

Revised **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: Richmond City Public Schools

Contact Name: Dr. Shannon Smith McCall **Phone:** (804)780-8592

Address: Office of School Improvement **Email:** ssmith2@richmond.k12.va.us
301 N. 9th Street, Richmond VA 23220

Priority School Information

School Name: T. H. Henderson Model Middle School **Cohort:** III

Principal Name: Mr. Deberry Goodwin **Phone:** (804) 780-8288

Address: 319 Old Brook Rd **Email:** dgoodwin@richmond.k12.va.us
Richmond, VA 23227

NCES #: 510324001374

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: By June 2016, the "All Student" in reading will increase by 15% from 37% to 52% as measured by the Spring Virginia Standards of Learning assessment as it pertains to the FAMOs.

Goal 2: By June 2016, the "All Student" in mathematics will increase by 15% from 25% to 40% as measured by the Spring Virginia Standards of Learning assessment as it pertains to the FAMOs.

Goal 3: By June 2016, disciplinary incidents will be reduced by 15% from 843 discipline referrals to 717 as measured via ASPEN.

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. Presently there is no formal behavior management plan that is used with fidelity school wide. This has resulted in staff demonstrating inconsistency in implementation of expectations and consequences for students. PBIS training via TTAC is warranted. The ELTP for Henderson is Pearson and they will support the school during the 2015-16 SY with the implementation of PBIS. This school will utilize Review 360 to assist with the tracking of discipline and teacher intervention. The data generated from the implementation of this behavior management system will be monitored monthly. In addition, the facility itself is an open school (no walls) concept that is not conducive to this middle school. Administrators have been assigned to content areas.

Expectations have been explicitly stated to teachers and are now monitored by administrators and documented, reviewed, and is part of the continuous improvement process. The school will continue to strengthen the implementation of the behavior intervention system with the support of TTAC, the LEA and Pearson, Inc.

2. Successful implementation of a Transformation Leadership Team supported bringing multiple content area teachers and other stakeholders together to review school-level data and to discuss next steps. The newly contracted LTP began in March 2015 bringing more of a focus on instruction through observations and feedback, data collection/analysis to support a data driven climate. Pearson, Inc. has also promoted the involvement of the entire school staff in decision-making and shared responsibilities. The LTP provided training over the summer that pertained to classroom management, routines and rituals for the summer school teachers and all new and returning staff.
3. Empowering teachers to develop their individual routines, rituals and positive behavior incentives was unsuccessful.
4. The open-concept design of the building and location of administrative offices will continue to serve as a barrier until discipline and classroom disruptions are minimized and people entering the building are able to be monitored. In addition, the loss of the In-School Suspension Coordinator position, will pose a problem in reducing the number of out of school suspensions due to the reduction of disciplinary options available for addressing student behavior.

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 administrative team is working collaboratively with the ELTP to develop a process by which school staff and other stakeholders can provide input to be shared during the Leadership Team meetings and Transformational Leadership Team (TLT) meetings. The division-level/central administrative staff representatives will be in attendance at all TLT meetings. The division will share in discussions during this time when all stakeholders are present. They will also relay the information attained from these meetings with their teams and the superintendent cabinet members. Furthermore, the Office of School Improvement and Innovation will conduct monthly meetings with the ELTP to make sure that communication and expectations are clear and concise.
2. Structure for 2015-16 will include a process for written communication with staff and all stakeholders. This will include providing agendas at least 3 business days ahead; meeting minutes with actionable next steps/decisions within 3 business days afterwards, and a process for soliciting written feedback from stakeholders.

3. Responsibilities are divided amongst TLT members based on area of responsibility, expertise, and skill at carrying out assigned responsibilities. Department chairs are tasked with gathering relevant data for their departments, presenting data to the TLT at its semi-monthly meetings, and identifying ways in which departments can better support the school's achievement of its established goals. The Process Manager will manage Indistar, develop (with the principal) the agenda for the TLT, disseminate minutes from the TLT, and ensure timely submission of reports to building administrators, the LEA and SEA. Division level OSI representative attends TLT meetings monthly to provide support and guidance in the completion of Indistar tasks. Furthermore, the principal and assistant principal facilitate the Transformation Leadership Team Meetings and hold all personnel accountable for implementing the next steps that are generated as a result of the stakeholders' input. They provide feedback and guidance that will directly impact the delivery of Tier I instruction and intervention efforts in effort to provide a targeted focus on the individual needs of the students and the needs of the teachers to build their capacity. The district level representatives provide (fiscal and human) support to ensure that the barriers toward implementation of next steps are minimized or eliminated. They also provide meaningful feedback that can assist with the decision making process that will impact student achievement (academically and behaviorally).
4. New strategies and practices are monitored using a continuous improvement method. Based on the data, strategies are planned to address an identified need. Periodically, the data is reviewed against an identified measure of success and the strategies are either continued, if effective, or modified if deemed ineffective. The continuous improvement model is used to evaluate all processes for effectiveness so that the process is ongoing rather than static. The school based administrator monitors the process by collecting data during walk-throughs and formal observations and providing targeted feedback. Strategies are monitored at two levels. The division level: Division-Instructional Support Team visits the schools to monitor implementation of strategies and research-based practices as well as ensure fidelity to the process. This team will also attend grade level meetings and PLC's. The site level: The school based administrators monitor the process by conducting walk-throughs, conducting formal observations, disaggregating formative assessments and through the provision of feedback.

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 extra support in reading and mathematics based on Lexile and quantile levels as identified via NWEA Map assessments, SOL and benchmark scores. Tier 3 students are also assigned to available interventionists for reading and mathematics. The

data is reviewed by the instructional leadership team and the classroom teacher to determine which Tier intervention the students will receive, as well as the frequency and duration. Students are also given additional support in Reading and math by meeting the accommodations outlined in their Individualized Education Plan (IEP). Fidelity of implementation of the intervention program/services will be monitored by the principal, TLT member(s), LTP and/or district designee

2. Teachers differentiate learning based upon student interests, bi-weekly assessment results, and identified areas of student need. Henderson Middle School will continue, with assistance from the LTP, to build the capacity of the faculty to plan engaging student activities by unpacking the standards, paying close attention to the level of rigor using Bloom's Taxonomy, and aligning activities using a tiered level of instruction based on students' abilities. Students also receive additional support in reading and mathematics during the RPS SIG Summer School session. Data continues to be monitored during this summer session by the ELTP and the administration to further strengthen the capacity of the teachers to differentiate and meet the needs of the student. The summer program will utilize a research-based mathematics program (Dreambox) to assist with increasing student achievement in math during the session.
3. Teachers use formative assessments to determine areas of student need and design instruction and interventions based on the detailed analysis of data.
4. Standard 7 is based upon 40% of student performance. The teachers collaborate with the administrator to develop their goals. As a result of goal setting, teachers have a heightened sense of focus relative to student data, student achievement, and the progress of all students in their classrooms. Teachers develop lessons and assessments which are aligned with the stated standards for the courses being taught. Several data points are utilized to further garner information regarding progress towards goals set for Standard 7. Student growth is monitored during the midyear and during the summative evaluation conferences.

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. Community based organizations which seek to partner with the school must complete an Annual Service Provider Application through the division's Office of Community Partnerships. A key component of this application process is to ensure that our partners align with the Academic Improvement Plan and the Academic Performance Targets. Community-based partners will work to support the school in enhancing the social, emotional and academic

success of the students. Monthly meetings are held with community partners to assess the effectiveness of the partnership and are reviewed annually.

2. Pearson will be hired as the external partner for the upcoming school year. As outlined in the Scope of Work for the period of October 1, 2015- September 30, 2016 the following has been identified as school needs:
 - Increase the focus on the standards and the alignment of the curriculum, instruction and the assessments in math and literacy
 - Support the development of high performance leadership management and organization
 - Strengthen engagement of the students, parents and the community
 - Support the utilization of data in the decision making process
 - Sustain continuous improvement to build leadership at all levels
 - Support the integration of differentiated supports to address student non-academic needs

As part of their services, Pearson will provide a Literacy Specialist and a Math Specialist, and a Leadership Coach. The Literacy and Math Specialists will conduct classroom observations, provide job-embedded professional development for staff, and support teachers by means of intensive coaching and assistance as needed with the development of lesson plans.

3. (a.) During a Parent Pow Wow in June, parents provided a list of supports they needed from the school to help support students. (b) In an April community partners meeting, partners were able to identify ways in which they could support the school's improvement via their participation in our out of school time programming. (c) Quarterly community meetings will be held in addition to the monthly PTA and Out of School Time partner meetings. Information will be shared at the bi-annual State of Henderson meetings held in the Fall and Spring of each year. Community partners will also be included in the weekly Parent Link calls as well. Pearson, Inc. will collaborate with the Henderson team to implement additional community involvement and engagement strategies.

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.)

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1. New teachers are selected using an interview instrument which is specifically designed to determine an applicant's understanding of turnaround strategies, use of data to inform instruction, and willingness to collaborate with stakeholders. Through adherence to the TPES evaluation process and continued professional development provided via the administrative team, teacher quality is being improved. The Principal and the Assistant Principal build classrooms according to the needs of students. Principal and HR department examine the backgrounds, evaluation findings, and performance records of teachers to determine successful placements
2. At the beginning of each year, the Teacher Performance Evaluation System (TPES) is reviewed in whole group settings along with deadlines and teacher requirements for meeting the expectations. Deadlines are communicated and documented. Teachers new to RPS are provided regular professional development on the elements of the TPES during the New Teacher Induction Program at the school. The school administrator collaborates with teachers to set goals in relation to Standard 7. Progress is monitored and throughout the monitoring process, verbal and written feedback is provided to teachers to positively impact student achievement.
3. Teachers will be regularly acknowledged during announcements, faculty and department meetings, and during whole staff appreciation ceremonies. Our SPMT regularly schedules stressbuster outings as well as acknowledging teachers and staff members in our weekly Principals' Notes and Weekly Agenda.
4. Based on classroom walkthroughs and observations, the administrative team discusses teachers of concern at its weekly admin meeting and identifies teacher needs. When needs are identified, the teacher is referred to a credible source of support. Teachers in need of significant improvement are placed on an improvement plan which is monitored by the supervising administrator. Support is offered via the instructional specialists, local professional development offerings, or the teacher will be referred to a PD 360 offering if appropriate. Differentiated professional development and coaching will continue to be a part of the recipe to move towards a high performance school culture designed to improve teacher skills and development and content knowledge with the ultimate goal of improving student learning. In addition, (VDOE technical assistance, Aligning Academic Review with Performance Evaluation (AARPE) will support administrators in providing specific feedback to enhance instruction and positively impact student performance.)
5. The principal is evaluated by the Executive Director of Secondary Schools using the Principals Evaluation Instrument. The director and principal collaborate on goal setting procedures. The principal meets with the Director formally a minimum of three times (Fall, Midyear, and June).
6. The relationship between the Lead Turnaround Partner, state contractor, division point of contact, and the principal is fluid. The contractor was not able to come on board until March 10, 2015 so the 2015-2016 academic year will be the first opportunity that the stakeholders will have a complete cycle with which to collaborate. The LTP has been responsive to the school's needs and has communicated clearly what they are able to do and would like to do to support the school moving forward. In June, at the conclusion of services for the 2014-15 school year, the OSII Office convened a meeting with the External Lead Turnaround Partner to revisit expectations, efficiency of communication, accountability and reporting. Following this meeting, the OSII Office met with principal to address the outcomes of the previous meeting

between the ELTP and the OSII Office. As a result, the heightened expectations of the ELTP are being realized as of June 22, 2015.

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. At the school level, the Transformation Leadership Team is the representative body which works to develop, communicate, and monitor the improvement plan. The work of the Transformational Leadership Team is driven by the building needs as identified through data analysis. The team meets to discuss next steps and progress towards completing the goals in the plan.
2. The barriers include teacher turnaround, certain Human Resource policies, and the division discipline policy. There is still a need for additional technology to allow for more accommodation for addressing the Tier Intervention Programs. These are some of the barriers that exists. The superintendent is revamping the discipline policy. The school division has instituted a process to gradually remove the human resource barrier. Principals now have direct access to a 'Winocular' which allows them to go online and recruit potential candidates. They are allowed the autonomy to then schedule and conduct interviews and recommend the candidate for employment if warranted. This information is then communicated to the Human Resources Department who in turn reviews/researches qualifications to make sure that the candidate can be officially offered a position with RPS. Efforts are being made to order needed technology.

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. The Support staff from the district level, in consultation with the External Lead Partners and the Transformation Leadership Team, will meet to determine the services that should be maintained and/or eliminated after such federal funds and supports ends. Funding will be sought by the LEA as needed to maintain any supports (fiscal/human) that the teams deem appropriate in an effort to continue to promote student achievement. Multiple data sources

will be utilized to help make decisions on a continuum. The principal's leadership team, central administration, and the partners will be involved in this process. At present, the development and presence of a Literacy and Math Specialist should be continued after federal funds and supports end.

2. At the school level, faculty members will be identified and professionally developed to duplicate the role of the Literacy and Math Specialists currently working for the LTP. Central office leaders will continue to provide on-going support to the schools' administrators and Leadership Teams by making school visitations and attending the school's leadership team meetings. The OSII visits will continue to be conducted on a regular basis and will consist of looking at data and making classroom observations to discuss the strengths and concerns of the schools and needed assistance for the school. Instructional resources and materials will be evaluated (via asset mapping) to determine the need for continued implementation and cost effectiveness. The LEA will provide support for programs and materials that had a positive impact on student achievement by seeking additional grant funds and leveraging existing resources. The District will continue support by offering effective leadership and instructional training to administrators and teachers throughout the year (monthly principal training). The Leadership Team will continue assisting with the development, implementation, monitoring and evaluation of the school's plan. Decisions will be based on school data. The district will encourage the school staff to utilize the resources available on the state website as well as participate in the Virginia Department of Education webinars that are focused on effective transformation strategies.
3. Based on analysis of data, the LEA and school will determine the specific level of technical and financial assistance needed from the state. Schools in improvement will benefit from state support that offers professional development webinars, extended learning experiences, and professional growth conferences for teachers to ultimately increase student learning. Specifically, training pertaining to data disaggregation and implementation and formative assessment training would be most beneficial. The presentation and review of lesson plan exemplars that align with the state rubric is also requested.

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

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group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)

	2012-2013	2013-2014	2014-2015
All Students	29	23	25
Students w/Disability	16	10	10
Economically Disadvantaged	28	22	32
Gap Group 1	28	22	25
Gap Group 2-Black Students	29	23	25
Gap Group 3-Hispanic	TS	TS	TS
White	33	15	40
LEP	0	29	TS
Asian	TS	TS	TS
All Students	28	26	37
Students w/Disability	13	7	9
Economically Disadvantaged	26	24	35
Gap Group 1	28	28	27
Gap Group 2-Black Students	28	25	35
Gap Group 3-Hispanic	40	TS	TS
White	43	33	71
LEP	TS	TS	TS
Asian		TS	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.*

2014-2015: Daily 72,000 minutes, before-school 0 minutes, after-school 4,095 minutes, Saturday Success Academy 2400, summer school 5400 minutes, and additional learning time planned for 2015-2016 (35 min. x 180 days) 6300 minutes.

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

Total Enrollment	469
Male	233
Female	236
Asian	4

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Black	443
Hispanic	6
White	13
Students with Disability	132
English Language Learner	13
Economically Disadvantaged	396
Migrants	ND
Homeless	39

(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).

The preliminary reading scores for grades 6-8 are higher than the previous year, but well below the pass rate. All of the percentages ranged from 30%-35%. (Grade 6:**2014-2015 :30%**, 2013-14:22%, 2012-13: 23% 2011-12: 72% . Grade 7: **2014-2015 :35%**, 2013-14: 24%, 2012-13: 31%, 2011-12: 65%. Grade 8: **2014-2015: 34%**, 2013-14: 27%, 2012-13: 30%, 2011-12: 76%). The preliminary math scores for grades 6-8 indicate an overall increase of 5% while individual grade level achievement varied. Grade 8; as grade 7 students had an 8% pass rate improved as a cohort, but fell short of the 2013-2014 achievement level (**2014-2015 – 20%**, 2014-13: 26%, 2012-13: 26%, 2011-12: 22%). The current Grade 7 cohort showed marked improvement over the previous year of 14% (**2014-2015 -22%**, 2013-14: 7%, 20113: 7%, 2011-12: 7%). In grade 6, with the introduction of the new computer adaptive test, preliminary results indicate that there has been a 4% drop in scores. (**2014-2015 – 13%**, 2013-14:17%, 2012-13: 44%, 2011-12: 17%). Based on the available data, there are opportunities to improve math instruction and continue/improve upon the reading strategies which have led to the growth witnessed this year. Increased targeted intervention and strengthened tier I instruction through the provision of feedback and professional development is essential to moving the school forward to meet or exceed the FAMO targets.

(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.

1. The school was built in1972.
2. There are 52 classrooms available.

3. Description of media center: 10 tables of 6 with 8 individual cubes
4. Description of cafeteria: 32 round tables of 8 and 3 square tables of 6 complete with a rounder of 8 computers
5. There is a full gym that seats 500 with boys' and girls' locker rooms. There is an auxiliary gym and two storage closets.

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

Henderson Middle School is equipped with 4 computer labs, 7 mobile carts with 30 computers each, smart boards, and one cart of IPADS. One hundred percent of all core teachers have a desktop computer. They also have access to an LCD projector, a laptop, and a document camera. 41 of the 54 classrooms or media center have continued access to a working smartboard.

(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:	35	83
Teachers Not Highly Qualified:	7	17

SET 2:

Category	Number of Teachers	Percentage of All Teachers
Teachers with Less Than 3 Years in Grade/Subject:	22	52
Number of Teachers with a Provisional License:	11	26

(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)).

Teachers	Subject Area	Grade Level
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1	Math	7
1	Math	6
1	Science	6
1	Science	7
1	Social Studies	6 and 7
1	Social Studies	7
1	Social Studies	8
2	English	8
2	English	7
1	English	6
1	Exceptional English	6
4	English	8
1	Reading Support Title1	6,7,8
2	Title I Math	6,7,8
	Exceptional Ed,	
2	Severe/Profound	6,7,8

(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	Years	# Instructional Staff	Years	# Instructional Staff
0	2	7	1	14	0
1	9	8	1	15	3
2	8	9	1	16	0
3	3	10	0	17	2
4	0	11	0	18	0
5	3	12	1	19	0
6	3	13	0	20	0
				25	2
				28	1
				35	1
				41	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
7140	6680	93%

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 demonstrate 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.

The LTP, Virginia Foundation for Educational Leadership (VFEL), notified RPS on 9/30/14 that they would no longer provide services to RPS schools after Dec. 1, 2014. On October 2, RPS invited all vendors listed on the VDOE State Contract of Award for Low-Performing Schools 2013-2014 to participate in an interview process that was conducted by the division panel and principals on October 22, 2014. After a collaborative effort to rank the top two vendors for each school, the two identified vendors were provided academic review reports, state report card data, any needs assessment done in the school over the past year and an opportunity to visit the school for one day. During the site visits of the top 2 LTPs, the principals were asked to provide parents and community members with the opportunity to put-forth questions or concerns. The presentations pertaining to the top LTPs were shared with the Board in open session to further allow for parent and community engagement in the selection process. Based on the data and observations, vendors presented a "proposed" scope of work and the principal made a recommendation based on the proposals and any feedback received from the faculty, parents and the community. NCS Pearson, Inc. was selected to serve as External Lead Turnaround Partner.

- (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.**

The OSI² team and district designees will support the school in the following ways: monitor LTP staff and interventions; participate in the school's transformational team meetings; strategically align deployment of resources based on data-driven need; continue to research instructional best practices; develop and provide leadership and instructional development. The OSI² will:

1. determine level of oversight, support strategic allocation of resources, identify additional supports that are required by district, Title IA, etc.
2. provide oversight support, and strategic resource allocation (human, material, etc.) to schools
3. provide onsite monitoring by OSI² staff, Executive Directors of Elementary and Secondary or Director of Curriculum and Instruction, to ensure the school is effectively and efficiently addressing the leading and lagging indicators.
4. monitor the utilization of the longitudinal data system to monitor interventions, attendance, discipline, grades, benchmarks, student academic growth, teacher observations and proficiency ratings, instructional time (extended learning time and additional core minutes), teacher feedback provided on lesson planning and observations, parental involvement activities, etc.
4. review and provide feedback on the school improvement plan and feedback to teachers, required VDOE reports and district-level quarterly data analysis meetings to principals
5. promote a collaborative partnership among VDOE facilitator, LTP, district and school with a focus on accountability (includes attendance at VDOE-required trainings, regularly scheduled checkpoint meetings with the ELTP).
6. ensure that parents serve on a variety of committees and that various modalities of communication are disseminated to parents in order to foster parent engagement in the decision-making process.

- (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.

The district will ensure implementation of the LTP's intervention model and external facilitators by establishing a district-level turnaround office. The newly created Office of School Improvement and Innovation (OSI²), composed of an Executive Director, two Program Managers, Data Instructional Specialist, Grants Manager, will:

1. tier all priority schools (to determine level of oversight, support strategic allocation of resources, identify additional supports that are required by district, Title IA, etc.)
2. provide oversight (based on tier), support, and strategic resource allocation (human, material, etc.) to schools
3. provide onsite monitoring by OSI² staff, Executive Directors of Elementary and Secondary or Director of Curriculum and Instruction, to include:
 - a) attending monthly or bi-weekly Transformation Leadership Team (TLT) meetings
 - b) using the longitudinal data system to monitor interventions, attendance, discipline, grades, benchmarks, student academic growth, teacher observations and proficiency ratings, instructional time (extended learning time and additional core minutes), teacher feedback provided on lesson planning and observations, parental involvement activities, etc.
4. review and provide feedback on the school improvement plan and feedback to teachers, required VDOE reports and district-level quarterly data analysis meetings to principals
5. promote a collaborative partnership among VDOE facilitator, LTP, district and school with a focus on accountability (includes attendance at VDOE-required trainings, regularly scheduled checkpoint meetings with LTP).

Timeline:

June 2015: Pearson Inc. /OSI² will review contract, deliverables and expectations and establish metrics of measurable impact, set goals

June 2015-July 2015: Pearson Inc. is supporting job-embedded professional development and data driven training based on evidence collected from observations during the summer school session. They provide 4 hours of training per week.

June 2015 - June 2016: Pearson Inc. implementation of LTP services

June 2015 - September 2015: Pearson Inc. implementation, targeted professional development, goal-setting for 2015-2016

Monthly meetings with Pearson Inc. and OSI²: review of LTP support and measures of growth, recommendations and suggestions

June/July 2016: Pearson Inc. reviews results of impact for second year, revisit service contract

September 2015 -2016: attend AARPE training and conduct required follow-up

Weekly: Onsite monitoring by OSI² staff/designees to schools

- (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.

Not applicable

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.	Not Applicable
2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.	Not Applicable
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).	Not Applicable

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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.	Not Applicable
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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): Richmond City Public Schools

Priority School: T. H. Henderson Model Middle School

Principal’s Typed Name: Mr. Deberry Goodwin

Principal’s Signature: _____

Date: _____

Superintendent’s Typed Name: Dr. Dana Bedden

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: Henderson Middle 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	\$ 217,954.18	\$ 215,954.18	\$ 71,820.16	\$ 505,728.52
2000	Employee Benefits	\$ 34,618.29	\$ 33,818.36	\$ 22,100.19	\$ 90,536.84
3000	Purchased Services	\$ 735,664.00	\$ 502,784.00	\$ 393,325.00	\$ 1,631,773.00
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ 28,799.20	\$ 28,900.40	\$ 3,942.19	\$ 61,641.79
6000	Supplies & Materials	\$ 4,500.00	\$ 2,500.00	\$ -	\$ 7,000.00
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 1,021,535.67	\$ 783,956.94	\$ 491,187.54	\$ 2,296,680.15

School Improvement Grant Application

School Year 2015-2016

Budget Request for: Henderson Middle 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
OSII Staff Salaries	OSI&I (5 persons 1- Executive Director (12 mos), 2 Program Managers (12 mos), 1 Instructional Data Specialist (12 mos), 1 Grants Manager (12 mos) (Split between 9 Priority Schools for 12 months) = \$519,239 (less division approx. 4% of salary \$20,000) = \$499,239	\$ 55,471.00	\$ 53,471.00	\$ 51,332.16	\$ 160,274.16
Teacher Stipends	Transformational Leadership Team Stipends 10@\$1000 = total \$10,000 Process Manager: 1 teacher @ (\$3,000.00) to manage Indistar, develop (with principal) agendas and disseminate minutes, ensure timely submission of reports (cannot receive the \$1,000.00)	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 39,000.00
Teacher Stipends for PD	Teacher Stipends for LTP-supported professional development in relation to school improvement efforts outside of contract hours (42 teachers for 18 hours for LTP training/planning (October 2015-September 2016) @ \$40/hour)= \$ 30,240. Ten (10) teachers for 16 hours for LTP leadership training/planning during summer @\$40 = \$6,400) .	\$ 36,640.00	\$ 36,640.00	\$ -	\$ 73,280.00
Teacher Stipend for Summer School 2016	Summer Program Program (See RPS Priority School Summer Programs, Training and Initiatives): (19 regular/special education; 1 Lead Teacher (20 teachers* \$40/hr *6hrs/day (inclusive of 1 hour/day of PD from LTP) *19 days =\$91,200.00 + 2 PD @ 8 hour days/day for 20 teachers at the same rate of pay = \$12,800.00; 1 instructional aides (1 aide* \$15.85/hr * 4.5 hrs* 19 days = \$1,355.18(\$105,355.18)	\$105,355.18	\$ 105,355.18	\$ -	\$ 210,710.36
Stipends for Substitute Teacher to support Planning/PD Days	Substitutes for 4 full days of data analysis, coaching/modeling, professional development and planning throughout the year (12 substitutes x 2 content areas (6-8 reading/math- including Sped) @ \$78/day x 4 planning/PD days = \$7488.00	\$ 7,488.00	\$ 7,488.00	\$ 7,488.00	
Total Compensation		\$ 217,954.18	\$ 215,954.18	\$ 71,820.16	\$ 505,728.52
Personal Services supported from other funding sources:	Other Expenses: \$246,850 Executive Admin for OSII Office (Title I \$6,500); Division Ex ED's (\$10,000); Division Specialists Reading/Math (Division \$5,500); Reading (2) and Math Coaches (2); Resource Teacher (1) (Title I = \$235,000); Afterschool remediation (District \$18,000); Professional development teacher stipend (Title II \$5,250) 35 x 2 days @ \$75/day; Tutors (Title I: \$80,000) (non-degree \$15/hr and degree \$21 hrs/wk for 20 weeks)				

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
Benefits for OSII Staff Salaries	OSI&I (5 persons 1- Executive Director (12 mos), 2 Program Managers (12 mos), 1 Instructional Data Specialist (12 mos), 1 Grants Manager (12 mos) (Split between 9 Priority Schools for 12 months/calculated at 40% of salary) = \$499,239	\$ 22,188.33	\$ 21,388.40	\$ 20,532.86	\$ 64,109.59
FICA for Teacher Stipends	Transformational Leadership Team Stipends 10@\$1000 = total \$10,000 Process Manager: 1 teacher @ (\$3,000.00) to manage Indistar, develop (with principal) agendas and disseminate minutes, ensure timely submission of reports (cannot receive the \$1,000.00)	\$ 994.50	\$ 994.50	\$ 994.50	\$ 2,983.50
FICA for Teacher Stipends for PD	Teacher Stipends for LTP-supported professional development in relation to school improvement efforts outside of contract hours (42 teachers for 18 hours for LTP training/planning (October 2015-September 2016) @ \$40/hour)= \$ 30,240 and 10 teachers for 16 hours for LTP training/planning during summer @\$40 = \$6,400)	\$ 2,802.96	\$ 2,802.96	\$ -	\$ 5,605.92
FICA for Teacher Stipend for Summer School 2016	Summer Program Program (See RPS Priority School Summer Programs, Training and Initiatives): (19 regular/special education; 1 Lead Teacher (20 teachers* \$40/hr *6hrs/day (inclusive of 1 hour/day of PD from LTP) *19 days = \$91,200.00 + 2 PD @ 8 hour days/day for 20 teachers at the same rate of pay = \$12,800.00; 1 instructional aides (1 aide* \$15.85/hr * 4.5 hrs* 19 days = \$1,355.18(\$105,355.18)	\$ 8,059.67	\$ 8,059.67	\$ -	\$ 16,119.34
FICA for Stipends for Substitute Teachers to support Planning/PD Days	Substitutes for 4 full days of data analysis, coaching/modeling, professional development and planning throughout the year (12 substitutes x 2 content areas (6-8 reading/math- includng sped) @ \$78/day x 4 planning/PD days = \$7488.00	\$ 572.83	\$ 572.83	\$ 572.83	\$ 1,718.49
Total Employee Benefits		\$ 34,618.29	\$ 33,818.36	\$ 22,100.19	\$ 90,536.84
Employee Benefits supported from other funding sources:	Other Expenses: \$84,841.63 Executive Admin for OSII Office: (Benefits \$2,800: Title I); Division Ex ED's (\$5,000); Reading (2) and Math Coaches (2); Resource Teacher (1) (Benefits \$94,000: Title I); Afterschool remediation FICA \$1,400: District); Professional development teacher stipend (FICA \$401.63: Title II); Tutors (FICA \$6,120: Title I)				

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	Pearson LTP Services per VDOE approved SOW: 12 months, 40 hours at \$1,453 student x 495 students = \$710,325/ year (\$59,193.75/mo)	\$ 710,325.00	\$ 477,445.00	\$ 374,986.00	\$ 1,562,756.00
VDOE Contractor As prescribed by the Office of School Improvement	Contractor orientation, Reports/data review, Continuous monitoring the alignment of the division, LTP, and the school (300 hours*\$61.13/hr = \$18,339.00)	\$ 18,339.00	\$ 18,339.00	\$ 18,339.00	\$ 55,017.00
Math software licensing (continuation of pilot)	DreamBox web-based intervention math program (continuation of pilot for priority elementary and middle schools) subscription (\$6,100) ... referenced under Instruction #2 within the application.	\$ 7,000.00	\$ 7,000.00	\$ -	\$ 14,000.00
				\$ -	\$ -
					\$ -
Total Purchased Services		\$ 735,664.00	\$ 502,784.00	\$ 393,325.00	\$ 1,631,773.00
Purchased Services supported from other funding sources:	Other Expenses: \$30,500 Professional Development/Conferences (Title IIA: \$5,000); Title I Institute Professional Development (Title I: \$2,000); Intervention Programs (8,500); Other professional development offsite (Title I: \$15,000);				

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:				

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
Summer School Transportation	Summer Program Transportation (19 days w/5 buses and 2 Field Trips w/4 buses) = (\$20,808)	\$ 20,080.00	\$ 20,080.00	\$ -	\$ 40,160.00
Indirect Costs	Indirect Cost	\$ 8,044.20	\$ 8,145.40	\$ 3,267.19	\$ 19,456.79
Cost Associated with AARPE Training Sessions [food]	The VDOE AARPE Sessions are held at a site provided by Richmond City Public Schools to accommodate the provision of the VDOE Technical Assistance. Sessions are 8 hours in length. (\$1350 per session * 5 Sessions = \$6750.00)	\$ 675.00	\$ 675.00	\$ 675.00	\$ 2,025.00
					\$ -
					\$ -
Total Other Charges		\$ 28,799.20	\$ 28,900.40	\$ 3,942.19	\$ 61,641.79
Other Charges supported from other funding sources:	Insert response here: None				

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
Summer Program Curriculum Embedded Activity Materials	Curriculum embedded materials beyond division allocation, specific theme-based related academic items. Basic materials/supplies (cooking, engineering and entrepreneurship) course supplies. These materials and supplies allow for greater enrichment and extension of math and reading concepts that relate to the integration of STEM and CTE initiatives. Funding will support instructional items that are tied to activities.	\$ 4,500.00	\$ 2,500.00	\$ -	\$ 7,000.00
					\$ -
					\$ -
					\$ -
					\$ -
Total Supplies		\$ 4,500.00	\$ 2,500.00	\$ -	\$ 7,000.00
Materials/Supplies supported from other funding sources:	Other Expenses: \$3,000 Certificates/school supply incentives (larger prizes for drawings provided by community partners)= (\$3,000) Curriculum materials (Title I \$15,000)				

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: Richmond City Public Schools

Contact Name: Dr. Shannon Smith McCall **Phone:** (804) 780-8592

Address: Office of School Improvement **Email:** ssmith2@richmond.k12.va.us
301 N. 9th Street, Richmond VA 23219

Priority School Information

School Name: Martin L. King Jr. Middle School **Cohort:** III

Principal Name: Mr. Derrick Scarborough **Phone:** (804) 780-8011

Address: Office of School Improvement **Email:** dscarboro@richmond.k12.va.us
301 N. 9th Street, Richmond VA 23223

NCES #: 510324001385

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: By June 2016, the VA SOL AMO pass rate will increase by 35% from 25% to 60% for reading.

Goal 2: By June 2016, the VASOL AMO Pass rate will increase by 35% from 25% to 60% for math.

Goal 3: By June 2016, The VA SOL AMO Pass rate for Students with Disabilities will increase by 20% from 2% to 22% in reading.

Goal 4: By June 2016, The VA SOL AMO Pass rate for Students with Disabilities will increase by 20% from 4% to 24% in math.

Goal 5: By June 2016, Out of School Suspensions will decrease by 40% as measured by the Discipline, Crime and Violence Report.

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 changed since September 2014 with an increase in teacher morale as evidenced by increased teacher/student interactions, high teacher attendance rates, and high teacher participation in faculty, department, and grade level team meetings. However, the announcement of the reconstitution of MLK created teacher unrest due to 50% of the teachers being not being able to return. Based on classroom observations and discipline reports, teachers at MLK lacked effective classroom management skills which resulted in

inappropriate student behaviors. Also the lack of implementation of the Positive Behavior Intervention System (PBIS) was integral in the lack of student behavioral success. The school must make a concerted effort to implement PBIS to fidelity in order to meet or exceed the goal listed above so that student achievement will significantly improve accordingly. To these ends, a PBIS behavioral specialist would be instrumental in realizing the effective implementation of the much needed PBIS.

2. Most successful strategies used to change the school climate:

- New Facility (January 2014)
- Instructional Coaches (Lead Turnaround Partner)
- Data Coach (School Level-Title I)
- Administration of biweekly formative assessments and disaggregation of data
- Communities in Schools
- F.A.C.E. (Families and Communities Engagement)

3. Unsuccessful Attempts or Strategies:

- Inconsistent application and lack of procedures, norms, and expectations.

4. Anticipated Barriers:

- Timely hiring and filling vacant positions with Highly Qualified Teachers
- Timely hiring of Administrative vacancies: Principal and Assistant Principal
- Creating a professional learning collaborative community amongst new and veteran teachers.
- Student Behavior
- Lack of parental involvement

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's Leadership Team (TLT) is responsible for securing input from the instructional staff and sharing it with the Leadership Team members at their monthly meetings. They are also responsible for communicating the decisions that are made by the Leadership Team to the instructional staff. MLK's Leadership Team consists of the principal, assistant principal, content/grade level representatives, guidance, Special Education, Title I representative, school nurse and Literacy and Math coaches (External Lead Turnaround Partners), Process Manager

and district representatives [Office of School Improvement & Innovation (OSII), Office of Federal Programs, and the Office of Curriculum & Instruction]. They are the decision making body of the school that meets to discuss, review, and analyze data to determine instructional focus and strategies.

2. Leadership Team members are responsible for receiving and disseminating information to their colleagues. Decisions are also shared at faculty and instructional meetings, PTA meetings, as well as through newsletters, surveys, instant alerts and parent links. Minutes of each meeting are recorded so the team can revisit issues.
3. Responsibilities are assigned by school administrators based on the interest and expertise of the team members (referenced in #1). They are determined based on leadership skill, and content area expertise. The principal and assistant principal are tasked with holding all personnel accountable for implementing the next steps that are generated as a result of the received stakeholders' input. They provide feedback and guidance that will directly impact the delivery of Tier I instruction and intervention in an effort to provide a targeted focus on the individual needs of the students and the needs of the teachers to build their capacity. The district level representatives provide (fiscal and human) support to ensure that the barriers toward implementation of next steps are minimized or eliminated. They also provide meaningful feedback that can assist with the decision making process that will impact student achievement (academically and behaviorally).
4. Strategies are monitored at two levels -The division level: Division-Instructional Support Team visits the schools to monitor implementation of strategies and research-based practices as well as ensure fidelity to the process. This team will also attend grade level meetings and PLC's. The site level: The school based administrator monitors the process by conducting walk-throughs, conducting formal observations and disaggregating formative assessments. The Leadership Team monitors the data monthly to determine the effectiveness of the implementation of strategies used to raise student achievement. If the strategies do not seem to be working, the school team in collaboration with the LTP and the LEA will make modifications/revision or decide to eliminate the strategies.

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. The school will use the longitudinal data system to identify students for intervention. In reading the following data points will be used: NWEA/MAPS reading assessment, SOL scores, reading readiness assessment, report card grades, common formative assessments, as well as level setting/Achieve 3000. In math, the following data points will be used: NWEA/MAPS math assessment, Algebra Readiness Diagnostic Test (ARDT), SOL scores, formative assessments, Benchmark assessments, and progress monitoring by the teachers are used. Teacher and student attendance and discipline data will also be considered. The data is reviewed by the instructional leadership team and the classroom teacher to determine with Tier intervention the students will receive, as well as the frequency and duration. Students are also given additional support in Reading and Math by meeting the accommodations outlined in their Individualized Education Plan (IEP). Fidelity of implementation of the intervention program/services will be monitored by the principal, TLT member(s), LTP and/or district designee. The longitudinal data system will be used to “tag” students by intervention in order to measure the academic impact of the intervention and make decisions for next steps using the QUAD configuration based on the data i.e. SOL and Lexile levels, teacher input, student grades, and common assessments.
1. Teachers will be expected to plan engaging student activities by unpacking the standards, paying close attention to the level of rigor using Bloom’s Taxonomy, and aligning activities using a tiered level of instruction based on students’ abilities following professional development provided by the ELTP and Title I team. Teachers use data based on formal and informal formative assessments, visual observations, class participation, and homework. Also students receive additional support in reading and mathematics during RPS SIG Summer School Session where student and teacher data will continue to be monitored daily by the ELTP and the administrative team to further strengthen the teachers’ ability to differentiate and meet the needs of the students in attendance. Dreambox will be utilized as the research-based mathematics program to support the math achievement of the RPS Priority Summer School students.
2. Through formative assessment, teachers will determine students’ needs, plan instruction to meet those needs and provide the small group instruction and collaborative learning that addresses those needs. Content teachers work together to develop common/formative assessments and review them for rigor and fidelity. These assessments are used to determine students’ strengths and needs. Based on this data instructional decisions will be made by the classroom teacher, the TLT and the school administrator. District formative assessments are given each nine weeks in order to determine strengths and weaknesses of students and programs. A detailed analysis of the data to establish the goal for the year which is completed and reviewed with teachers to support individualized instruction to meet student needs and make adjustments to the curriculum and /or teaching strategies. In using formative assessment for this purpose they may be considered formative assessments as they inform instruction. The QUAD weekly meetings will focus on individual students’ academic progress to close the achievement gap.
3. Teachers were trained in the new teacher evaluation. All principals were trained on how to work with their teachers in developing goal setting standards. The Performance standards were reviewed with the teacher and school based administrator. Teachers were more focused on student data, student achievement, and the progress of all students in their classrooms.

Standard 7 is based upon 40% of student performance. The teachers use formative assessments and bi-weekly assessments to support goal setting for standard 7. Cambridge Education LLC has been selected to serve as the external partner for Martin L. King Jr. Middle School and will provide support faculty and staff in the effort to promote student achievement and to positively impact the level of classroom instruction.

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 partners of Martin Luther King, Jr. Middle School and their level of support as aligned with the school's improvement plan are as follows:

Curriculum Supplements- to improve student achievement

Challenge Discovery Say it With Heart
Junior Achievement

In School Supports-to support student behavioral success

Family and Adolescent Services Therapeutic Day Treatment
RBHA Therapeutic Day Treatment

Mentoring- to improve student achievement

Big Brothers Big Sisters Mentoring
Trinity Family Life Center Boyhood to Manhood Rites of Passage Program

Out of School Time- to improve student achievement via integration

Blue Sky Fund Outdoor Adventure Club
Boys and Girls Clubs

East District Family Resource Center YHELI
Richmond Cycling Corps Bike Team
Special Olympics Virginia Urban Program

Post-Secondary-to support wrap around services; to improve student behavior

VCU Division for Health Sciences Diversity Healthcare Quest

2. Cambridge Education LLC was selected to serve as External Lead Turnaround Partner. As outlined in the Scope of Work for the period of October 1, 2015- September 30, 2016 the following has been identified as school needs as a result of initial interviews and discussions:
 - Systems and processes to ensure safe and orderly operation of the school
 - Classroom observation and teacher feedback schedules for monitoring the quality of teaching and learning
 - Teacher planning and learning communities (TPLC) on each grade level based on the newly created QUAD master schedule
 - A school-wide discipline program with an emphasis on recognizing and promoting positive student behavior
 - Processes for analyzing student performance data and making instructional decisions based on the analysis
 - A common set of non-negotiables around teaching and learning that will drive improvement efforts throughout the school
 - Structures to improve parental involvement and creation of strong partnerships between the school, parents and the community

The LTP will collaborate with teachers and instructional leaders to build their capacity in order to effect positive and sustainable change. In addition, the LTP, will provide instructional coaches for the teaching staff to assist in enhancing the math and reading activities through modeling, professional development sessions, monitoring effective instructional strategies and feedback. The VDOE also provides a facilitator to monitor the division, school, LTP partnership and the transformational process.

3. Parent involvement is a challenge; however there has been a more assertive effort to involve parents and to ensure that parents are informed in the learning process. The school works in collaboration with the PTA in assuring that the parents are informed and involved in school events. Newsletters, instant alert and parent links are used to share instructional information with the parents regarding important school events and activities. Parents' communication and input as it relates to the implementation of intervention strategies for students are essential in increasing student achievement. Cambridge Education will collaborate with the team to implement a range of community involvement and engagement strategies.

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. The Human Resource specialist screens all applicants to ensure that they meet the minimum requirements. Applicants take an on-line urban perceiver to identify their ability to work in an urban setting. Applicants are then sent out to be interviewed by the administrator. The teachers' credentials and experience are considered when placing applicants with students. MLKMS has been reconstituted for the 2015-2016 school year. A minimum of 50% of English, Mathematics and Special Education Teachers will be new hires. Teachers under continuing contract were interviewed (student performance was a component of the interview) and were re-hired to fill the position. Contracts will state, *"One year of teaching experience or its equivalency preferred. Bilingual skills to include Spanish are a plus. One year of experience conducting lessons and assessing student progress, maintaining student discipline in the classroom, meeting with parents to discuss student progress and problem areas preferred. A proven record of success based on multiple measures of student achievement and/or supporting documentation that provides evidence of potential for success in a high needs urban school preferred"*. Selection criteria will include analysis of Teacher Insight Score indicating capacity to teach in an urban setting evidence of success in student academic performance. Principal and HR department examine the backgrounds, evaluation findings, and performance records of teachers to determine successful placements.
2. The school administrator collaborates with teachers to set goals in relation Standard 7. Progress is monitored on a monthly basis. Throughout the monitoring process, verbal and written feedback is provided to teachers to positively impact student achievement. A mid-year review of the teacher's goal and progress is completed and if necessary additional assistance is provided by administration and/or Instructional Support Team.
3. Effective teachers are recognized in their work throughout the year. When teachers are appreciated and recognized for their efforts, they continue to work diligently to support their children and to deliver the best instruction they possibly can. When teachers are motivate, the positive energy carries over to the students in their charge. When high expectations are set, students rise to the challenge. The administration's focuses on "catching teachers doing right" as they serve the school community especially when they perform "above the call of duty!" With this approach, there is a greater likelihood of the behavior being repeated and continued. Positive verbal communications and written correspondences such as notes, letters of commendations, certificates are awarded to staff members for their positive

influence and impact in the school. Faculty and staff luncheons and outings, public acknowledgements and accolades expressed verbally in meetings

4. Teachers in need of support are identified based upon classroom observation concerns, the seven teacher performance standards, and student performance data. Assessments results and the lack of teacher participation in on-going intervention for struggling students are also used to evaluate the success or lack of success of a teacher. Courageous conversations are held with identified teachers address performance concerns and to redirect to appropriate standards. Data gathered from teacher evaluations and classroom observations will be analyzed to identify the individual needs of teachers to determine the need professional development. Staff development training or assignment to a structured growth plan may be assigned as a means of providing guidance, direction and support. This tailored approach will include an opportunity for teacher to self-reflect on their development and express their thoughts on areas where they would like to further development. Differentiated professional development and coaching will continue to support the goal of improving student learning. In addition, VDOE technical assistance, Aligning Academic Review with Performance Evaluation (AARPE) will support administrators in providing specific feedback to enhance instruction and positively impact student performance.
5. The principal reports to the Executive Director of Secondary Instruction. The Director and Principal collaborate on goal setting procedures. A formal observation process conducted by the Executive Director of Secondary Education through an internal monthly accountability procedure. The principal will be evaluated annually using the district's principal evaluation tool that incorporates the 7 Performance Standards recommended by VDOE. Specially, principals at the Priority schools are evaluated by the Executive Director of Secondary Education using both self-evaluation document and a professional growth focus based on the Standards of Principals. The evaluation is a two-fold process. It involves both formative and summative evaluations. Formative evaluation includes on-going communication with feedback and assistance between the evaluator and the principal.
6. The present relationship between the state contractor and the principal is one that could be classified as unified, cohesive, supportive, and collaborative. One prominent factor has been the open and transparent relationship between the state contractor and the principal, the school leadership team, and the school district. MLK Middle School will have a LTP in 2015-2016. The state contractor will monitor the support of the district and LTP based on identified needs. The state contractor will provide a monthly report to the superintendent. Changing a low-performing school into an improved school requires a team effort, where all stakeholders are engaged in open, honest, and regular communication, and where a concerted effort toward creating effective changes remains the primary focus. In June, at the conclusion of services for the 2014-15 school year, the OSII Office convened a meeting with the External Lead Turnaround Partner to revisit expectations, efficiency of communication, accountability and reporting. Following this meeting, the OSII Office met with principal to address the outcomes of the previous meeting between the ELTP and the OSII Office. As a result, the heightened expectations of the ELTP are being realized as of June 22, 2015.

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 administrator has established a Transformational Leadership Team that participates in all decisions related to school improvement efforts. The team is comprised of the principal, assistant principal, content and grade level representatives, guidance, district representative, VDOE contractor, LTP, content specialist, Special Education and Title I representative, Literacy and Math coaches. The LTP will support the division in providing resources and support for instructional reform that address the specific AMO needs of math and reading at MLK Middle School. There will be instructional coaches for the teaching staff to assist in enhancing the math and reading activities through modeling, training sessions, and monitoring effective instructional strategies focused on student ownership of their learning. The VDOE provides a facilitator to monitor the division, school, LTP partnership. They also monitor the transformation process. The work of the Transformation Leadership Team is driven by the building needs as identified through data analysis. The team meets to discuss progress towards completing the goals in the plan.
2. The barriers include teacher turnover, human resource policies, and the division discipline policy. There is a need for additional technology to provide more opportunities for individualized instruction and student growth. The Office of School Improvement and Innovation and the Title I Director are working together to procure needed technology. In an effort to remove barriers, the participants on the Transformation Leadership Team discuss the positive aspects of removing the barrier. The division representatives are present to hear and participate in the discussion. If it is agreed upon that it is truly a barrier that cannot be removed by the site administrator, the division team then determines which office is best able to address the removal of the barrier. The designated division team member returns and discusses the matter with their division team to determine if they can remove the barrier. If it is determined that they do not have the authority as an office to remove the barrier, the matter is then brought to cabinet and the final decision rest with that body, as a policy may need to be adjusted or amended. Thus far the barriers that have been discussed are being addressed by the site, the ELTP and the division offices. Policy has not been changed at this point. One example of such a division meeting occurred on February 27, 2015 with the Office of School Improvement and Innovation to discuss the needs of the buildings pertaining to ELTP progress and related concerns.

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. The Support staff from the district level, in consultation with the school teams and the External Lead Partners, will meet to determine the services that should be maintained and/or eliminated after such federal funds and supports ends. Funding will be sought by the LEA as needed to maintain any supports (fiscal/human) that the teams deem appropriate in an effort to continue to promote student achievement. Multiple data sources will be utilized to help make decisions on a continuum. The principal's leadership team, central administration, and the partners will be involved in this process.
2. Central office leaders will continue to provide on-going support to the schools' administrators and Leadership Teams by making school visitations and attending the school's leadership team meetings. The OSII visits will continue to be conducted on a regular basis and will consist of looking at data and making classroom observations to discuss the strengths and concerns of the schools and needed assistance for the school. Instructional resources and materials will be evaluated (via asset mapping) to determine the need for continued implementation and cost effectiveness. The LEA will provide support for programs and materials that had a positive impact on student achievement by seeking additional grant funds and leveraging existing resources. The District will continue support by offering effective leadership and instructional training to administrators and teachers throughout the year (monthly principal training). The Leadership Team will continue assisting with the development, implementation, monitoring and evaluation of the school's plan. Decisions will be based on school data. The district will encourage the school staff to utilize the resources available on the state website as well as participate in the Virginia Department of Education webinars that are focused on effective transformation strategies.
3. Based on analysis of data, the LEA and school will determine the specific level of technical and financial assistance needed from the state. Schools in improvement will benefit from state support that offers professional development webinars, extended learning experiences, and professional growth conferences for teachers to ultimately increase student learning.

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

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group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)

Math			
	2012-2013	2013-2014	2014-2015
All Students	25	27	25
Students w/Disability	26	11	3
Economically Disadvantaged	24	28	27
Gap Group 1	25	28	13
Gap Group 2-Black Students	25	28	25
Gap Group 3-Hispanic	33	<	43
White	<	17	45
LEP	Not listed on 2014-2015 state report		
Asian	<	<	<
Reading			
All Students	26	27	26
Students w/Disability	14	12	2
Economically Disadvantaged	26	27	46
Gap Group 1	25	27	12
Gap Group 2-Black Students	26	27	25
Gap Group 3-Hispanic	17	<	50
White	<	33	60
LEP	Not Listed on 2014-15 state report		
Asian		<	<

Revised data based on the VDOE SOL Data Released in August 2015.

(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.*

In 2014-2015, the school master schedule has been modified to include 70 minutes daily in the four core areas. Although the school day has not been lengthened, electives have been moved to

alternating days while core content courses meet every day. This will add approximately 48 hours (2,880 minutes) of core instruction over the school year. After school programs provide an additional 16,200 minutes per year. Summer school provides 10,800 minutes. The total number of additional minutes equal 19,080 per year where all students are strongly encouraged to attend (during school has mandatory legislated attendance requirements; afterschool- all students are strongly encouraged). As the data reflects, the vast majority of students were strongly encouraged to attend summer school in an attempt to target areas of deficiency.

In 2015-2016, the master schedule will be in a quad “team” format to include 70 minutes in the four core areas. School will start at 8:30 a.m. and end at 3:15 p.m. Teachers will attend professional development/department/quad meetings daily from 3:30 p.m. to 4:30 p.m. 2/3 of the teacher population will receive extra instructional time.

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

Total Enrollment:	715
Male:	352
Female:	363
Asian:	2
Black:	693
Hispanic:	0
White:	20
Students with Disabilities:	237
English Language Learners:	0
Economically Disadvantaged:	631
Migrant:	0
Homeless:	37

(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).

The data according to the VDOE Report Cards yields the following:

Annual reading scores reveal that student performance for grade 6 (23, 23, 28), grade 7 (34, 27, 26) and grade 8 (21, 32, 23) over the three year period did not exceed 35%. In grade 6 the student

performance remained relatively the same. Grade 7 shows a steady decline with little difference from 2013-14 to 2014-15. The students in grade 8 experienced an 11% gain from 2012-13 to 2013-2014; however, they negated the growth from 2013-2014 to 2014-2015 as they declined in performance by 9%. Overall annual math scores show that student performance for grade 6 (38, 24, 25) grade 7 (11, 12, 16) and grade 8 (27, 44, 31) did not surpass 45%. Grade 6 mathematics experienced a significant decline from 2012-2013 (-14%) to 2013-2014 and remained stagnated from 2013-2014 to 2014-2015 with approximately a quarter of those students experiencing success. Grade 7 mathematics performance is relatively flat. Grade 7 mathematics has shown the least amount of success over the three year period where no test administration exceeded 20%. Lastly, grade 8 math showed a significant increase from 2012-2013 to 2013-14 (+17%); however from 2013-2014 to 2014-2015 the grade level experienced a downward trajectory (-14%). Algebra I (<, <, 76) are above 70% criteria. It is with increased targeted intervention, strengthened tier I instruction through the provision of feedback and professional development, and positive behavioral management that the school will move forward to meet or exceed the FAMO targets.

- (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.

1. Completed in 2014, MLK is located in the east end of Richmond, VA and surrounded by four low-income housing projects. The school serves grades 6-8.
2. The two-story building contains 56 classrooms, including 6 science labs.
3. It features an open concept cafeteria that serves approximately 300.
4. The media center is centrally located and accommodates a five thousand book volume and houses a 30 -computer technology lab.
5. The gym holds up to 1,000. The school has a theater-quality performance space that combines the physical structure of the old MLK with the 21st architectural design.

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

Currently, we have laptop carts and smartboards in 100% of the classrooms. Each teacher has a desktop computer in their classroom. MLK is equipped with computer labs. One hundred percent of all core teachers have a desktop computer. They also have access to an LCD projector, a smart board, a laptop, 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. **This is the data as of the last Board Meeting held on June 15, 2015.**

SET 1:

Category	Number of Teachers	Percentage of All Teachers
Highly Qualified Teachers:	29	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:	15	51%
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)).

Art (1) Business & Info Technology (1) Exceptional Education-ED (2) Exceptional Education-ID (1) Exceptional Education-LD (3) Mathematics (2) Natural Science (1) Reading (2) Social Studies (1) Technology 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

#
Years Instructional Staff

#
Years Instructional Staff

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0	
1	9
2	6
3	3
4	4
5	0
6	0

7	1
8	1
9	0
10	0
11	4
12	0
13	0

14	0
15	0
16	0
17	0
18	0
19	0
41	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
9,010 days	8,758 days	97%

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.

The LTP, Virginia Foundation for Educational Leadership (VFEL), notified RPS on 9/30/14 that they would no longer provide services to RPS schools after Dec. 1, 2014. On October 2, RPS invited all vendors listed on the VDOE State Contract of Award for Low-Performing Schools 2013-2014 to participate in an interview process that was conducted by the division panel and principals on October 22, 2014. After a collaborative effort to rank the top two vendors for each school, the two identified vendors were provided academic review reports, state report card data, any needs assessment done in the school over the past year and an opportunity to visit the school for one day. During the site visits of the top 2 LTPs, the principals were asked to provide parents and community members with the opportunity to put-forth questions or concerns. The presentations pertaining to

the top LTPs were shared with the Board in open session to further allow for parent and community engagement in the selection process. Based on the data and observations, vendors presented a "proposed" scope of work and the principal made a recommendation based on the proposals and any feedback received from the faculty, parents and the community. Cambridge, Inc. was selected to serve as External Lead Turnaround Partner.

- (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.**

The OSI² team and district designees will support the school in the following ways: monitor LTP staff and interventions; participate in the school's transformational team meetings; strategically align deployment of resources based on data-driven need; continue to research instructional best practices; develop and provide leadership and instructional development. The OSI² will:

1. determine level of oversight, support strategic allocation of resources, identify additional supports that are required by district, Title IA, etc.
2. provide oversight support, and strategic resource allocation (human, material, etc.) to schools
3. provide onsite monitoring by OSI² staff, Executive Directors of Elementary and Secondary or Director of Curriculum and Instruction, to ensure the school is effectively and efficiently addressing the leading and lagging indicators.
4. monitor the utilization of the longitudinal data system to monitor interventions, attendance, discipline, grades, benchmarks, student academic growth, teacher observations and proficiency ratings, instructional time (extended learning time and additional core minutes), teacher feedback provided on lesson planning and observations, parental involvement activities, etc.
4. review and provide feedback on the school improvement plan and feedback to teachers, required VDOE reports and district-level quarterly data analysis meetings to principals
5. promote a collaborative partnership among VDOE facilitator, LTP, district and school with a focus on accountability (includes attendance at VDOE-required trainings, regularly scheduled checkpoint meetings with the ELTP).
6. ensure that parents serve on a variety of committees and that various modalities of communication are disseminated to parents in order to foster parent engagement in the decision-

making process.

- (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.

The district will ensure implementation of the LTP's intervention model and external facilitators by establishing a district-level turnaround office. The newly created Office of School Improvement and Innovation (OSI²), composed of an Executive Director, two Program Managers, Data Instructional Specialist, Grants Manager, will:

1. tier all priority schools (to determine level of oversight, support strategic allocation of resources, identify additional supports that are required by district, Title IA, etc.)
2. provide oversight (based on tier), support, and strategic resource allocation (human, material, etc.) to schools
3. provide onsite monitoring by OSI² staff, Executive Directors of Elementary and Secondary or Director of Curriculum and Instruction, to include:
 - a) attending monthly or bi-weekly Transformation Leadership Team (TLT) meetings
 - b) using the longitudinal data system to monitor interventions, attendance, discipline, grades, benchmarks, student academic growth, teacher observations and proficiency ratings, instructional time (extended learning time and additional core minutes), teacher feedback provided on lesson planning and observations, parental involvement activities, etc.
4. review and provide feedback on the school improvement plan and feedback to teachers, required VDOE reports and district-level quarterly data analysis meetings to principals
5. promote a collaborative partnership among VDOE facilitator, LTP, district and school with a focus on accountability (includes attendance at VDOE-required trainings, regularly scheduled checkpoint meetings with LTP).

Timeline:

June 2015: Cambridge/OSI² will review contract, deliverables and expectations and establish metrics of measurable impact, set goals

June 2015 - June 2016: Cambridge implementation of LTP services

June 2015 - September 2015: Cambridge implementation, targeted professional development, goal-setting for 2015-2016

Monthly meetings with Cambridge and OSI²: review of LTP support and measures of growth, recommendations and suggestions

- (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.

Not Applicable

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.	Not Applicable
2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.	Not Applicable
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).	Not Applicable

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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.	Not Applicable
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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): Richmond City Public Schools

Priority School: Martin L. King Jr. Middle School

Principal’s Typed Name: Mr. Howard Hopkins (Interim)

Principal’s Signature: _____

Date: _____

Superintendent’s Typed Name: Dr. Dana Bedden

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: Martin Luther King Middle 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	\$ 264,717.35	\$ 274,717.35	\$ 108,332.16	\$ 647,766.86
2000	Employee Benefits	\$ 44,707.67	\$ 47,267.74	\$ 33,847.36	\$ 125,822.77
3000	Purchased Services	\$ 762,358.00	\$ 437,224.00	\$ 430,224.00	\$ 1,629,806.00
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ 31,441.84	\$ 29,190.24	\$ 3,995.60	\$ 64,627.68
6000	Supplies & Materials	\$ 5,600.00	\$ 5,600.00	\$ -	\$ 11,200.00
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 1,108,824.86	\$ 793,999.33	\$ 576,399.12	\$ 2,479,223.31

School Improvement Grant Application

School Year 2015-2016

Budget Request for: Martin Luther King Middle 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
OSII Staff Salaries	OSI&I (5 persons 1- Executive Director (12 mos), 2 Program Managers (12 mos), 1 Instructional Data Specialist (12 mos), 1 Grants Manager (12 mos) (Split between 9 Priority Schools for 12 months) = \$519,239 (less division approx. 4% of salary \$20,000) = \$499,239/9	\$ 55,471.00	\$ 53,471.00	\$ 51,332.16	\$ 160,274.16
Teacher Stipends	Transformational Leadership Team Stipends 10@\$1000 = total \$10,000 Process Manager: 1 teacher @ (\$3,000.00) to manage Indistar, develop (with principal) agendas and disseminate minutes, ensure timely submission of reports (cannot receive the \$1,000.00)	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 39,000.00
Teacher Stipends for PD	Teacher Stipends for LTP-supported professional development in relation to school improvement efforts outside of contract hours (43 teachers for 18 hours for LTP training/planning (October 2015-September 2016) x \$40)= \$ 30,960. Ten (10) teachers for 16 hrs for LTP leadership training/ planning at \$40 per hour = 6,400	\$ 37,360.00	\$ 37,360.00	-	\$ 74,720.00
PBIS Behavioral Specialist	Support the teachers with professional development and monitoring to implement the PBIS to fidelity. Generate reports to progress monitor. Assist teams with using data to make decisions to ensure that all students excel behaviorally and academically. 11 month position to be prorated for the intial grant period. (\$44,000 per year ie. \$4000.00 per month)	\$ 32,000.00	\$ 44,000.00	\$ 44,000.00	
Teacher Stipend for Summer School 2016	Summer Program Program (See RPS Priority School Summer Programs, Training and Initiatives): (20 regular/special education; 1 Lead Teacher - 2 PD - 8 hour days + 19 teaching days (5.0 + 1 hour/day PD from LTP) @\$40; 2 instructional aides 19- (4.5 hour) days@\$15.85=(\$111,910.35)	\$111,910.35	\$ 111,910.35	-	\$ 223,820.70

Stipends for Substitute for Teacher Planning/PD Days	Substitutes for 4 full days of data analysis, coaching/modeling, professional development and planning throughout the year (12 substitutes x 4 (6-8 reading/math/special ed) days @ \$78/day x 4 planning/PD days =14,976	\$ 14,976.00	\$ 14,976.00	\$ -	
Total Compensation		\$ 264,717.35	\$ 274,717.35	\$ 108,332.16	\$ 647,766.86
<u>Personal Services</u> supported from other funding sources:	Other Expenses: \$246,850 Executive Admin for OSII Office (Title I \$6,500); Division Ex ED's (\$10,000); Division Specialists Reading/Math (Division \$5,500); Reading (2) and Math Coaches (2); Resource Teacher (1) (Title I = \$235,000); Afterschool remediation (District \$18,000); Professional development teacher stipend (Title II \$5,250) 35 x 2 days @ \$75/day; Tutors (Title I: \$80,000) (non-degree \$15/hr and degress \$21 hrs/wk for 20 weeks)				

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
OSII Staff Salaries	OSI&I (5 persons 1- Executive Director (12 mos), 2 Program Managers (12 mos), 1 Instructional Data Specialist (12 mos), 1 Grants Manager (12 mos) (Split between 9 Priority Schools for 12 months) = \$519,239 (less division approx. 4% of salary \$20,000) = \$499,239/9	\$ 22,188.33	\$ 21,388.40	\$ 20,532.86	\$ 64,109.59
Teacher Stipends	Transformational Leadership Team Stipends 10@\$1000 = total \$10,000 Process Manager: 1 teacher @ (\$3,000.00) to manage Indistar, develop (with principal) agendas and disseminate minutes, ensure timely submission of reports (cannot receive the \$1,000.00)	\$ 994.50	\$ 994.50	\$ 994.50	\$ 2,983.50
Teacher Stipends for PD	Teacher Stipends for LTP-supported professional development in relation to school improvement efforts outside of contract hours (43 teachers for 12 hours for LTP training/planning (October 2015-September 2016) x \$40)= \$ 20,640. Ten (10) teachers for 16 hrs for LTP training planning at \$40 per hour = 6,400	\$ 2,858.04	\$ 2,858.04	\$ -	\$ 5,716.08
PBIS Behavioral Specialist	Support the teachers with professional development and monitoring to implement the PBIS to fidelity. Generate reports to progress monitor. Assist teams with using data to make decisions to ensure that all students excel behaviorally and academically. 11 month position to be prorated for the initial grant period. (\$44,000 per year ie. \$4000.00 per month)	\$ 8,960.00	\$ 12,320.00	\$ 12,320.00	
Teacher Stipend for Summer School 2016	Summer Program Program (See RPS Priority School Summer Programs, Training and Initiatives): (20 regular/special education; 1 Lead Teacher - 2 PD - 8 hour days + 19 teaching days (5.0 + 1 hour/day PD from LTP) @\$40; 2 instructional aides 19- (4.5 hour) days@\$15.85=(\$106,612.88)	\$ 8,561.14	\$ 8,561.14	\$ -	\$ 17,122.28
Stipends for Substitute for Teacher Planning/PD Days	Substitutes for 4 full days of data analysis, coaching/modeling, professional development and planning throughout the year (12 substitutes x 4 (6-8 reading/math/special ed) days @ \$78/day x 4 planning/PD days =14,976	\$ 1,145.66	\$ 1,145.66		\$ 2,291.32
Total Employee Benefits		\$ 44,707.67	\$ 47,267.74	\$ 33,847.36	\$ 125,822.77
Employee Benefits supported from other funding sources:	Other Expenses: \$84,841.63 Executive Admin for OSII Office: (Benefits \$2,800: Title I); Division Ex ED's (\$5,000); Reading (2) and Math Coaches (2); Resource Teacher (1) (Benefits \$94,000: Title I); Afterschool remediation FICA \$1,400: District); Professional development teacher stipend (FICA \$401.63: Title II); Tutors (FICA \$6,120:				

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 LTP Services per VDOE approved SOW: 12 months, 40 hours per week @ \$1,011/student x 729 students = \$737,019/ year (\$61,418/mo)	\$ 737,019.00	\$ 411,885.00	\$ 411,885.00	\$ 1,560,789.00
VDOE Contractor As prescribed by the Office of School Improvement	Contractor orientation, Reports/data review, Continuous monitoring the alignment of the division, LTP, and the school (300 hours*\$61.13/hr = \$18,339.00)	\$ 18,339.00	\$ 18,339.00	\$ 18,339.00	\$ 55,017.00
Math software licensing (continuation of pilot)	DreamBox web-based intervention math program (continuation of pilot for priority elementary and middle schools) subscription (\$6,100) ... referenced in the Instructional section of the grant application.	\$ 7,000.00	\$ 7,000.00	\$ -	\$ 14,000.00
		\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -
Total Purchased Services		\$ 762,358.00	\$ 437,224.00	\$ 430,224.00	\$ 1,629,806.00
Purchased Services supported from other funding sources:	Other Expenses: \$30,500 Professional Development/Conferences (Title IIA: \$5,000); Title I Institute Professional Development (Title I: \$2,000); Intervention Programs (8,500); Other professional development offsite (Title I: \$15,000);				

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:				

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
Summer School Transportation	Summer Program Transportation (19 days w/5 buses and 2 Field Trips w/5 buses) = (\$15,060.00)	\$ 20,080.00	\$ 20,080.00	\$ -	\$ 40,160.00
Indirect Costs	Based on RPS indirect costs rate of .26 (Restricted Rate)	\$ 10,686.84	\$ 8,435.24	\$ 3,320.60	\$ 22,442.68
Cost Associated with AARPE Training Sessions [food]	The VDOE AARPE Sessions are held at a site provided by Richmond City Public Schools to accommodate the provision of the VDOE Technical Assistance. Sessions are 8 hours in length. (\$1350 per session * 5 Sessions = \$6750.00)	\$ 675.00	\$ 675.00	\$ 675.00	\$ 2,025.00
					\$ -
					\$ -
Total Other Charges		\$ 31,441.84	\$ 29,190.24	\$ 3,995.60	\$ 64,627.68
Other Charges supported from other funding sources:	Insert response here: None				

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
Summer Attendance Incentives	Summer Program: 3 attendance incentive celebrations based on curriculum embedded activity with real world application - planned event for all (3 @ \$800) - i.e., (7th grade to plan - measurement, cost, setup, etc.) = \$2,400. Funding will support instructional items that are tied to the incentive activities.	\$ 2,400.00	\$ 2,400.00	\$ -	\$ 4,800.00
Curriculum-embedded math/science enrichment materials	Basic materials/supplies (cooking, engineering and entrepreneurship) course supplies. Funding will support instructional items that are tied to the enrichment activities.	\$3,200	\$3,200		\$ 6,400.00
					\$ -
					\$ -
					\$ -
Total Supplies		\$ 5,600.00	\$ 5,600.00	\$ -	\$ 11,200.00
Materials/Supplies supported from other funding sources:	Other Expenses: \$23,000 Certificates/school supply incentives (larger prizes for drawings provided by community partners)= (\$3,000); Curriculum materials (Title I \$20,000)				

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:				