

**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.** Contract Award 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 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: Franklin City Public Schools

Contact Name: Kelvin Edwards **Phone:** 757.569.8111

Address: 207 West Second Avenue **Email:** kedwards@fcpsva.org
Franklin, VA 23851

Priority School Information

School Name: S.P. Morton Elementary School **Cohort:** 4

Principal Name: Jason Chandler **Phone:** 757.562.5648

Address: 300 Morton Street **Email:** jchandler@fcpsva.org
Franklin, VA 23851

NCES #: 510141000631

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: (Reading)

- S.P. Morton Elementary School will increase student performance on the Spring 2016 Reading Standards of Learning (SOL) tests by 10 percentage points (from 66% in spring 2015 to 76% in spring 2016) in the "All Students" category and will meet or exceed the Annual Measurable Objectives (AMOs) for Reading.

Goal 2: (Math)

- S.P. Morton Elementary School will increase student performance on the Spring 2016 Math SOL tests by 10 percentage points (from 73% in spring 2015 to 83% in spring 2016) in the "All Students" category and will meet or exceed the AMO's for Math.

Goal 3: (School Climate)

- S.P. Morton Elementary School will reduce the number of Out-of-School Suspensions (OSS) by 50% compared to the 2014-2015 OSS school data. The incidences of OSS will decrease from 186 in 2014-2015 to 93 total incidences in 2015-2016.

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.

The school climate at S.P. Morton has evolved into a positive school culture where student learning is the focus. At the beginning of 2014-15 school year, the administration and teachers focused on establishing routines and procedures to ensure a positive and safe educational environment. Also in 2014-15, teachers were provided job-embedded professional development on positive behavior management strategies. Teachers then developed a positive behavior management plan for their classroom. In addition to enhancing the educational environment in the classrooms, the administration and staff also developed expectations and routines for common areas, the bus, playground, etc. By developing routines, procedures, and expectations in all areas of S.P. Morton, the students were provided a safe place to learn.

In addition to enhancing the educational environment for students, the administration also developed routines and procedures to enhance the collaboration of teachers. By enabling teachers to collaborate weekly, the teachers at S.P. Morton enhanced their skills, knowledge, and were part of an educational community focused on problem solving. Collaboration times were built into the master schedule to allow teachers uninterrupted time. Each week, teachers met during the school day in grade level-specific Professional Learning Communities (PLCs). Vertical collaboration between teachers from various grade level spans (PreK-2, 3-5) occurred during weekly afterschool PLC meetings.

By increasing the focus on a positive school culture and teacher collaboration, the staff and students at S.P. Morton achieved academic success in the 2014-2015 school year as evidenced by the double digit student achievement gains in reading and math. The procedures, routines, and expectations will be similar in the 2015-2016 school year.

S.P. Morton attempted to implement a schoolwide Positive Behavioral Intervention Support (PBIS) program during the 2014-15 school year. The program was not as successful as intended as evidenced by the high number of out of school suspensions (186) that occurred during the year. Upon reflection, the Transformation Team realized that schoolwide implementation needed more time and professional development to be successfully implemented. The school will take a step back and implement PBIS in smaller steps during the 2015-2016 school year.

Providing sufficient time for teachers to successfully plan and implement major initiatives such as PBIS is a challenge or barrier to success. With the recent PBIS initiative, additional time to collaborate is needed. During the 2015-16 school year a focus concentration on Professional Learning Communities will be implemented related to PBIS. S.P. Morton has purchased PBIS books for all grade levels to perform a book study on the proper implementation of schoolwide PBIS.

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?

The leadership team at S.P. Morton solicits input from various stakeholders through transformation team meetings. Transformation team meetings are held monthly afterschool and are facilitated by the principal. Members of the transformation team include members of the school administration, teachers, guidance counselor, staff members, reading specialists, data process manager, parents, community members, central level employees, Lead Turnaround Partner (LTP) staff, and a liaison from the Virginia Department of Education.

The school administrative team reviews the academic, attendance, and discipline data weekly and monthly as it relates to student achievement and discipline data. The data is shared at monthly transformation team meetings that are facilitated by the school principal. Team members compare the data to the goals of the school improvement plan and identify new steps or modify the plan as warranted. The principal assigns responsibilities for new tasks and next steps to the appropriate team member. The data process manager takes notes during the meeting and helps to complete the minutes and update the agenda as necessary. The teachers, parents, and community members bring the voices of their constituents with them to be discussed. Central level employees are present to monitor and provide support as determined by the school, staff and stakeholders. The LTP is also present to assist with curriculum alignment, coaching, and other questions as determined by their scope of work practice. The principal monitors the outcomes and provides feedback at the next scheduled monthly meeting.

The decisions made at the transformation team meeting are disseminated to staff through monthly staff meetings, PLCs, and a weekly newsletter. Parents are notified of decisions through letters, announcements, PTA Meetings, and Family Reading & Math Nights. Additionally, parents may access the S.P. Morton comprehensive school improvement plan on the division website.

Progress is monitored daily, weekly, and monthly depending on the task. The principal holds weekly administrative cabinet meetings to discuss the implementation, progress, and monitoring of building initiatives, etc. The principal's administrative cabinet consists of the assistant principal, LTP staff,

guidance counselor, reading specialists, central office instructional support member, and VDOE liaison.

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?

A comprehensive criteria is used to determine students in need of additional support. Student in grades K-5 take the NWEA Maps assessment at the beginning of the year. The data aggregated from this assessment are one data point for the determination of a student's initial tier. Additional data points include PALS (K-3), Interactive Achievement, and prior SOL history when applicable. This triangulated method to determine student's initial tier is vital in the establishment of needs-based interventions. Once students are tiered, they are provided differentiated levels of support. Support is available through 4 different intervention times. Intervention times occur during breakfast (20 min), through a 60 minute remediation/enrichment period that is built into the master schedule, after school tutoring (twice weekly) and Saturday SOL Academies. Additionally, intervention occurs through differentiated classroom instruction. To monitor the intervention process, teachers are required to submit a bi-weekly intervention plans that include the driver (who is providing the intervention), the specific students receiving the intervention and criteria for success. These intervention plans are shared with all members of the grade level team, the LTP, specialist, and administrators. Additional monitoring occurs through individualized SOL strand analysis. Teachers update the strand data bi-weekly to indicate whether students are proficient, emerging, or struggling by strand. This data is monitored frequently; however, it is analyzed in depth at quarterly data meetings.

Teachers begin the differentiation process by providing detailed lesson plans which target Tier I instruction. Based on observation and feedback during the lesson, teachers adjust their lesson plans to provide a variety of instructional strategies to address varying student needs. Teachers differentiate by providing-instruction that addresses the different learning modalities (auditory, tactile, and kinesthetic) of the learners. All initial instruction is provided at the tier 1 (high level) level or the level of the standard. Students are then assessed for their understanding which provides a framework for responding to the individual student's needs.

Formative assessments are used to gather information on the effectiveness of instruction and

intervention. Formative assessments are used prior to class (pre-assessments), during instruction (quick checks), after instruction (exit cards, etc.). Additionally, formative assessments are used during the intervention periods to determine proficiency and progress.

Standard 7 goals are developed collaboratively between the teachers and the administration. The goals are rigorous, and indicative of the high expectations of our staff. NWEA Maps is utilized as a universal screener and is the foundation for each teacher's goal. NWEA Maps provides a projected proficiency report. NWEA Maps groups students into projected pass/fail categories relative to the VA SOLs in reading and math. By providing more rigorous learning opportunities and maintaining high expectations for staff and students, the impact on student learning will be continued student achievement that will extend beyond the requirements of the SOLs. Daily monitoring by administration facilitates and fosters continued high standards and achievement.

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?

The principal and administrative team involve parents and community members in revising the school's mission and vision. Community stakeholders include faith based organizations, South Side Regional Medical Center, and third party counseling services. These organizations provide many services that support the goals of the S.P. Morton school improvement plan. Our community-based organization partners provide reading and math tutoring throughout the year. The third party counseling services help by providing pro-bono counseling services to students who display challenging behaviors that can negatively impact learning.

The principal and assistant principal will work monthly with the school's PTA Executive Board to promote the school's mission and vision and to provide monthly parent activities to build parent support and to share the school's instructional plan. Monthly Family Reading Nights will be held to promote the school's literacy plan and to share reading skills and strategies parents can use at home. Parents will be recruited to serve on the school transformation team and on the PTA Executive Board. The administrative team will develop a process to monitor attendance on a daily, weekly, and monthly basis. Parents will be contacted when students are absent more than 3 days from school. The administration and Positive Behavioral Support Team will reach out to parents and community partners to support the school-wide pony point store that will be used to reward positive behavior by students. The administrative team will work with onsite services to ensure the appropriate behavior

of students and to ensure that the emotional and social needs of students being served are met. The administrative team will review the student progress on a monthly basis.

The principal will develop a presentation about SP Morton to be used in recruiting local businesses and community organizations to secure volunteers, mentors, and supplies for the school.

The Title I survey will be conducted yearly to evaluate the strength and weaknesses of services and programs.

The LTP selected by the division is Catapult Learning. Catapult currently provides a Director of Achievement (DOA) for reading and a DOA for math. This is a Step-Down year for the LTP. The DOAs provide assistance to teachers to improve all aspects of teaching - from lesson planning to direct instruction to assessment. The DOAs also assist in building a comprehensive curriculum, and provide relevant professional development that is instrumental in the sustainability of S.P. Morton's gains in student achievement.

The parents and the community are involved in the implementation of the interventions. The intervention or LTP was selected after numerous informational sessions and a public forum. The parents and the community are provided input through the transformation team, parent reading nights, family math night, PTA meetings, Title I events (grandparents and gingerbread, moms and muffins, and dads and donuts). Additionally, parents are provided the opportunity to express concerns during parent tutoring sessions. Parents are presented with the opportunity to learn strategies and are tutored by the LTP and the teachers on strategies to help them help their students. Parents are informed of school progress by frequent newsletters, PTA meetings, letters home, family reading and math nights, open house, and by reverse 911 automated calls.

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.)

Teachers' prior SOL success rates and assessment history are determining factors when assigning teachers to grade level and subject assignments. The principal is provided the autonomy to make staffing changes within his/her building. The hiring process is comprehensive and includes

collaboration between the central level human resources director and the principal. After an interview is conducted, licensure checked, and references contacted, the principal makes the recommendation to the superintendent to hire. At S.P. Morton, third, fourth and fifth grade teachers are assigned to a particular grade level subject. This structure ensures the most skilled teacher (relative to the subject) is in front of the students.

S.P. Morton follows the Virginia Performance Evaluation System. Teachers develop two measureable student achievement goals at the beginning of the school year with the collaboration and approval of the principal. The teacher and principal meet mid-year to discuss the progress that has been made towards meeting the established goals. The teacher and principal also meet at the conclusion of the school year for a summative evaluation where the performance goal, and standard 7 are thoroughly discussed. Additionally, throughout the year, teachers are observed and provided feedback on their performance. Probationary teachers are observed 4 times per year and continuing contract teachers are observed twice a year. The principal creates an observation schedule in collaboration with the assistant principal to ensure efficient operations. Daily walk-throughs are also used to observe instruction and to provide timely feedback to teachers.

No monetary rewards are available to reward teachers; however, teachers that have increased student achievement are recognized at staff and PTA meetings. Teachers are identified based on student progress on assessments such as PALS, MAPS, SOLs and benchmarks. Teachers are provided additional recognition in faculty meetings, grade level meetings, and school board meetings.

The identification of teachers needing additional support begins with the initial observation, and lesson plan review. Additionally, the disaggregation of benchmark data is also useful in the identification of teachers needing additional support. Teachers in need of additional support are provided differentiated professional development during PLCs, and afterschool. Teacher support is progressive, differentiated, and dependent on the level of support needed. Plans of improvement are developed, implemented and monitored for teachers that are in need of extended improvement.

The principal is evaluated by the superintendent. The principal is required to formulate two performance goals to address student achievement at the beginning of each school year. These goals are also based on observations and feedback from the superintendent. These performance goals are monitored throughout the year by comprehensive data review meetings. Additionally, the principal receives feedback by the superintendent and other members of the central services team through emails and face to face meetings. A member of the Central Services staff is assigned to the school, and they conduct frequent walk-throughs and provide feedback to the administrative team.

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.)

SP Morton's leadership team reviews school performance data (SOL data, formative and summative data) continuously. School administration meets once each month in a Professional Learning Community with teachers to review data. School administration also meets with grade level teams within 10 days of benchmark administration to review data and develop an immediate plan of action.

All leadership team meetings will utilize data and focus on the overall strategic vision for S.P. Morton.

The school improvement plan will be revised and updated as needed to ensure academic success for students.

All decisions are discussed with the transformation leadership team (VDOE liaison, Catapult (Lead Turn Around Partner), and the Division Leadership team. Once approved by the transformation team, recommendations are translated into indicators and or task are incorporated into the Indistar School Improvement Plan.

Teacher turnover is a continuous area of concern. The school division has generated policies (Policy GCBBB_May 15, 2014) that allow for the dissemination of signing bonuses for hard to staff positions. The Human Resources Department is continuing its aggressive recruiting campaign to bring highly qualified teachers to the division and has sought out agencies such as Troops to Teachers and Visiting International Faculty with success. The school also uses a research based mentoring program (Pathwise) to provide new teachers with support in an effort to promote teacher retention and the division conducts new teacher training monthly with new teachers.

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?

Through the use of local and Title I and Title II funds, the division will provide teachers and staff with appropriate staff development to address instructional best practices and evidence-based learning interventions. The division will utilize the train-the-trainer model to provide professional development throughout the division and to monitor fidelity of implementation of strategies. With

Title I funding, the division has hired a math coach to work closely with the students to increase math success and to promote advanced math programming.

Selected teachers at S.P. Morton have been accepted into the William & Mary's K-5 Math Specialist Cohort to improve math instruction, improve student achievement and to build math capacity within the building. During the LTP phase-out, the LTP will assist with training and capacity building through coaching, modeling, and mentoring of specialist, coach, and teachers.

The division transformation team will conduct walkthroughs once monthly to monitor instruction with the principal utilizing the Aligning Academic Review with Performance Evaluation (AARPE) format. Additionally, the LEA will provide professional development directly as the lead turnaround partner's responsibility will be decreased and the LEA will increase its level of support. The aforementioned strategies will be incorporated in the local budget and strategic plan. With the continued support from the Office of School Improvement, S.P. Morton will follow the procedures from the AARPE training to ensure that instruction is aligned with the written, tested and taught curriculum standards.

Extended Learning Time will be supported through Saturday Academies and through the Science, Technology, Engineering, Art and Math (STREAM) Academy. The STREAM Academy will support reading and mathematics remediation and will also provide student with enrichment activities. Through the support of our local charitable organization: SouthHampton/Franklin Charities, students are able to participate year round in this program. Locally, the division will provide afterschool tutorial services for students in need of remediation based on data analysis. These funding sources are renewed annually. All students in grades K-5 are eligible to attend.

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.

N/A

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

| | Preliminary 2014-15 English SOL | 2013-14 English SOL | 2012-13 English SOL | Preliminary 2014-15 Math SOL | 2013-14 Math SOL | 2012-13 Math SOL |
|--|--|---------------------------|---------------------------|---------------------------------------|------------------------|---------------------|
| All students | 68 | 38 | 48.39 | 73 | 38 | 39.00 |
| Proficiency gap group 1 | 56 | 33 | 41.94 | 60 | 29 | 30.93 |
| Proficiency gap group 2 | 54 | 31 | 40.18 | 57 | 28 | 30.76 |
| Proficiency gap group 3 | TS | TS | 62.50 | TS | TS | 57.14 |
| Students with disabilities | 9.5 | 10 | 26.92 | 24 | 15 | 29.62 |
| LEP students | TS | TS | 100.00 | TS | TS | 0.00 |
| Economically disadvantaged students | 56 | 33 | 41.63 | 60 | 29 | 30.60 |
| White students | 64 | 78 | 85.36 | 80 | 92 | 82.92 |
| Asian students | TS | TS | 50.00 | TS | TS | 50.00 |

(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.*

During the 2014-15 school year students were required to attend 74,160 minutes (Full days-168 at 420 minutes per day and 12 early release days at 300 minutes per day). A 120 minute Extended Learning after school program was implemented three times per week for grades 3 through 5 during the 2014-2015 school year. This afterschool program will continue to be offered to all students, and students are expected to participate. Students receive additional instruction in reading and math during the extended learning sessions. This plan will continue during the 2015-16 school year with an earlier start date.

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

| | |
|------------------------------------|-----|
| Total Enrollment: | 622 |
| Male: | 330 |
| Female: | 292 |
| Asian: | 8 |
| Black: | 506 |
| Hispanic: | 10 |
| White: | 72 |
| Students with Disabilities: | 59 |
| English Language Learners: | 3 |
| Economically Disadvantaged: | 447 |
| Migrant: | 0 |
| Homeless: | 11 |

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

Example:

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

Reading: After a decline from in the 2013-2014 school year, pass rates increased at all grade levels this year. Grade 3 Reading: (59, 46, 70); Grade 4 Reading: (38, 35, 72); Grade 5 Reading: (49, 34, 53). Need still exists for targeted interventions in reading to achieve performance targets. The division will continue to use SuccessMaker as an intervention in Reading.

Math: Grade 3 Math: (41, 36, 77); Grade 4 Math: (32, 50, 80); Grade 5 Math; (45, 26, 50). The pass rates indicate an ongoing need for data driven targeted interventions in math. Grade 5 math

will be a focus area. The division will continue to use SuccessMaker as an intervention in Math. Additionally, the division is actively seeking a math coach for SP Morton Elementary School to assist with the math instruction and team with the lead turnaround partner to impact instruction toward student achievement.

- (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 originally erected in 1965 (original footage 40,499 square feet). They added 30,565 square feet to the building in 1990. 2) There are 56 instructional classrooms. 3) The library has an office with an AV storage room. There is one circulation desk. Computers and printers are present. Tables are available for students to be seated to receive instructional information as put forth by the Media Specialist. Lastly, it has the shape of a semi-circle. 4) The cafeteria has two serving lines and tables with adjoining seats that adequately serve the student populations. 5) The size of the gymnasium allows for physical activity in a full sized gymnasium. The gymnasium is equipped with basketball goals and other play equipment and it has bleachers for seating.

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

The school has 3 document cameras, about 207 desktop student computers and 60 desktop teacher computers, not including 12 for other staff members. Kindergarten – third grade classes have no more than 2 student desktop computers per classroom with the overwhelming majority of the classrooms having 1 student desktop computer. The school has received 3 computer carts that house 25 -30 laptops each. The school is having Promethean boards installed for all core classrooms. The school has 6 computer laboratories, including the library. The iReady Math lab has 42 computers; the keyboarding lab has 20 computers; the iStation lab has 26 computers, the Reading complex has 10 computers, 17 in the library and there is an open lab with 27 computers. The goal is to establish equity among teachers and grade levels so that all students can have access to a 21st Century education.

The division is adding promethean boards in every classroom grades 3 – 5 to enhance technology as the division took the promise to be a Future Ready Division.

- (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: ** There are 2 long term substitutes and 2 vacancies. (55 positions)

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| Category | Number of Teachers | Percentage of All Teachers |
|--------------------------------|--------------------|----------------------------|
| Highly Qualified Teachers: | 51 | 100% |
| Teachers Not Highly Qualified: | 0 | 0 |

SET 2: Note: Teachers in S.P. Morton with a provisional license are highly qualified.

| Category | Number of Teachers | Percentage of All Teachers |
|---|--------------------|----------------------------|
| Teachers with Less Than 3 Years in Grade/Subject: | 25 | 49% of 51 |
| Number of Teachers with a Provisional License: | 3 | %6 |

(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)).

K – (5,) Grade 1 – (3), Grade 2-(4), Grade 3 – (3) and Grade 5 – (2)

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

| # | |
|-------|---------------------|
| Years | Instructional Staff |
| 0 | 10 |
| 1 | 9 |
| 2 | 6 |
| 3 | 1 |
| 4 | 0 |
| 5 | 1 |
| 6 | 3 |

| # | |
|-------|---------------------|
| Years | Instructional Staff |
| 7 | 2 |
| 8 | 1 |
| 9 | 1 |
| 10 | 0 |
| 11 | 2 |
| 12 | 1 |
| 13 | 2 |

| # | |
|-------|---------------------|
| Years | Instructional Staff |
| 14 | 3 |
| 15 | 1 |
| 16 | 0 |
| 17 | 0 |
| 18 | 2 |
| 19 | 0 |
| 20 | 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 | Total # of Days | Teacher |
|------------|-----------------|---------|
|------------|-----------------|---------|

| Teaching Days | Worked | Attendance Rate |
|---------------|--------|-----------------|
| 9900 | 9405 | 95% |

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 LEA researched several potential External Lead Turnaround Organizations that were sighted as appropriate External Partners from VDOE. The research consisted of a performance review of past success and other pertinent data regarding their assistance with other schools systems' achievement rates and their rate of gap closure. The final candidate had the opportunity to present to the Franklin City Public Schools' School Board and share how they align with the division and school needs. The School Board was also given the opportunity to vet the organization after their presentation. Parents and the community were given the opportunity to ask questions during the School Board meeting presentations.

- (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 division will support SP Morton by ensuring effective leadership at the building level by sending the principal to the School University Research Network (SURN) sponsored by William and Mary University. This program assists principals with leadership capacity and researched based interventions that are crucial to the successful leading of a challenging school. The division will also support administration by monthly principal meetings and comprehensive data meetings focusing on school achievement.

The division will support SP Morton through local and Title 1 funding for the implementation of an after school tutoring program and Saturday academies. Students who are identified through the use of the first 9-week summative assessment are invited to attend the after school tutoring program and the Saturday academies.

By working collaboratively to bring the faculty and staff and the community on board with the vision of increasing student achievement the division will be able to sustain and enhance student learning that will be evidenced by meeting all AMOs. As Catapult Learning and the VDOE/OSI contractor exit, the professional development that has been provided will leave the staff in a position to maintain best practice and a collegial atmosphere that will strength the schools capacity to serve its population.

The school division will seek out and develop best practices from external sources and other successful school divisions. These best practices will be implemented at the school level. The school will hold professional learning community (PLC) meetings for administrators and school faculty that will be ongoing throughout the school year. The school will level data meetings quarterly to monitor for continuous improvement. Professional development will be provided by the school division to enhance and support the division mission and vision. Monthly New Teacher training will encompass best practices and include design for classroom management and interactive instruction. New teachers will be provided a mentor to assist with their transition to FCPS and to become familiar with FCPS policies and procedures. The LEA will provide the parents the opportunity to be active in their child's education through our parent portal. Information will also be provided to parents and the community at the state of the school's address and convocation. The community will also be involved in the teaching and learning process via the Superintendent's Advisory Council. The LEA has also established a Parent Resource Center to assist all parents within the division. The school division is also implementing the Virginia Tiered Support System model via the Positive Behavior Intervention Support (PBIS). The LEA will ensure that all teachers are properly licensed and highly qualified.

The division has implemented a transformation team that will be in place during the 2015-2016 school year to include central services personnel, teachers and parents that will focus on school improvement.

Catapult Learning will continue as the external lead turnaround partner for the 2015-2016 school year on a part-time basis of 20 hours a week as part of the phase out plan. The Catapult team will provide coaching, mentoring, training and modeling to the staff. Expertise will be provided in change management and the Catapult Learning Five Strand Design with a focus on developing site capacity at the school and improving student achievement in reading and mathematics. Directors of Achievement will work with school staff to improve schoolwide math and reading instruction, conducting onsite professional development and working with teachers to analyze and respond to formative and summative assessment data for reading and mathematics. FCPS's building and central administration will monitor the LTP by meeting with the LTP monthly to review and discuss data. The LTP will also present their data findings to the FCPS School Board on a monthly basis.

- (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.

SP Morton is designated as a school using the Transformation Model. FCPS's building and central administrators will monitor the LTP by meeting with the LTP monthly to review and discuss data. The LTP will also present their data findings to the FCPS school board monthly. The LTP will assist with professional development and teacher training to ensure effective instructional methods. The school administration will conduct observations and weekly professional learning communities to review data and to develop effective planning to address student needs. The curriculum will continue to be revised to reflect alignment of the written, tested and taught curriculum with direct teacher involvement. This will be an ongoing process starting in August 2015. The division will continue to utilize the LEA Division Transformation Team to assess indicators to make the necessary changes to increase student achievement. The Division Level Transformation Team will convene weekly. The principal and the LEA Transformation Team will attend the Technical Assistance Training sessions provided by the Virginia

Department of Education’s Office of School Improvement to ensure that all are working towards the result of student achievement and to ensure maintenance of achievement. Monthly Division Strategic Support Team Meeting will continue to be a focus. The school will have leadership meeting, professional learning communities and professional development opportunities to discuss progress towards meeting the goals embedded within the School Improvement Plan.

Timeline:

Transformation meetings have begun and the schedule is as follows:

Transformation meetings are scheduled monthly (July 23, 2015 (Division Team): August 20, 2015; September 17, 2015; October 15, 2015; November 19, 2015; December 17, 2015; January 21, 2016; February 18, 2016; March 17, 2016; April 21, 2016; May 19, 2016; and June 16, 2016.

Professional development opportunities will be included in September 2015 and January 2016. The professional development will focus on areas of weakness for the staff and individual teachers. The LEA will work with our LTP to implement Pearson Success and Interactive Achievement starting September 2015. The school and LEA will meet weekly with the LTP.

- (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.

N/A

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.

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| | |
|---|-----|
| 1. Describe the steps the LEA has taken to secure the continued support of the local school board for the reform model chosen. | N/A |
| 2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected. | N/A |
| 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). | N/A |
| 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. | N/A |

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
 - (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): Franklin City Public Schools

Priority School: SP Morton Elementary School

Principal’s Typed Name: Jason Chandler

Principal’s Signature: _____ **Date:** 10/30/2015

Superintendent’s Typed Name: Willie J Bell, Jr.

Superintendent’s Signature: _____ **Date:** 10/30/2015

*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: S.P. Morton Elementary School
(School Name)

| Object Code | Expenditure Accounts | School Year 2015-2016 | School Year 2016-2017 | School Year 2017-2018 | Three-Year Grant Subtotal |
|--------------|----------------------|-----------------------|-----------------------|-----------------------|---------------------------|
| 1000 | Personal Services | \$ 78,000.00 | \$ - | \$ - | \$ 78,000.00 |
| 2000 | Employee Benefits | \$ 5,967.00 | \$ - | \$ - | \$ 5,967.00 |
| 3000 | Purchased Services | \$ 285,250.00 | \$ - | \$ - | \$ 285,250.00 |
| 4000 | Internal Services | \$ - | \$ - | \$ - | \$ - |
| 5000 | Other Charges | \$ 1,000.00 | \$ - | \$ - | \$ 1,000.00 |
| 6000 | Supplies & Materials | \$ - | \$ - | \$ - | \$ - |
| 8000 | Capital Outlay | \$ - | \$ - | \$ - | \$ - |
| Total | | \$ 370,217.00 | \$ - | \$ - | \$ 370,217.00 |

School Improvement Grant Application

School Year 2015-2016

Budget Request for: S.P. Morton Elementary

(School Name)

Budget Detail: Personal Services (1000)

| Item Request | Justification and Cost Basis | SY 15/16 Grant Request | SY 16/17 Grant Projection | SY 17/18 Grant Projection | Three-Year Grant Subtotal |
|--|--|------------------------|---------------------------|---------------------------|---------------------------|
| Extended Learning Time | Extended Learning Time will be utilized to provide targeted reading and mathematics intervention afterschool to students in grades K-5 (3 hours per week...during the 45 days prior to testing an additional 30 mins. a day will be added) Starting November 2,2015 and concluding May 13, 2016. Cost is based on an hourly rate of 30.00 per teacher participating in the afterschool program. It is anticipated that 20 teachers will serve as afterschool teachers to address deficits in reading and math. | \$ 72,000.00 | | | \$ 72,000.00 |
| Curriculum Enhancement | Stipends for teachers to work to revise curriculum throughout the school year and during the summer (10 teachers *20 hours *\$30/hour = \$6000.00) | \$ 6,000.00 | | | \$ 6,000.00 |
| | | | | | \$ - |
| | | | | | \$ - |
| | | | | | \$ - |
| Total Compensation | | \$ 78,000.00 | \$ - | \$ - | \$ 78,000.00 |
| Personal Services supported from other funding sources: | <p><i>Ex. K-5 Reading Specialist @ \$65K/yr (Title I)</i></p> <p>Insert response here: S.P. Morton will be supported by 2 reading specialists @70K/year(Title 1), 1 math coach @56K/year(Title 1), and 1 part-time remediation coach@ 27K/year (Title 1) to provide intervention to students. Extended Learning Time will occur during (15-16)STREAM Academy @20K/year (Title 1) and Saturday Academics @2,500/year (Title VI). Extended Learning Time will also be supported through afterschool remediation</p> | | | | |

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 |
|--|--|------------------------|---------------------------|---------------------------|---------------------------|
| FICA | Extended Day FICA = \$72000 * 0.0765 = \$5508.00 | \$ 5,508.00 | | | \$ 5,508.00 |
| FICA | Curriculum Development FICA = \$6000.00 * 0.0765 = \$459.00; | \$ 459.00 | | | \$ 459.00 |
| | | | | | \$ - |
| | | | | | \$ - |
| | | | | | \$ - |
| Total Employee Benefits | | \$ 5,967.00 | \$ - | \$ - | \$ 5,967.00 |
| Employee Benefits supported from other funding sources: | Insert response here: FICA, VRS, Group Life Insurance, and Health will be supported by Title 1 (46K/year) | | | | |

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 |
|--|--|------------------------|---------------------------|---------------------------|---------------------------|
| Catapult Learning | Catapult Learning, formerly EdisonLearning, Inc., will serve as the External Lead Turnaround Partner for S. P. Morton Elementary School 256,750.00) | \$ 256,750.00 | | | \$ 256,750.00 |
| Data Process Manager | A part-time data process manager will focus on building the capacity of members of the school leadership team to perform this function once S.P. Morton exits Priority status. (3 hours per day 2 days per week for 20 weeks at a rate of \$50 per hour = \$6000.00). | \$ 6,000.00 | | | \$ 6,000.00 |
| Educational Consultant/VDOE priority school contractor | This position is VDOE required. The consultant will monitor the implementation of the Lead Turnaround Partner's Scope of work. The consultant will also review and provide feedback on the school improvement plan. The approved Scope of work for the consultant is approximately 30hr/monthly@\$61/hr. plus mileage. | \$ 22,500.00 | | | \$ 22,500.00 |
| | | | | | \$ - |
| | | | | | \$ - |
| Total Purchased Services | | \$ 285,250.00 | \$ - | \$ - | \$ 285,250.00 |
| <u>Purchased Services</u> supported from other funding sources: | Insert response here: School and division level training will enable staff to serve in these capacities to maintain level of service and success. Through Title I and Title II, supplemental professional development will be provided to staff Title II (49K/year) and through (Title I) 4,500 . After exiting priority status a VDOE contractor and data process manager will no longer be required and the school will enter sustainability. | | | | |

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 |
|--|--|------------------------|---------------------------|---------------------------|---------------------------|
| Professional Development Expenses | Expenses associated with administrative training and professional development for building principal or his/her designee to include: Aligning Academic Review with Performance Evaluation (AARPE) workshops and other required technical assistance sessions for Cohort IV schools. Cost | \$ 1,000.00 | | | \$ 1,000.00 |
| | | | | | \$ - |
| | | | | | \$ - |
| | | | | | \$ - |
| | | | | | \$ - |
| Total Other Charges | | \$ 1,000.00 | \$ - | \$ - | \$ 1,000.00 |
| Other Charges supported from other funding sources: | Insert response here: Expenses associated with personnel attending professional development is also supported @4K/year (Title 1), \$350/year (Title II) | | | | |

Budget Detail: Materials & Supplies (6000)

| Item Request | Justification and Cost Basis | SY 15/16 Grant Request | SY 16/17 Grant Projection | SY 17/18 Grant Projection | Three-Year Grant Subtotal |
|---|------------------------------|------------------------|---------------------------|---------------------------|---------------------------|
| | | | | | \$ - |
| | | | | | \$ - |
| | | | | | \$ - |
| | | | | | \$ - |
| | | | | | \$ - |
| Total Supplies | | \$ - | \$ - | \$ - | \$ - |
| Materials/Supplies supported from other funding sources: | | | | | |

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: | | | | |