: BUDGET NARRATIVE, BUDGET DETAIL & BUDGET SUMMARY

LEA Budget Application - Attachment A (Excel)

The LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve. **Utilize the attached budget file** to develop a budget for each Priority school the LEA commits to serve, detailing the line item expenditures designed to support the implementation of the reform model selected for Year 1, October 1, 2015 through September 30, 2016.

The detailed budget summary the LEA submits as part of the grant application will provide evidence of how other funding sources such as Title I, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; and state and/or local resources will be used to support school improvement activities.

Detailed instructions for developing the LEA and each Priority school budget are included in Attachment A.

SECTION 5: ASSURANCES & CERTIFICATIONS

The local educational agency (LEA) assures that School Improvement Grant 1003(a) and/or 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under Virginia's *ESEA Flexibility Waiver* and unwaived requirements under *No Child Left Behind Act of 2001* (NCLB). This includes the following assurances:

The LEA assures it will –

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority and focus school, that the LEA commits to serve consistent with the final requirements.
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
- (3) Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
- (4) Ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (5) Maintain appropriate levels of funding for the schools it commits to serve to ensure the school(s) receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (6) Use its funds to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements, to include all requirements of the USED turnaround principles:
 1. Providing strong leadership by: (a) reviewing the performance of the current principal; (b) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround initiative effort; and (c) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
 2. Ensuring that teachers are effective and able to improve instruction by: (a) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround initiative effort; (b) preventing ineffective teachers from transferring to these schools; and (c) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
 3. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
 4. Strengthening the school's instructional program based on student needs and ensuring that the

instructional program is research-based, rigorous, and aligned with State academic content standards;

5. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data;
6. Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
7. Providing ongoing mechanisms for family and community engagement.

- (7) Follow state and local procurement policies.
 - (a) If selecting a LTP from the state's Low Achieving Schools Contract Award, the division adheres to the requirements and scope of the LTP's state-approved Low Achieving Schools Contract of Award. http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml
 - (b) If selecting a LTP that is not on the state's Low Achieving Schools Contract of Award, the division's procurement policies and procedures are followed.
- (8) Follow Virginia's state requirements for teacher and principal evaluation under the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Virginia Standards for the Professional Practice of Teachers* and the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*.
- (9) Use state determined comprehensive planning tool to:
 - a. Establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
 - b. Document and describe each action to be implemented, who is responsible and date by which action will be completed;
 - c. Collect meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
 - d. Set leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and
 - e. Complete an analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school.
- (10) Use an electronic query system to provide principals with quarterly data needed to make data driven decisions at the school-level. See http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml
High schools not meeting the Federal Graduation Indicator (FGI) rate may use the Virginia Early Warning System (VEWS) in lieu of the Virginia Dashboard (*Datacation*). See: http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml
Data points should include, at minimum:
 - Student attendance by student
 - Teacher attendance
 - Benchmark results
 - Reading and mathematics grades
 - Student discipline
 - Phonological Awareness Literacy Screening (PALS) data (Fall and Spring)
 - World-Class Instructional Design and Assessment (WIDA) data for English Language Learners (ELLs)

Virginia Department of Education
Office of School Improvement
LEA Application for SIG Funds

- Student transfer data
 - Student intervention participation by intervention type; and
 - Other indicators, if needed.
- (11) Use an adaptive reading assessment program approved by Virginia Department of Education to determine student growth at least quarterly for any student who has failed the SOL reading assessment in the previous year, a student with a disability, or an English language learner.
- (12) Uses the *Algebra Readiness Diagnostic Test* (ARDT) for all schools with grade 6 or higher for all students who have failed the SOL mathematics assessment in the previous year, a student with a disability, or an English language learner (fall, mid-year, and spring at minimum).
- (13) Ensure the principal continues implementation of a school-level improvement team that meets monthly, at minimum, and includes a division-level team representative.
- (14) Continue implementation of a division-level team with representatives for Instruction, Title I, Special Education, and English Language Learners (if applicable). The division team will: (a) review each school's improvement plan; (b) ensure documentation of division support is evidenced in the school's plan; (c) meet with principals, as a team, on a quarterly basis to review and analyze data from the Priority Schools Quarterly Data Analysis Report; and (d) assist in updating the school's plan to evidence the division's support of actions developed from analysis of data.
- (15) Attend OSI technical assistance sessions provided for school principals, division staff, and LTPs.
- (16) Collaborate with state approved personnel to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform.
- (17) Provide an annual structured report to a panel of VDOE staff detailing the current action plan, current leading and lagging indicators and modifications to be made to ensure the reform is successful.
- (18) Report to the state the school-level data required under the final requirements of this grant, including USED required teacher and principal evaluation data (SIG/TPEC Report).
- (19) Ensure the school principal is integrally involved in the application process.
- (20) Additional Assurances specific to Districts with School Turnaround Offices:
- i. Report quarterly to the local school board on each Priority school's progress as documented in the Priority School Quarterly Data Analysis Report.
 - ii. Set annual measurable goals for the Office of School Turnaround. Goals should be submitted to the Office of School Improvement by August 30 each year.

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Assurance: The local educational agency (LEA) assures that School Improvement Grant 1003(a) and/or 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under Virginia’s *ESEA Flexibility Waiver* and unwaived requirements under *No Child Left Behind Act of 2001* (NCLB).

Certification: *I hereby certify that, to the best of my knowledge, the information contained in the application and in the state determined comprehensive planning tool is correct. I agree to adhere to the requirements of the USED Flexibility Waiver.*

School Division (LEA): Keith Hubbard

Priority School: Willis A. Jenkins Elementary School

Principal’s Typed Name: Terri McCaughan

Principal’s Signature: _____

Date: _____

Superintendent’s Typed Name: Ashby C. Kilgore, Ed. D.

Superintendent’s Signature: _____

Date: _____

*The Superintendent must keep a signed copy of this document at the division level for audit purposes.

Resources

Description	Link
VDOE Low Achieving Schools Contract Award	http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml
NCES	http://nces.ed.gov/ccd/schoolsearch/
State Contract Award	http://www.doe.virginia.gov/school_finance/procurement/index.shtml
Indirect Rate Memo Superintendent’s Memo #023-14, “Changes for the 2013-14 Annual School Report-Financial Section.”	http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml
The indirect cost rate is based on the rate for the LEA	http://www.doe.virginia.gov/school_finance/budget/
Virginia Early Warning System (VEWS)	http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml
Beverly Rabil, Director (804) 786-1062	beverly.rabil@doe.virginia.gov
Kristi Bond, ESEA Lead Coordinator (804) 371-2681	kristi.bond@doe.virginia.gov
Natalie Halloran, ESEA Lead Coordinator (804) 786-1062	natalie.halloran@doe.virginia.gov

Virginia Department of Education
Office of School Improvement
LEA Application for School Improvement Grant Funds

BUDGET SUMMARY FOR: Newsome Park Elementary

(School Name)

Object Code	Expenditure Accounts	School Year 2015-2016	School Year 2016-2017	School Year 2017-2018	Three-Year Grant Subtotal
1000	Personal Services	\$ 331,818.08	\$ 331,818.08	\$ -	\$ 663,636.16
2000	Employee Benefits	\$ 82,954.52	\$ 82,954.52	\$ -	\$ 165,909.04
3000	Purchased Services	\$ 149,531.00	\$ 149,531.33	\$ -	\$ 299,062.33
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ -	\$ -	\$ -	\$ -
6000	Supplies & Materials	\$ -	\$ -	\$ -	\$ -
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 564,303.60	\$ 564,303.93	\$ -	\$ 1,128,607.53

School Improvement Grant Application

School Year 2015-2016

Budget Request for: Newsome Park Elementary

(School Name)

Budget Detail: Personal Services (1000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Response to Instruction Specialist	Coordinates student intervention services, disaggregate data for progress monitoring in alignment with pacing guide, curriculum framework and Virginia blueprints.(See SectionIV Instruction)	\$ 69,476.00	\$ 69,476.00		\$ 138,952.00
Professional Development	This is for 44(32 classroom teachers and 12 instructional staff members) teachers for an additional 120 hours at \$25.35 per hour for professional development, identify trends of issues impacting school performance review formative assessments, assess impact of academic interventions, and analyzing gaps for tiered instruction.	\$ 133,848.00	\$ 133,848.00		\$ 267,696.00
Extended Summer Learning SPARK	SPARK is an extended school day program 8:00AM - 6:00PM for six weeks. There will be 33(13-1 student teacher ratio) teachers for 128 hours at \$30.42 and hour which totals \$128,494.08. (See section 2 question 3 for description)	\$ 128,494.08	\$ 128,494.08		\$ 256,988.16
					\$ -
Total Compensation		\$ 331,818.08	\$ 331,818.08	\$ -	\$ 663,636.16
Personal Services supported from other funding sources:	Ex. K-5 Reading Specialist @ \$65K/yr (Title I) Insert response here: k-5 Reading Specialist(2) @ 60k/yr, Family Engagement Specialist (1) @ 45k/yr, Interventionist(2) @ 62k/yr-(Title I) Extended Learning Teachers-(21st Century) @ 67k/yr, Extended Learning Support Staff (21st Century) @ 15K/yr-Administrative personnel(custodian,secretary,nurse,administrator)				

Budget Detail: Employee Benefits (2000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Fringes for above personnel	RTI specialist at .25% in accordance with division policies	\$ 17,369.00	\$ 17,369.00		\$ 34,738.00
Fringes for above personnel	Teachers PD at .25% in accordance with division policies	\$ 33,462.00	\$ 33,462.00		\$ 66,924.00
Fringes for above personnel	SPARK Teachers at .25% in accordance with division policies	\$ 32,123.52	\$ 32,123.52		\$ 64,247.04
					\$ -
					\$ -
Total Employee Benefits		\$ 82,954.52	\$ 82,954.52	\$ -	\$ 165,909.04
Employee Benefits supported from other funding sources:	Insert response here: . Title 1 at .25% fo assigned positions				

Budget Detail: Purchased Services (3000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Lead Turnaround Partner (Cambridge Educaiton)	In accordance with the approved SOW the LTP will complete annual school quality review and provide monthly professional development in the areas that limit learning within the school.	\$ 127,531.00	\$ 127,531.33		\$ 255,062.33
OSI Approved Personnel	In accordance with approved SOW VDOE OSI approved personnel will participate in Monthly Observations and meetings with school in alignment with 7 lead turnaround principals.	\$ 22,000.00	\$ 22,000.00		\$ 44,000.00
					\$ -
					\$ -
					\$ -
Total Purchased Services		\$ 149,531.00	\$ 149,531.33	\$ -	\$ 299,062.33
<u>Purchased Services</u> supported from other funding sources:	Insert response here:				

Budget Detail: Internal Services (4000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
Total Internal Services		\$ -	\$ -	\$ -	\$ -
<u>Internal Services</u> supported from other funding sources:	Insert response here: 21st Century SPARK Materials and Supplies @ 8k				

Budget Detail: Other Charges (5000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Other Charges		\$ -	\$ -	\$ -	\$ -
Other Charges supported from other funding sources:	Insert response here: 21st Extended Learning SPARK @ 10K for transportation				

Budget Detail: Materials & Supplies (6000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Supplies		\$ -	\$ -	\$ -	\$ -
<u>Materials/Supplies</u> supported from other funding sources:	Insert response here: Local per student allocation and Title I justification funds are used in accordance with the schools needs assessment.				

Budget Detail: Capital Outlay (8000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Capital Outlay		\$ -	\$ -	\$ -	\$ -
Capital Outlay supported from other funding sources:	Insert response here:				

**Local Education Agency (LEA) Application
for
School Improvement Grant
1003(a) or 1003(g) Funds**

Under Public Law 107-110, Elementary and Secondary Education Act, As Amended



School Year 2015-2016

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



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SUBMISSION REQUIREMENTS

1. Submission Deadlines

- Submit Continuation Applications (Cohorts I-V) by **July 13, 2015**
- Submit Cohort VI Applications by **October 16, 2015**

2. Submission Process

Save one complete application per Priority School. In order for an application to be considered complete, each school's application submission must include the following:

- 1)** Application Details/Program Narrative (Word) saved with the following naming convention:
DivisionName_SY1516 SIG Application_SchoolName.docx
- 2)** Budget Workbook (Excel) saved with the following naming convention:
Division Name_AttachmentA (Date of Submission).xls
- 3)** A PDF version of the signed assurances must be included with the electronic submission of the application file with the following naming convention:
DivisionName_SY1516 SIG Assurances_SchoolName

Submit the application via email to the appropriate OSI point of contact for the division listed below.

- Kristi Bond, ESEA Lead Coordinator at kristi.bond@doe.virginia.gov
- Natalie Halloran, ESEA Lead Coordinator at natalie.halloran@doe.virginia.gov

- 3.** In order for this application to be considered complete, the LEA must provide a copy of the approved LTP Scope of Work (SOW)/statement of services aligned to the specifications of VDOE Low Achieving Contract Award for review by VDOE procurement and OSI.

For external providers not listed on the VDOE Low Achieving Contract Award, the LEA must provide to the VDOE copies of the request for proposals (RFP), application guidelines for external providers, and criteria used to evaluate applications.

COVER PAGE

LEA Contact for Priority Schools

Division: NEPOWRT NEWS PUBLIC SCHOOLS

Contact Name: Keith Hubbard **Phone:** 757-283-7788 Ext. 121817

Address: 12465 Warwick Blvd. **Email:** keith.hubbard@nn.k12.va.us
Newport News, VA 23606

Priority School Information

School Name: Sedgefield Elementary School **Cohort:** III

Principal Name: Raquel Cox **Phone:** 757-591-4792 Extension 55520

Address: 804 Main Street **Email:** raquel.cox@nn.k12.va.us
Newport News, VA 23605

NCES #: 510264001074

NCES Link: <http://nces.ed.gov/ccd/schoolsearch/>

School Reform Model Selected for the School

Turnaround Transformation *Restart Closure

N/A State Determined Model *Evidence-based Whole School Reform Model *Early Learning Model

*Selection of one of these models requires additional information in the application details below.

SECTION 1: REFLECTION & PLANNING

For each Priority school that the LEA commits to serve, the LEA must demonstrate that it has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified.

Respond to each prompt below reflecting on the past year's improvement efforts and to plan for next year. Include indicators from the *Transformation Toolkit* that reflect associated action steps and responsibilities evidenced in the school's improvement plan for 2015-2016 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.

I. Future Goals

- (1) Provide 3-5 school goals for the coming school year. Goals should be both specific and measurable.

Goal 1: Increase English/Reading Standards of Learning pass rate of "All Students" from 62% in English to 75% in alignment with the target for FAMO's

Goal 2: Increase the percentage of kindergarten and first grade students meeting the spring Phonological Awareness Literacy Screening from 76% to 85%, and second grade students from 78% to 87%.

Goal 3: Increase Math Standards of Learning pass rates of "All Students" from 67% to 75% in alignment with the target for FAMO's

Indicators that reflect associated action: I-4: Provide all staff high quality, ongoing, job-embedded, and differentiated professional development. I-5: Structure professional development to provide adequate time for collaboration and active learning. I-7: Set goals for professional development and monitor the extent to which it has changed instructional practice. K-5: Monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. K-6: All teachers, working in teams, will differentiate and align learning activities with state standards. K-7: All teachers will assess student learning frequently using standards-based classroom assessments. TA 01: Identification of students at risk of failing and in need of targeted intervention. TA 02: Tiered, differentiated intervention process to assign interventions. TA 03: Use a monitoring process to ensure fidelity and effectiveness of interventions.

II. School Climate

- (1) How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year?
- (2) What were the most successful strategies used to change the school climate?
- (3) Describe any unsuccessful attempts or strategies used to change the school climate.
- (4) Describe anticipated barriers to further improving the school climate.

(1)The general school climate, including the physical plant, is markedly improved from last year. Several areas in the building were identified as needing physical upgrades to provide a more conducive climate to boost moral for all stakeholders as they enter and exit the facility. The building has undergone many upgrades based on needs identified by staff at the end of the year through survey. Areas inside the building were painted, new signs were mounted on the wall to indicate teacher names, the office was rearranged to be more welcoming of parents, and the foyer was freshened up with new artwork and recognition for students. The new custodial lead has assisted staff in de-cluttering the classrooms with unused furniture and had it removed from the building. Students, teachers, and parents have provided positive comments based on the upgrades to the building from conversations and surveys on the schools appearance.

(2) The division's community relations' department worked with the school staff to design a new mascot; which now hangs in the foyer. The student restrooms and cafeteria will be decorated at the beginning of the year to encourage students to take care of those areas in the building. The front of the building has been painted and live plants have been added to the planters at the front of the building. Celebrating the success of the increase in students passing proficient on the SOL test has added to the joy of the work. The staff is able to see the results of their learning and implementation.

School climate is positive as the year begins.

(3-4) There was a large turnover of staff members this summer and teachers were hired fully aware of the work required to improve student achievement. The building administrators are concerned about overwhelming the new staff with new initiatives. The professional development for the staff will focus on a few key initiatives and administrators will hold teachers accountable to do them effectively for student achievement and will offer supports when teachers may struggle. School climate is affected when staff members are overwhelmed with the requirements and time they necessitate. School administrators will work diligently to ensure that professional development is intentional and purposeful with adequate time for effective implementation.

III. Process Steps/Atmosphere of Change

- (1) How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders?
- (2) How are decisions communicated with all staff and/or stakeholders?
- (3) How are responsibilities divided amongst the team members? Provide a description of the team members (division-level and school-based) roles in monitoring goals and progress towards leading indicators.
- (4) How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?

(1)The school leadership team is comprised of representatives from all stakeholder groups. This structure provides a direct line of communication from grade level lead teachers and specialists to the rest of the staff. Teachers are able to share their input on student academic and social improvement during faculty and grade level meeting.

(2)New this year was the Teaching and Learning SharePoint site that housed newsletters designed to keep all stakeholders knowledgeable about school improvement efforts and teaching and learning activities. The newsletters were generated by the principal, and RTI specialist. Indicators: D-1, D-3, D-5

(3) Responsibilities are divided amongst team members through interest and identified strengths. Teachers are distributed a survey to determine areas of interest in leadership. Once that data is compiled responsibilities are then divided amongst interested staff members. Each grade level has a grade level chair that is responsible for sharing all pertinent information with the grade level and is responsible for the grade levels contribution to all

media that represents their grade levels views, details and facts. This summer, the leadership team spent time adding and/or combining indicators identified in Indistar. All teachers completed surveys to identify the areas in which they are most interested or in which they have an identified talent. The leadership team facilitated organizing professional development based on survey results as well as spearhead work on teams together to address tasks as indicated in Indistar. Indicators: D-1, D-5 The school and the divisions' mission are to achieve the goals set forth in this document.

(4) Effective teaching and learning practices are being identified as all staff members work together to gain a better understanding of the Standards of Effective Teaching. With an emphasis on standards 1-5, all staff members are developing a common language and understanding of what effective teaching and learning looks like (look fors). Regular walkthroughs with the building administrators, teacher coaches, RTI specialist, central office staff, and teacher leaders provided the basis for collaborative conversations related to the implementation of high yield strategies. Specific and timely feedback is a critical component of ensuring that newly discussed or learned strategies are implemented with fidelity. When the process does not seem to be working, additional support will be provided to the appropriate grade level team or individual team to determine the reason for lack of implementation.

IV. Instruction

- (1) How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)
- (2) How do teachers differentiate learning for students in whole group instruction?
- (3) How are formative assessments used in your school?
- (4) How does student achievement goal setting (Standard 7 of Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers) impact classroom instruction?

(1) Several assessment tools are used to determine a student's need for additional support in reading and math. In the fall, state and local assessments are used to determine students in need of additional support. In the fall, teachers will review previous SOL results, division benchmark results, report cards, language arts portfolios, and math unit assessments to glean information related to previous performance. In September/October, the Phonological Awareness Literacy Screening (K-3), writing samples (K-5), math core screening assessments (K-5), and reading and math benchmark assessments (3-5) are some of the assessments that will provide information related to student strengths and weaknesses. Throughout the school year, many of the same assessments will be used as progress measuring tools. Additional formative assessments, such as, the DRA, spelling inventories, math problem solving tasks, performance assessments, and math unit assessments will also be used. The RTI Specialist coordinates the intervention and enrichment block through scheduling and identifying students in need of additional reading and math support. This position is responsible for data monitoring, reporting and observations of the interventions delivered by staff. They also serve as an instructional coach to identified teachers in the areas of reading and math in an effort to improve the quality of Tier 1 instruction. They are also responsible for leading grade level meetings through data talks on formative daily assessments, intervention/enrichment cycle block data and quarterly benchmark data. This position has led to double digit growth over two years in the areas of reading and math on the Virginia SOL test.

Indicators: TA01, TA02, TA03

(2) Teachers will differentiate teaching and learning activities in at least four ways as determined by student

readiness, interest, or learning profile. Based on student observations, whole class differentiation will be demonstrated through teacher planning, using questioning techniques, and scaffolding assignments as well as an evaluation process/instruments. Also, employed to assist with whole group differentiation will be the following: 1) content – what the student needs to learn or how the student will get access to the information; 2) process – activities in which the student engages in order to make sense of or master the content; 3) products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and 4) learning environment – the way the classroom works and feels. Even when instruction is differentiated, attention will be given to designing scaffolds that support students in achieving at the level of rigor noted in grade level standards in the curriculum framework. Teachers will also be professionally developed through the book notice and note and Marzano’s Classroom instruction that works. This is in an effort to improve the classroom instruction at the Tier 1 level in accordance with the reading goals of the school.

(3)Formative assessments are created by the teacher and will be used as the foundation for collaborative planning and conversations related to student achievement. Techniques such as individual white boards, thumbs up/down, and exit cards are used each day to measure the extent to which students met the learning targets for each lesson. Indicators: I-4, I-7, K-7, K-8. Teachers analyze formative data to provide additional assistance to students during intervention and enrichment (IE) sessions. Formative assessments are provided during the IE sessions and this data is analyzed along with unit and quarterly assessment to determine next steps towards academic improvement. Grade level and RTI analysis quarterly data to be shared during faculty meetings.

(4)Teachers will continue to follow the goal setting process outlined in our Teacher Development and Evaluation process for Math, Reading and Writing. Pre-assessments administered in the fall will provide a starting point for instruction and the foundation for goal setting activities. Mid-year assessments will provide information to teachers on the progress of students toward goals. This data will be used to adjust the instructional plan developed in the fall when specific student goals were set. This year we will add student-generated goal setting activities in an effort to involve students in initiative and self-direction. Teachers work with students to set 1-2 SMART goals each four and one half weeks. Recognition for achieving goals will take place. The combination of teacher and student created goals (student success plans) will provide a comprehensive look at the strengths and weaknesses of each student and be used to plan instruction for small groups.

V. External Support

- (1) Describe how the involvement of community-based organizations is aligned to the school's improvement plan.
- (2) Which external partners (LTP), service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.
- (3) Describe (a) the ways parents and the community have been involved in the design and implementation of the interventions (LTP); (b) the input provided by parents and community members (needs identified by the stakeholders), and (c) how they will be informed of on-going progress?

(1) School administrators continue to look for ways to involve community members. Sororities Delta Sigma Theta and Alpha Kappa Alpha have provided school supplies and support for the school. The school partnership with the Food Bank to provide food bags to identified families has been helpful. The

school is a grant recipient in the United States Department of Agriculture (USDA) Fresh Fruit and Vegetable Program (FFVP). This grant provides fresh fruit or vegetables daily to all students along with information about the item. The school will also be a part of the Community Eligibility Provision Program which will provide free breakfast and lunch to all students. These community are additional resources that contribute towards improving student academic performance. D3

(2)The school has contracted with Cambridge. As a LTP, Cambridge will provide monthly support in disaggregating student performance data and making measurable growth. In a coaching role with identified school leadership (Principal, Assistant Principal, and Response to Instruction (RTI) Specialist. They will also provide daily support through observation and feedback on classroom Tier 1 instruction and will provide monthly Professional development based on identified area of concern in alignment with the Annual School Quality Review and the daily observations on Teachers and coaches.

(3)Parents serve on the school improvement team and attend monthly meetings. They are able to provide input during the meeting and have shared suggestions on ways parents may assist students and support teachers on areas needing additional review. Parent groups are part of the School Quality Review conducted annually. Parental involvement meetings are held monthly and quarterly to seek input on the progress being made in the school in regards to instruction and intervention. Parents are also involved in monthly distribution of the school newsletter and are regularly informed through the use of social media with twitter, Facebook and email.

VI. Staffing & Relationships

- (1) What process is used to assign teachers to positions, classes and grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?
- (2) What is the school's process for implementing the division's teacher evaluation system?
- (3) Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.
- (4) Describe how you identify teachers who need support and provide opportunities to improve professional practice.
- (5) How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?
- (6) How do you define the relationship between the Lead Turnaround Partner, state approved personnel, division point of contact, and the principal? How can it be improved? (Applies to continuation applications only.)

(1)A review of student achievement by class provided information related to teacher effectiveness by student subgroup or learner profile. For example, changes were made to the assignment of special education students in four grade levels based on trend data. Conversations with teachers also helped identify which teachers had a passion and skill-set that met the needs of our English Language Learners. Continued teacher observation and data talks will provide ongoing information of how students are progressing across the school. Adjustments are made to teacher instruction throughout the year as necessary. Some teachers loop up with their students to allow for academic consistency.

(2)School administrators follow the procedures and timelines outlined in the division's Teacher Development and Evaluation Process. Talent Ed provides a web-based system for tracking the variety of tasks required for continuing contract and provisional teachers. Teacher coaches, reading specialists, mentors and model teachers provide support in this capacity, as well as professional development sessions offered at the school

and division level.

(3)Our first priority is to develop each staff member's sense of efficacy so that they see the connection between their level of expertise and the achievement of students. Reward takes the place of supportive feedback, school wide recognitions, additional opportunities to read professional books and mentor teachers, and teacher instructional materials that support innovative and effective teaching and learning. Teachers are also rewarded by being recognized as a "model teacher" based on teacher performance and instructional delivery observations conducted by principal and school division administrators.

(4)Regular teacher observations and the ongoing examination of student work and assessment data identify teachers who are increasing student achievement and those who would benefit from additional support. Regular communication and support through PD from divisions grade level supervisors, the reading specialist, school based teacher coaches, and lead teachers ensure that each teacher's needs are met.

(5)The principal is evaluated by the Executive Director of Elementary School Leadership utilizing the VDOE Principal Performance Standards and Evaluation Criteria. The executive director evaluates principals following timelines in the division's Administrator Development and Evaluation Process handbook. Communication is provided regularly to principals.

(6)State contractors, lead turnaround partners, and internal partners work in support of the school's goals. The relationship between the lead turnaround partner and the school can be improved through monthly meetings to identify the progress being made on targeted goals in the area of instruction and leadership. Meetings are conducted monthly with school administration, division administration as well as with LTP and OSI contractors. Agendas are provided using Indistar framework and next steps established prior to the end of the meeting. Maintaining an open line of communication between division and partners is key to establishing continuous school improvement. Measurable targets will be identified and progress made toward these targets will be discussed with next steps planned to improve upon the identified areas.

VII. Decision-Making & Autonomy

- (1) What is the decision-making process for school improvement efforts, overall strategic vision, and/or anything that impacts the improvement plan?
- (2) What policies or practices exist as barriers that may impede the school's success? Please note where the policies originate (i.e. state code or division policies/practices). What is the process to remove the barriers? List date of division meeting as evidence. (Agenda and notes should remain on file in the division.)

(1) The decision making process for school improvement efforts originates from the data from State testing the year before. The school's leadership team works in conjunction with staff members from federal programs and elementary school leadership. The building principal, executive director of elementary and director of elementary leadership meet in the month of June, July to strategically plan efforts to move the school forward in making FAMO's. This plan is outlined in the school focus plan that establishes goals for the learning environment, instructional planning, instructional delivery, assessment, and intervention. Once the identified steps to accomplish these goals have been approved the building level administration then implements the plan. In addition, the thirty day monitoring rubric led by the elementary leadership department is the districts monitoring and feedback system to schools on a monthly basis. The division conducts thirty day monitoring

(October-May) rubrics that involve a review of classroom observations in reading and math and the feedback given to teachers on the observations, Indistar targets and the progress being made in the indicators around assessment, creating lessons and monitoring students' progress. Additionally in this plan the agendas for leadership team meetings and staff meetings are reviewed to see the level of professional development for the staff in moving toward the goals in the identified areas from the school focus plan. Classroom observations are conducted with the state contractor, principal, LTP and central office to determine how the efforts for school improvement are being implemented in classrooms as well. At the end of the Thirty Day Monitoring cycle recommendations are made to the principal on ways that their goals can be reached and commendations are made on efforts that are moving the school toward meeting their goals. The plans are reviewed and revised as necessary during principal and district leadership meetings held quarterly.

(2) Continuous guidelines to adopt what works for students is necessary and practices allowed to be discontinued if indeed the particular practice is not showing results in schools' academic performance level. Currently, it is a division policy that teachers on improvement plans are not to be placed on a transfer list. At the grade levels of k-3 class size is controlled at a level in alignment with your free and reduced lunch population (20-1). However in grades 4-5 the class size increases and the cap rises to 35-1 per state SOA's and this is a barrier to improving academic achievement in 67% of the grade levels that affect the school performance. . In an effort to improve the quality of instruction teachers that are on improvement plans are required to complete hours in professional development through the districts course offerings in the areas that they are not performing at the required standard. The administration at the school level complete weekly observations on all teachers that are on improvement plans and offered feedback on their efforts to improve upon their craft. To improve the class ratio at the 4th and 5th grade level additional classroom reduction teachers are employed to keep the numbers at 4th and 5th grade comparable to that of k-3.

VIII. Phase-Out Planning

- (1) What services should be maintained after these federal funds and supports end?
- (2) How will the school and division prepare for the phase out of funds, supports, and services?
How will the district support the school as it prepares for the phase out?
- (3) What supports from the state would be the most helpful?

(1) Supports from the state that has been most helpful in the allocation of funds to be used for professional development and compensation for teachers to work additional hours for planning and development.

(2) When the funds are phased out, the division will have to be creative in establishing additional time for teacher planning at schools with a history of high failure. The department of curriculum and

development continue to refine the written curriculum, the structure and manner in which instructional coaches and specialists work, and the development opportunities offered for teachers through our in district PD offerings in U of Ed. Teachers will need to continue conducting data analysis and intervention practices of early identification of students in need of additional support in reading and/or math. These are services and practices that would continue to be beneficial after the support of federal funds ends. The division continues to utilize a train the trainer model and to offer a series of staff development opportunities throughout the school year. Division administrators are available to provide staff development in buildings based on needs. A practice that will assist in sustaining efforts once funding has been phased out is improving teacher quality through our district professional development. Another effort will be moving positions from SIG funding that have had a positive impact on student achievement and teacher development to local funding or other funding sources.

(3) Proactive professional development in the areas of new standards and increased rigor would be helpful from the state in the areas of content. Having an understanding of what is going to be assessed and the manner in which it will be taught and assessed prior to changing of the test format would give teachers and administrators an opportunity to align PD to meet the challenging rigor in the SOL Curriculum.

SECTION 2: REQUIRED ELEMENTS, PART 1

The LEA is required to provide the following information for each school the LEA has identified to serve:

Note: Data for questions 1 and 2 below may be preliminary at the time of application.

- (1) Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools.

Not applicable.

- (2) Student achievement data for the past three years (current school year and previous two school years) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)

Based on Preliminary 14-15 SOL Data

Group	English			Math		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
All students: English	40	39	62	33	46	67
Gap group 1: English	35	33	53	27	41	62
Gap group 2: English	33	35	67	24	40	60
Gap group 3: English	40	46	67	32	68	62
Economically disadvantaged:	34	33	52	27	40	61

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English						
Limited English Proficient	21	33	52	50	52	50
Students w/ disabilities	21	17	38	24	24	34
White	63	49	70	70	67	86

- (3) Total number of minutes in the 2014-2015 school year that *all students* were required to attend, broken down by daily, before-school, after-school, Saturday school and summer school; and any additional increased learning time planned for 2015-2016. **This information will be shared with USED.*

All students are required to attend school each day for 395 minutes (6hrs. 58 min). A minimum of 75% of the annual instructional time of 990 hours is given to instruction in English, mathematics, science, and history/social science. To support meaningful instruction and the integration of content areas, blocks of time have been scheduled to support English/history and social science and math and science. Daily time allocations for the English/history block range from 180 minutes in kindergarten to 105 minutes in fifth grade. Daily time allocations in math/science range from 80 minutes in kindergarten to 110 in fifth grade. Additional intervention blocks, ranging in time from 35 minutes in first grade to 45 minutes in grades 2-5 support the regular instructional minutes. Additional instructional hours will be added through the use of after school extended school day with the SPARK summer program. Summer Learning Academy will be held for all priority schools in the summer of 2016. This will be a six week program for eight hours a day enriching students in Mathematics and Reading through a hands on approach with STEM related activities. Students in a regular summer program attend for four weeks at four hours a day. The extended learning time for SPARK will be for an additional four hours a day for four weeks (64 hours) and for an additional two weeks at eight hours a day (64 Hours) for a total of 128 additional hours that students will receive.

The criteria for students entry is based on end-of-year SOL scores, and end-of-year grades. The goal of the program is to extend the learning for K-5 students to bridge learning gaps that occur during summer months when students are not engaged in any formal instruction. We have approximately 429 students in that will be invited to this summer program of learning and engagement. Enrollment will be based on the amount of signed permission slips returned by parents for the program and student eligibility criteria.

- (4) Demographics of the student population by the following categories:

Total Enrollment:	527
Male:	281
Female:	246
Asian:	14
Black:	341
Hispanic:	48
White:	93
Students with Disabilities:	70
English Language Learners:	52

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Economically Disadvantaged:	471
Migrant:	
Homeless:	14

(5) Analysis of student achievement data with identified areas that need improvement based on previous three school years. Include preliminary data for 2015-16 if this is a continuation application. Identified areas needing improvement should align with goal setting and action steps throughout the application.

Example:

Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70).

Reading SOL Scores (preliminary 2015-2016, 2014-2015, & 2013-2014):

Third grade showed an increase of 12% from last year (49, 37, 49) after a decrease in the previous year. Fourth grade reading showed an increase of 18% from last year (56, 38, 41) and this grade level has continued to show an increase after a decrease in the previous year. Fifth grade reading showed an increase of 16% from last year (58, 42, 31) and has continued to show growth each year. Every grade level showed growth in reading this year!

Math SOL Scores:

Third grade showed an increase of 19% from last year (63, 44, 33) and has shown growth each year. Fourth grade math has shown an increase of 6% from last year (67, 61, 35) and has shown growth each year. Fifth grade had an increase of 23% from last year (57, 34, 32) and has shown growth each year. Every grade level showed growth in math each year for three years!

(6) Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess. Description should provide insight into the capacity and functionality of the facility to serve students.

The school was built in 1967 with a total of 38 classrooms. The library/media center is located on the main hall of the building. It is relatively small, but capable of holding one classroom at a time. The media center is an instructional area. The cafeteria is has two serving sides and an area for teachers to sit as well. The kitchen area is in the middle. The cafeteria holds approximately 80-90 students at a time. The classes rotate in and out for lunch during a 2:20 hour period. The school has one location for the gym and auditorium. It can accommodate two to three classrooms at a time. The outdoor area of the school has two playgrounds and two small sports fields which are used during and after school.

(7) Information about the types of technology available to students and instructional staff.

The school has one computer lab that provides a location for classes to work at desktop computers with their teacher and the school's instructional technology coach. Each 3rd-5th grade classroom is equipped with a set of five laptop computers. Primary classrooms have 3 desktop computers to use during independent work. The

school has 6 rolling laptop carts that can be checked out by teachers for classroom use. Each classroom has a SmartBoard, a set of student response tools, and a document camera.

- (8) **A.** Use the charts below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years of experience by grade or subject for the 2015-2016 school year. This should be an unduplicated count for each set.

SET 1:

Category	Number of Teachers	Percentage of All Teachers
Highly Qualified Teachers:	28	100%
Teachers Not Highly Qualified:	0	0%

SET 2:

Category	Number of Teachers	Percentage of All Teachers
Teachers with Less Than 3 Years in Grade/Subject:	24	86%
Number of Teachers with a Provisional License:	0	0%

- (8) **B.** LIST below the number of teachers by grade level or subject area with less than 3 years of experience (i.e., Grade 3 (2) or Gr 7 Reading/LA (1)).

Kindergarten = 5
First Grade = 5
Second Grade = 3
Third Grade = 6
Fourth Grade = 3
Fifth Grade = 2

- (9) **A.** Indicate the *number* of instructional staff members employed at the school for the given number of years. Insert more rows as necessary.

#	
Years	Instructional Staff
0	7
1	11

#	
Years	Instructional Staff
7	
8	

#	
Years	Instructional Staff
14	
15	

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2	6
3	
4	2
5	2
6	

9	
10	
11	
12	
13	

16	
17	
18	
19	
20	

(9) **B.** Indicate the total number of teaching days teachers worked divided by the number of *teaching* days for school year 2014-2015.

Total # of Teaching Days	Total # of Days Worked	Teacher Attendance Rate
180	179	93%

180 x 28 divided by the total number of teaching days teachers were present

SECTION 2: REQUIRED ELEMENTS, PART 2

The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve:

(1) Describe the process the division will use to recruit, screen, and select external providers to ensure their quality. Provide a description of the activities undertaken to (a) analyze the LEA’s operational needs; (b) research external providers including their use of evidence-based strategies, alignment of their approach to meeting the division/school needs, and their capacity to serve the school; and (c) to engage parents and community members to assist in the selection of external partners.

*An LEA proposing to use SIG funds to implement the **Restart model** in the school must demonstrated that it will conduct a rigorous review process, as described in the final requirements, of the charter school operator, charter management organization (CMO), or education management organization (EMO) that it has selected to operate or manage the school or schools.

A.(analyzing the LEA needs)-The process included interviewing multiple vendors, rating the qualified vendors based on schools expectations and needs with the vendors qualifications and levels of expertise. The Principals, Chief Academic Officer, Executive Director of Elementary, Director of Elementary Leadership and Executive Director of Curriculum and Development review and discuss results of the interview before a final decision is made.

B.(Research external Partners) - The RFP process was implemented for external providers and Cambridge was selected for our priority schools- this included an on-site presentation to key district level staff and researching the components of all the providers after the completion of their presentation to ensure it was aligned with the divisions goals and objectives

C.(parent/community input) We engaged in this process by seeking parent input through surveys and a parent advisory team meeting and aligning services provided with district and school's needs. Once a selection was made the information was distributed to key stakeholders via email and a letter.

- (2) Provide an explanation of the division's capacity to serve its Priority schools including a description of the LEA plans to (a) adequately research, design and resource the interventions; (b) engage stakeholders, with significant emphasis on parental engagement, for input into the selection of a reform model and the design of interventions with consideration of the needs identified by the community, and to keep stakeholders informed on progress towards attaining school goals; and (c) monitor the implementation of the intervention towards attaining the established goals (leading and lagging indicators) and to provide technical assistance to the school as needed.

An LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program or REAP) may propose to modify one element of the turnaround or transformation model, and, if so doing, must describe how it will meet the intent and purpose of that element. **Only LEAs eligible for REAP and proposing to modify one element of the turnaround or transformation model should respond to this flexibility component.**

(A)- Adequately research-At the division level NNPS has a Chief of Academics, 2 Executive Directors for Elementary Leadership (1 assigned to each school) 1 Director of Elementary Leadership; 1 Executive Director for Elementary Curriculum and Instruction; Supervisors, Math Coaches and Data Analyst which are assigned to each priority school based on areas of greatest needs. At the building level there are identified School Improvement Teams, Grade Level Leads, Parent Liaison Specialists, Interventionist and Reading Specialists. The VDOE School Liaison and Indistar Supervisor also support the priority school. There is a 17:1 student-teacher ratio.

(B)-Engage Stakeholders-Two annual meetings with Parent Advisory team are held in the first and second semester to share information regarding schools progress in all identified areas. In addition regularly scheduled monthly meetings are scheduled with parents to disseminate information regarding the school. Parent link, email, and newsletters will also provide them with pertinent information. Also each school completes a Family Engagement Plan Annually that outlines activities and workshops throughout the year designed to inform, empower and engage parents within each building.

(C)-Monitor Implementation- Thirty day Monitoring Rubrics are conducted every thirty days beginning in September and ending in March to monitor the entire instructional program(Observations and Feedback, School Improvement Plan-Indistar-Targeted Intervention Indicators, Math and Reading Intervention data, Walkthroughs and Professional Development, Lesson Delivery and assessment, Leadership/Data Meetings) A score is compiled and Commendations and Recommendations are left with the building principal.

- (3) Describe the process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively. Provide a timeline for implementation of the *required components* of the selected reform model, including the Lead Turnaround Partner. Delineate the responsibilities and expectations to be carried out by the external partner and the LEA. Provide a description of the process the LEA will use to monitor, regularly review, and hold accountable any external partners.

*An LEA selecting the *Restart* model must indicate how it will hold accountable the charter school operator, CMO, EMO or other external provider for meeting the model requirements.

Monthly meetings will be held with LTP, Central Office Personnel and Building level Administrators to review all data in required reports and set appropriate steps and or goals. Items to include are enrollment, discipline, attendance, student achievement, tiered intervention, teacher recruitment activities, teacher evaluation and or observations, core curriculum taught, minutes for extended learning, Role of supporting partnerships, parent development activities, and budget as appropriate. Thirty day Monitoring Rubrics are conducted every thirty days beginning in September and ending in March to monitor the entire instructional program(Observations and Feedback, School Improvement Plan-Indistar-Targeted Intervention Indicators, Math and Reading Intervention data, Walkthroughs and Professional Development, Lesson Delivery and assessment, Leadership/Data Meetings) A score is compiled and Commendations and Recommendations are left with the building principal. In March the SQR is completed to gauge the effectiveness of initiatives implemented for the school year and a report is compiled to identify practices that support learning and practices that limit learning.

- (4) *For an LEA proposing to use SIG funds to implement, in partnership with a whole school reform model developer, an ***Evidence-based Whole-school Reform*** model for the school, provide a description of (a) the evidence supporting the model including a sample population or setting similar to that of the school to be served; and (b) the partnership with a whole school reform model developer which meets the definition of “whole school reform model developer” in the SIG requirements.

Only LEAs proposing to use SIG funds to implement an *Evidence-based Whole-school Reform* model should respond to this prompt.

➤ **If the LEA lacks the capacity to serve all of its Priority schools (Tier 1), provide the information requested below.**

Note: If you completed Section 3, Part II (above), *do not* complete this section.

1. Describe the steps the LEA has taken to secure the continued support of the local school board for the reform model chosen.	
2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.	
3. Describe the process of the LEA for consideration of the use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff).	
4. Describe the steps the LEA has taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model.	

SECTION 4: BUDGET NARRATIVE, BUDGET DETAIL & BUDGET SUMMARY

LEA Budget Application - Attachment A (Excel)

The LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve. **Utilize the attached budget file** to develop a budget for each Priority school the LEA commits to serve, detailing the line item expenditures designed to support the implementation of the reform model selected for Year 1, October 1, 2015 through September 30, 2016.

The detailed budget summary the LEA submits as part of the grant application will provide evidence of how other funding sources such as Title I, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; and state and/or local resources will be used to support school improvement activities.

Detailed instructions for developing the LEA and each Priority school budget are included in Attachment A.

SECTION 5: ASSURANCES & CERTIFICATIONS

The local educational agency (LEA) assures that School Improvement Grant 1003(a) and/or 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under Virginia's *ESEA Flexibility Waiver* and unwaived requirements under *No Child Left Behind Act of 2001* (NCLB). This includes the following assurances:

The LEA assures it will –

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority and focus school, that the LEA commits to serve consistent with the final requirements.
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
- (3) Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
- (4) Ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (5) Maintain appropriate levels of funding for the schools it commits to serve to ensure the school(s) receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (6) Use its funds to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements, to include all requirements of the USED turnaround principles:
 1. Providing strong leadership by: (a) reviewing the performance of the current principal; (b) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround initiative effort; and (c) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
 2. Ensuring that teachers are effective and able to improve instruction by: (a) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround initiative effort; (b) preventing ineffective teachers from transferring to these schools; and (c) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
 3. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
 4. Strengthening the school's instructional program based on student needs and ensuring that the

instructional program is research-based, rigorous, and aligned with State academic content standards;

5. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data;
6. Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
7. Providing ongoing mechanisms for family and community engagement.

- (7) Follow state and local procurement policies.
 - (a) If selecting a LTP from the state's Low Achieving Schools Contract Award, the division adheres to the requirements and scope of the LTP's state-approved Low Achieving Schools Contract of Award. http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml
 - (b) If selecting a LTP that is not on the state's Low Achieving Schools Contract of Award, the division's procurement policies and procedures are followed.
- (8) Follow Virginia's state requirements for teacher and principal evaluation under the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Virginia Standards for the Professional Practice of Teachers* and the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*.
- (9) Use state determined comprehensive planning tool to:
 - a. Establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
 - b. Document and describe each action to be implemented, who is responsible and date by which action will be completed;
 - c. Collect meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
 - d. Set leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and
 - e. Complete an analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school.
- (10) Use an electronic query system to provide principals with quarterly data needed to make data driven decisions at the school-level. See http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml
High schools not meeting the Federal Graduation Indicator (FGI) rate may use the Virginia Early Warning System (VEWS) in lieu of the Virginia Dashboard (*Datacation*). See: http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml
Data points should include, at minimum:
 - Student attendance by student
 - Teacher attendance
 - Benchmark results
 - Reading and mathematics grades
 - Student discipline
 - Phonological Awareness Literacy Screening (PALS) data (Fall and Spring)
 - World-Class Instructional Design and Assessment (WIDA) data for English Language Learners (ELLs)

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- Student transfer data
 - Student intervention participation by intervention type; and
 - Other indicators, if needed.
- (11) Use an adaptive reading assessment program approved by Virginia Department of Education to determine student growth at least quarterly for any student who has failed the SOL reading assessment in the previous year, a student with a disability, or an English language learner.
- (12) Uses the *Algebra Readiness Diagnostic Test* (ARDT) for all schools with grade 6 or higher for all students who have failed the SOL mathematics assessment in the previous year, a student with a disability, or an English language learner (fall, mid-year, and spring at minimum).
- (13) Ensure the principal continues implementation of a school-level improvement team that meets monthly, at minimum, and includes a division-level team representative.
- (14) Continue implementation of a division-level team with representatives for Instruction, Title I, Special Education, and English Language Learners (if applicable). The division team will: (a) review each school's improvement plan; (b) ensure documentation of division support is evidenced in the school's plan; (c) meet with principals, as a team, on a quarterly basis to review and analyze data from the Priority Schools Quarterly Data Analysis Report; and (d) assist in updating the school's plan to evidence the division's support of actions developed from analysis of data.
- (15) Attend OSI technical assistance sessions provided for school principals, division staff, and LTPs.
- (16) Collaborate with state approved personnel to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform.
- (17) Provide an annual structured report to a panel of VDOE staff detailing the current action plan, current leading and lagging indicators and modifications to be made to ensure the reform is successful.
- (18) Report to the state the school-level data required under the final requirements of this grant, including USED required teacher and principal evaluation data (SIG/TPEC Report).
- (19) Ensure the school principal is integrally involved in the application process.
- (20) Additional Assurances specific to Districts with School Turnaround Offices:
- i. Report quarterly to the local school board on each Priority school's progress as documented in the Priority School Quarterly Data Analysis Report.
 - ii. Set annual measurable goals for the Office of School Turnaround. Goals should be submitted to the Office of School Improvement by August 30 each year.

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Assurance: The local educational agency (LEA) assures that School Improvement Grant 1003(a) and/or 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under Virginia’s *ESEA Flexibility Waiver* and unwaived requirements under *No Child Left Behind Act of 2001* (NCLB).

Certification: *I hereby certify that, to the best of my knowledge, the information contained in the application and in the state determined comprehensive planning tool is correct. I agree to adhere to the requirements of the USED Flexibility Waiver.*

School Division (LEA): Keith Hubbard

Priority School: Sedgefield Elementary School

Principal’s Typed Name: Raquel Cox

Principal’s Signature: _____

Date: _____

Superintendent’s Typed Name: _____

Superintendent’s Signature: _____

Date: _____

*The Superintendent must keep a signed copy of this document at the division level for audit purposes.

Resources

Description	Link
VDOE Low Achieving Schools Contract Award	http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml
NCES	http://nces.ed.gov/ccd/schoolsearch/
State Contract Award	http://www.doe.virginia.gov/school_finance/procurement/index.shtml
Indirect Rate Memo Superintendent’s Memo #023-14, “Changes for the 2013-14 Annual School Report-Financial Section.”	http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml
The indirect cost rate is based on the rate for the LEA	http://www.doe.virginia.gov/school_finance/budget/
Virginia Early Warning System (VEWS)	http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml
Beverly Rabil, Director (804) 786-1062	beverly.rabil@doe.virginia.gov
Kristi Bond, ESEA Lead Coordinator (804) 371-2681	kristi.bond@doe.virginia.gov
Natalie Halloran, ESEA Lead Coordinator (804) 786-1062	natalie.halloran@doe.virginia.gov

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BUDGET SUMMARY FOR: Sedgefield Elementary School

(School Name)

Object Code	Expenditure Accounts	School Year 2015-2016	School Year 2016-2017	School Year 2017-2018	Three-Year Grant Subtotal
1000	Personal Services	\$ 331,818.08	\$ 331,818.08	\$ -	\$ 663,636.16
2000	Employee Benefits	\$ 82,954.52	\$ 82,954.52	\$ -	\$ 165,909.04
3000	Purchased Services	\$ 149,531.33	\$ 149,531.33	\$ -	\$ 299,062.66
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ -	\$ -	\$ -	\$ -
6000	Supplies & Materials	\$ 2,500.00	\$ -	\$ -	\$ 2,500.00
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 566,803.93	\$ 564,303.93	\$ -	\$ 1,131,107.86

School Improvement Grant Application

School Year 2015-2016

Budget Request for: Sedgefield Elementary School

(School Name)

Budget Detail: Personal Services (1000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Response to Instruction Specialist	Coordinates student intervention services, disaggregate data for progress monitoring in alignment with pacing guide, curriculum framework and Virginia blueprints. (See Section IV Instruction)	\$69,476.00	\$69,476.00		\$ 138,952.00
Professional Development	This is for 44 teachers(28 classroom /16 support staff) for an additional 120 hours at \$25.35 per hour for professional development, identify trends of issues impacting school performance review formative assessments, assess impact of academic interventions, and analyzing gaps for tiered instruction. Other accomplishments will be: unpacking of standards, designing of lessons and designing formative assessments in alignment with rigorous state standards.	\$133,848.00	\$133,848.00		\$ 267,696.00
Extended Summer Learning SPARK	SPARK is an extended school day program 8:00AM - 6:00PM for six weeks. There will be 33(13-1 student teacher ratio) teachers for 128 hours at \$30.42 an hour which totals \$128,494.08. description (See section 2 question 3 for description)	\$128,494.08	\$128,494.08		\$ 256,988.16
					\$ -
Total Compensation		\$ 331,818.08	\$ 331,818.08	\$ -	\$ 663,636.16
Personal Services supported from other funding sources:	Ex. K-5 Reading Specialist @ \$65K/yr (Title I) Insert response here: k-5 Reading Specialist(2) @ 60k/yr, Family Engagement Specialist (1) @ 45k/yr, Interventionist(2) @ 62k/yr-(Title I) Extended Learning Teachers-(21st Century) @ 67k/yr, Extended Learning Support Staff (21st Century) @ 15K/yr-Administrative personnel(custodian, secretary, nurse, administrator)				

Budget Detail: Employee Benefits (2000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Fringes for above personnel	Fringe on RTI specialist at .25% in accordance with division policies	\$17,369.00	\$17,369.00		\$ 34,738.00
Fringes for above personnel	Fringe on Teachers PD Stipends at .25% in accordance with division policies	\$ 33,462.00	\$ 33,462.00		\$ 66,924.00
Fringes for above personnel	Fringe on SPARK Stipends at .25% in accordance with division policies	\$ 32,123.52	\$ 32,123.52		\$ 64,247.04
					\$ -
					\$ -
Total Employee Benefits		\$ 82,954.52	\$ 82,954.52	\$ -	\$ 165,909.04
Employee Benefits supported from other funding sources:	Insert response here: Title 1 at .25% for assigned positions				

Budget Detail: Purchased Services (3000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Lead Turnaround Partner (Cambridge Educaiton)	In accordance with the approved SOW the LTP will complete annual school quality review and provide monthly professional development in the areas that limit learning within the school.	\$ 127,531.33	\$ 127,531.33		\$ 255,062.66
OSI Approved Personnel	In accordance with approved SOW VDOE OSI approved personnel will participate in Monthly Observations and meetings with school in alignment with 7 lead turnaround principals.	\$ 22,000.00	\$ 22,000.00		\$ 44,000.00
					\$ -
					\$ -
					\$ -
Total Purchased Services		\$ 149,531.33	\$ 149,531.33	\$ -	\$ 299,062.66
<u>Purchased Services</u> supported from other funding sources:	Insert response here:				

Budget Detail: Internal Services (4000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
Total Internal Services		\$ -	\$ -	\$ -	\$ -
<u>Internal Services</u> supported from other funding sources:	Insert response here: 21st Century SPARK Materials and Supplies @ 8k				

Budget Detail: Other Charges (5000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Other Charges		\$ -	\$ -	\$ -	\$ -
Other Charges supported from other funding sources:	Insert response here: 21st Extended Learning SPARK @ 10K for transportation				

Budget Detail: Materials & Supplies (6000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Reading professional Development	This professional development will support our reading instruction delivery in classrooms.(2books @56.81 for 44 teachers) This will increase teacher proficeincy in their reading deivery for student achievement. This will be directly tied to the school improvement goals.(see question 2 section IV Instruction)	\$2,500.00			\$ 2,500.00
					\$ -
					\$ -
					\$ -
					\$ -
Total Supplies		\$ 2,500.00	\$ -	\$ -	\$ 2,500.00
Materials/Supplies supported from other funding sources:	Insert response here:Local per student allocation and Title I justification funds are used in accordance with the schools needs assessment.				

Budget Detail: Capital Outlay (8000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Capital Outlay		\$ -	\$ -	\$ -	\$ -
Capital Outlay supported from other funding sources:	Insert response here:				