

**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](mailto:kristi.bond@doe.virginia.gov)
- Natalie Halloran, ESEA Lead Coordinator at [natalie.halloran@doe.virginia.gov](mailto: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 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. 9<sup>th</sup> Street, Richmond VA 23220

### Priority School Information

**School Name:** Richmond Alternative School      **Cohort:** III

**Principal Name:** Mr. Dana Hawes      **Phone:** (804) 780-4388

**Address:** 119 West Leigh St.      **Email:** dhawes@richmond.k12.va.us  
Richmond VA 23220

**NCES #:** 51324002307

**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:** To increase the instructional time for reading and math by 50% combined, this will add an additional 35 minutes in each subject as measured by the master schedule.

**Goal 2:** To reduce the truancy rate by 25% as measured by the baseline truancy report at the end of SY 2014-15.

**Goal 3:** To reduce the rate of out-of-school suspensions by 15% as measured by the baseline discipline report established in SY2014-15.

**Goal 4:** To increase the reading proficiency of all students by 10% (24% to 34%) as measured by the Annual Measureable Objectives.

**Goal 5:** To increase the math proficiency of all students by 10% (9% to 19%) as measured by the Annual Measureable Objectives.

### 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 current physical environment is not conducive to learning and must be revamped to reflect a positive climate. While the mission and vision statements were posted at the beginning of 2014-2015, many were destroyed by students and must be replaced. 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. In addition, the facility itself houses middle and high school students in a three story facility.

2. Successful implementation of a Transformation Leadership Team supported bringing multiple content area teachers and other stakeholders together to review school-level data and discuss next steps. Our contracted LTP started in March 2015 and will help to bring more of a focus to instruction through observations and feedback and through data collection/analysis to support a data driven climate. The process nurtured involvement of the entire school staff in decision-making and shared responsibilities and issues affecting school climate. The LTP will provide training on creating a conducive learning environment, behavior management strategies and other areas identified through teacher observations.
3. Empowering teachers to develop their individual routines, rituals and positive behavior incentives was unsuccessful but will be revisited with clear expectations communicated on non-negotiables. In an effort to rebrand the school, other strategies were unsuccessfully implemented such as: school-wide dress code and Edgenuity (due to the lack of technology).
4. Recruiting, hiring and retaining highly qualified staff, transportation (late arrival of buses), student attendance, student discipline and lack of parental involvement were all barriers to improving the school climate.

### 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. LTP is collaborating with administrative team to provide a structure for input from school staff and other stakeholders to the Leadership Team meetings and Transformational Leadership Team (TLT) meetings. The Leadership Team consist of the principal, assistant principals, content and grade level teachers, district representative and a VDOE representative. The meeting is held once a month to discuss the indicators and the school improvement, analyze data to determine instruction focus and opportunities. Content teachers meet weekly and information from their meeting is distributed to the TLT. In addition administrative and staff meetings are held weekly. Frequently planned Leadership Team meetings allow for members to bring issues and ideas to the table for collaborative discussion.
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. Team members also participate in vertical planning and are encouraged to discuss and work collaboratively to explore instructional practices. Decisions are also shared during weekly staff meetings.
3. Departmental chairs are responsible for soliciting and sharing information with their team members. Each Assistant Principal is responsible for a grade level. They seek and share information with their grade level teachers during weekly huddles. Team members consist of

department chairs, administrators, LTP, support staff (sped, attendance, social worker), representative from District School Improvement and VDOE representative. The principal and assistant principal work to 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 is designed to 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. 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 External Lead partners and administration will provide feedback as well. The school based administrator monitors the process by conducting walk-throughs, conducting formal observations and disaggregating formative assessments. Feedback is given and support is provided by the LTP to assist teachers with key instructional strategies and practices based on observational data. Professional development is provided to individual teachers, departments and total school based on identified needs. The Transformation Leadership Team monitors the data to determine the effectiveness of the implementation of strategies used to raise student achievement.

#### 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 for additional support in reading and math based on data from: MAP, Achieve 3000, ARDT, SOL Assessments, Weekly teacher made assessments, report cards, teacher recommendation, Interactive Achievement District Assessments. Data is reviewed in departmental meetings and by the Leadership Team. Classroom teachers tier students based on data and use a tracking system to manage data by objective and student needs. Action plans are developed collaboratively between teacher and student. These plans are monitored by the teacher and updated with each assessment.
2. Teachers are encouraged to differentiate learning for students through small group instruction, blended learning (Edgenuity), documentation in lesson plans, modification of instruction activities and remediation during S.A.F.E time. The school will continue to work towards planning 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.

3. Formative assessments are used to determine student needs, to plan quality instruction to meet student needs and to provide small group instruction. The school also use assessment data to monitor student progress, measure teacher effectiveness and to make staffing decisions. Based on this data, instructional decisions will be made by the classroom teacher, the TLT and the school administrator.
4. Teachers set goals based on student data. Instruction is designed using information garnered from triangulated data. Teachers engage in the process of reflection, strategic planning of focused lessons for their students based on the data. Administrators conduct frequent conferences with teachers to ensure their instruction is aligned with the goal set for student achievement and monitor progress of teachers toward meeting their goals. Catapult has been selected to serve as the external partner for the Richmond Alternative 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 on on-going progress?

1. The school partners with Community In Schools (CIS), Axiom, NDU Time, Richmond Behavior and Health, Edgewood, Dominion Day, YMCA of Greater Richmond, Art 180, and Richmond Chapter of Delta Sigma Theta, Inc. These organizations are aligned with the school vision and mission statement. Their programs are strategically designed to support the challenges and needs of the students, staff, and administration. Community-based partners will work to support the school in enhancing the social, emotional and academic success of the students. 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. Monthly meetings are held with community partners to assess the effectiveness of the partnership and are reviewed annually.
2. Catapult 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:

- Focus on Leadership Capacity
- Focus on Strengthening the Environment
- Focus on Practices to Foster Stronger Pedagogy and Curriculum
- Focus on Utilizing Assessment for Learning
- A Plan is Needed to Enhance Student and Family Involvement/Support

Instructional coaches for the teaching staff will assist in enhancing math and reading activities through modeling, professional development, monitoring effective instructional strategies and feedback and discipline. Professional development sessions will be conducted during departmental common team planning sessions based on observational data. Job-embedded Professional development sessions will include but not limited to:

- Writing lesson plans using the RPS model
- Using data to inform instruction and intervention practices
- Reading and Writing Across the Curriculum
- Teaching in the 90 minute block
- Blended Learning model

PBIS support and support from Learning Environment Module will also be provided by LTP. Coaches will also work with staff to facilitate the establishment of evidence-based practices and methodologies that allow for continuous re-teaching, remediation, and provision of feedback to students and teachers. Leadership coaching is provided to assist the administrative team with improved efficiency of instructional and organizational practices.

3. (a) Parents were invited to the LTP selection process during a school board meeting. LTP's presented their scope of work to the school stakeholders that were present. (b) Attending stakeholders had opportunities to express their comments, concerns, and support of a LTP that would best meet the needs of the school. (c) Currently Parent Link and newsletters are used to keep parents informed of ongoing progress. The LTP will continue to explore with the administrative team strategies for on-going parental involvement such as Principal Coffee and Tea chats, parent focus groups and enhance use of parent links and newsletters.

## 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. Principals have access to Winocular to review applications and arrange interviews. The teachers' credentials and experience are considered when placing applicants in classes and grade levels with students. . 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 start of the school year the school administrator supports teachers in setting goals. An established measure to monitor on a monthly basis teacher effectiveness and student achievement is discussed and implemented. A mid-year review of the goals and progress is completed and if necessary additional assistance is provided by administration and/ or district staff. Throughout the monitoring process, verbal and written feedback is provided to teachers to positively impact student achievement.
3. Successful teachers are identified by their work as denoted by classroom visits, the seven teacher performance standards, student assessment data, and conferences with the teachers. Faculty and staff luncheons, faculty and staff outings, public acknowledgements/accolades expressed verbally in meetings and certificates are among the few acknowledgements implemented within the reward system. In addition, various incentive programs based on student and teacher progress are also used.
4. Teachers in need of support are identified based upon classroom data, teacher performance standards, student assessment data, and teacher conferences. Formative assessments and strategy implementations are also used to evaluate the success of a teacher. LTP assist with professional development opportunities that are designed or assigned according to student performance data and teacher observations. Differentiated professional development and coaching will continue to be a part of the school's efforts to create a school culture designed to improve teacher skills and development and the delivery of 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 reports to the Executive Director of Secondary Instruction. The director and principal collaborate on goal setting procedures. A formal observation process is conducted through an internal monthly accountability procedure, Instructional Support Team visits. These visits assist in determining the administrators' ability to follow-up on recommendations made by the Instructional Support Team.
6. The relationship between the state contractor, LTP, and principal is progressing well and with continued collaborative efforts between stakeholders common school improvement goals will occur. Meetings are held weekly between LTP and administrators to discuss school needs and action steps. 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 school improvement effort is driven by a collaborative process between stakeholders from the district level, school level, external partners and internal partners. The Transformational Leadership Team meets monthly to discuss, plan, and analyze all decisions related to school improvement. The principal facilitates the team that is comprised of assistant principals, content and grade level representatives, guidance, district representative, VDOE contractor, content specialist, Special Education representative, Title 1 representative, and leadership, math and literacy coaches (LTP). The LTP is Catapult Learning which will support the division in providing resources and support for instructional reform that address the specific AMO needs of math and reading at Richmond Alternative School. Through Catapult, there will be leadership coaching for administrators to improve efficiency of instructional and organization practices and 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 transformational process. The work of the Transformational Leadership Team is driven by the building needs as identified through data analysis. The tem meets to discuss progress toward completing the goals in the plan.
2. Existing barriers include teacher turnover, the division discipline policies, and Human Resource policies that focus on recruitment and hiring. There is also a need for building wide technology updates to provide more opportunities for student growth and to support the implementation of intervention programs. The District Office and the Title 1 Director are working together to support the procurement of 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 central administration will look at all funding streams to secure adequate funding for needed interventions and incentives. Central office leaders will continue to provide on-going support to the schools' administrators and Leadership Teams by assigning a designee to participate in classroom observations and attend the school's leadership team meetings. 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. 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. Periodic

feedback on school performance will be helpful from the state.

**SECTION 2: REQUIRED ELEMENTS, PART 1**

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

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

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

Not Applicable

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

	Math			
	2011-2012	2012-2013	2013-2014	2014-2015
<b>All Students</b>	31	26	29	9
<b>Students w/Disability</b>	39	32	33	0
<b>Economically Disadvantaged</b>	33	25	31	8
<b>Gap Group 1</b>	33	25	32	8
<b>Gap Group 2-Black Students</b>	33	26	29	9
<b>Gap Group 3-Hispanic</b>	TS	TS	TS	TS
<b>White Students</b>	TS	TS	TS	TS
<b>Asian</b>	TS	TS	TS	TS
<b>Limited English Proficient</b>	TS	TS	TS	TS
	Reading			
<b>All Students</b>	59	43	17	24
<b>Students w/Disability</b>	50	23	TS	TS
<b>Economically Disadvantaged</b>	52	41	19	20
<b>Gap Group 1</b>	53	40	19	21
<b>Gap Group 2-Black Students</b>	53	42	17	22
<b>Gap Group 3-Hispanic</b>	TS	TS	TS	TS
<b>White Students</b>	TS	TS	TS	TS
<b>Asian</b>	TS	TS	TS	TS
<b>Limited English Proficient</b>	TS	TS	TS	TS

- (4) 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.*

During the 2014- 2015 school year, all students received 73,800 minutes of instruction. (This includes core classes for 90 minutes block Monday-Thursday and 45 minutes on Fridays with students attending core and remediation classes along with an extended learning program during lunch (SAFE). Off-site Summer school provides 10,800 minutes. The same schedule will be continued for next year and along with the use of Edgenuity curriculum for students to use before and after school to increase learning time.

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

<b>Total Enrollment:</b>	251
<b>Male:</b>	134
<b>Female:</b>	117
<b>Asian:</b>	1
<b>Black:</b>	243
<b>Hispanic:</b>	4
<b>White:</b>	3
<b>Students with Disabilities:</b>	28
<b>English Language Learners:</b>	0
<b>Economically Disadvantaged:</b>	210
<b>Migrant:</b>	ND
<b>Homeless:</b>	17

- (6) 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).*

According to data from the VDOE Report Card, the Richmond Alternative School has experienced challenges in the areas of reading and math over the three year period. The reading scores show that from SY 2012-13 to 2014-15, inclusive of grades 6 through twelve, the school has not realized more than a 50% pass rate. Grades 6 (SY 2014-15 =20%) and Grade 7 (SY 2014-15 = 18%) had populations that were statistically too small to report during the 2012-13 and 2013-14 school years. Grade 8

(28%, 11%, 12%) experienced a significant decline (-17%) from 2012-13 to 2013-14 and remained relatively stagnant from 2013-14 to 2014-15. The High School English showed the opposite trend over the three year period (32%, 30%, 50%). From 2012-13 to 2013-14 the English pass rate hovered around 30% and in 2014-15 the school experienced a double digit (+20%) gain. The number of Grade 6 mathematics students tested was statistically too small to report. Grade 7 mathematics (10%, 8%, 3%) and Grade 8 mathematics (45%, 14%, 10%) has shown a downward trajectory from 2012-13 to 2014-15. Algebra I showed promise from 2012-13 (20%) to 2013-14 (58%); however, the student performance dropped significantly from 2013-14 to 2014-15 by over 40% yielding a 17% pass rate. Geometry showed a slight increase of 6% from 2012-13 (27%) to 2013-14 (33%). The data for 2014-15 was not reported due to the size of the students tested. Overall, the school must discover strategies to support attendance, discipline and to strengthen the academic program at the Richmond Alternative School.

- (7) 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 building was opened in September 1867 as Armstrong High School and later changed in 1980's to Adult/Career Learning Center. The building has three floors and an annex which has two floors with six classrooms.
2. Number of classrooms (including annex): 36
3. Media Center: 5000 book volume (fiction, non-fiction), ten student work stations, circulation desk and one office. Media Center is currently underutilized to fullest capacity due to lack of a media specialist, no magazine subscriptions, lack of consistent wireless connection, and the lack of welcoming student learning environment.
4. Cafeteria: located on the 1<sup>st</sup> floor and has a capacity 80, with two serving lines, 10 tables, and student bathrooms are accessible across the hall from the cafeteria entry.
5. Physical education and/or recess area: None. There is a community park consisting of a basketball court and playground that's utilized by the students during the school day.

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

Technology available to students and instructional staff consist of the following:

Currently 95 percent of all core teachers have a desktop computer.

10 Smart boards,

5 document cameras,

4 TV/DVD players,

12 LCD projectors).

2 laptop carts (30 computers each)

2 computer labs (including CTE lab and classroom)

No wifi capability on the 2<sup>nd</sup> floor

Inconsistent internet connectivity on other floors

Total 100 desktop computers (including 2 CTE labs/classrooms)

(9) **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:	13	72%
Teachers Not Highly Qualified:	5	28%

**SET 2:**

Category	Number of Teachers	Percentage of All Teachers
Teachers with Less Than 3 Years in Grade/Subject:	5	28%
Number of Teachers with a Provisional License:	5	28%

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

Grade 7 Reading (1 )  
 Grade 9-12 Science (1)  
 Grade 9-12 Reading/LA (1)  
 Grade 9-12 Math (1)  
 Grade 9-12 History (1)

Richmond Alternative school anticipates a high turnover rate for 2015-2016 with currently noting 5 vacant teaching positions.

(10) **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

Years	# Instructional

Years	# Instructional

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

Staff	
0	0
1	4
2	1
3	1
4	0
5	2
6	0
27	1

Staff	
7	0
8	0
9	0
10	3
11	1
12	2
13	0
29	2

Staff	
14	0
15	0
16	0
17	0
18	0
19	0
20	0
39	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
3060	2780	91%

**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. Catapult 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 OSI<sup>2</sup> 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 OSI<sup>2</sup> 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 OSI<sup>2</sup> 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 (OSI<sup>2</sup>), 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 OSI<sup>2</sup> 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).

Furthermore the following have been delineated as the responsibilities and expectations to be carried out by the LTP:

They will serve as instructional coaches for the teaching staff and they will assist in enhancing math and reading activities through modeling, professional development, monitoring effective instructional

strategies and providing feedback. Professional development sessions will be conducted during departmental common team planning sessions based on observational data. Job-embedded Professional development sessions will include but not limited to:

- Writing lesson plans using the RPS model
- Using data to inform instruction and intervention practices
- Reading and Writing Across the Curriculum
- Teaching in the 90 minute block
- Blended Learning model

PBIS support and support from Learning Environment Module will also be provided by LTP. Coaches will also work with staffs to facilitate the establishment of evidence-based practices and methodologies that allow for continuous re-teaching, remediation, and provision of feedback to students and teachers. They will also provide leadership coaching to assist the administrative team with improving the efficiency of instructional and organizational practices.

***Timeline:***

June 2015: Catapult/OSI<sup>2</sup> will review contract, deliverables and expectations and establish metrics of measurable impact, set goals

June 2015 - June 2016: Catapult implementation of LTP services

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

Monthly meetings with Catapult and OSI<sup>2</sup>: 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.

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**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
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

## 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

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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](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](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](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:** Richmond Alternative School

**Principal’s Typed Name:** Mr. Dana Hawes

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



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**BUDGET SUMMARY FOR:** Richmond Alternative 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	\$ 83,511.00	\$ 81,511.00	\$ 64,332.16	\$ 229,354.16
2000	Employee Benefits	\$ 24,333.39	\$ 23,533.46	\$ 21,527.36	\$ 69,394.21
3000	Purchased Services	\$ 243,399.00	\$ 243,399.00	\$ 168,379.00	\$ 655,177.00
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ 8,719.20	\$ 8,820.40	\$ 3,942.19	\$ 21,481.79
6000	Supplies & Materials	\$ -	\$ -	\$ -	\$ -
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
<b>Total</b>		<b>\$ 359,962.59</b>	<b>\$ 357,263.86</b>	<b>\$ 258,180.71</b>	<b>\$ 975,407.16</b>

## School Improvement Grant Application

School Year 2015-2016

Budget Request for: Richmond Alternative 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 (18 teachers for 12 hours for LTP training/planning (October 2015-September 2016) @ \$40/hour)= \$ 8,640 and 10 teachers for 16 hours for LTP training/planning during summer @\$40 = \$6,400=\$15,040	\$ 15,040.00	\$ 15,040.00	\$ -	\$ 30,080.00
				\$ -	\$ -
				\$ -	\$ -
<b>Total Compensation</b>		<b>\$ 83,511.00</b>	<b>\$ 81,511.00</b>	<b>\$ 64,332.16</b>	<b>\$ 229,354.16</b>
<b>Personal Services supported from other funding sources:</b>	<b>Other Expenses: \$58,250</b> <b>Executive Admin for OSII Office (Title I \$6,500); Division Ex ED's (\$10,000); Division Specialists Reading/Math (Division \$5,500); Professional development teacher stipend (Title II \$5,250) 35 x 2 days @ \$75/day; Tutors (Title I: \$25,000) (non-degree \$15/hr and degree \$21 hrs/wk for 20 weeks); afterschool remediation (District \$6000)</b>				

**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
Teacher Stipends for PD	Teacher Stipends for LTP-supported professional development in relation to school improvement efforts outside of contract hours (18 teachers for 12 hours for LTP training/planning (October 2015-September 2016) @ \$40/hour)= \$ 8,640 and 10 teachers for 16 hours for LTP training/planning during summer @\$40 = \$6,400)=\$15,040	\$ 1,150.56	\$ 1,150.56	\$ -	\$ 2,301.12
				\$ -	\$ -
					\$ -
<b>Total Employee Benefits</b>		\$ 24,333.39	\$ 23,533.46	\$ 21,527.36	\$ 69,394.21
<u>Employee Benefits supported from other funding sources:</u>	<b>Other Expenses: \$13,814.13</b> Executive Admin for OSII Office: (Benefits \$2,800: Title I); Division Ex ED's (\$5,000); Reading/Math Specialists (\$2,300)Afterschool remediation FICA \$1,400: District); Professional development teacher stipend (FICA \$401.63: Title II); Tutors (FICA \$1,912.50: 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	Catapult LTP Services per VDOE approved SOW: 12 months, 40 hours at \$930 student x 242 students = \$180,048/ year (\$15,004/mo)	\$ 225,060.00	\$ 225,060.00	\$ 150,040.00	\$ 600,160.00
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
				\$ -	\$ -
				\$ -	\$ -
					\$ -
<b>Total Purchased Services</b>		<b>\$ 243,399.00</b>	<b>\$ 243,399.00</b>	<b>\$ 168,379.00</b>	<b>\$ 655,177.00</b>
<b><u>Purchased Services</u> supported from other funding sources:</b>	<b>Other Expenses: \$27,000 Professional Development/Conferences (Title IIA: \$5,000); Title I Institute Professional Development (Title I: \$2,000); Intervention Programs (Title I: 8,500); Recovery software (Division: \$15,000); Other professional development offsite (Title I: \$3,500);</b>				

**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
				\$ -	\$ -
<b>Total Internal Services</b>		\$ -	\$ -	\$ -	\$ -
<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
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
					\$ -
					\$ -
					\$ -
<b>Total Other Charges</b>		<b>\$ 8,719.20</b>	<b>\$ 8,820.40</b>	<b>\$ 3,942.19</b>	<b>\$ 21,481.79</b>
<b>Other Charges supported from other funding sources:</b>	<b>Insert response here:</b>				

**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
				\$ -	\$ -
					\$ -
					\$ -
					\$ -
					\$ -
	<b>Total Supplies</b>	\$ -	\$ -	\$ -	\$ -
<b>Materials/Supplies supported from other funding sources:</b>	<b>Other Expenses: \$3,000</b> 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
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
<b>Total Capital Outlay</b>		\$ -	\$ -	\$ -	\$ -
<b>Capital Outlay supported from other funding sources:</b>	Insert response here:				