

**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**



TABLE OF CONTENTS

Submission Requirements	p. 3
Application Materials	
Cover Page	p. 4
Section 1: Reflection & Planning	p. 5
Section 2: Required Elements, Part 1	p. 7
Required Elements, Part 2	p. 10
Section 3: Explanation of Lack of Capacity to Implement	p. 12
Section 4: Budget	p. 14
Section 5: Assurances & Certifications	p. 15
Resource Information	p. 19

SUBMISSION REQUIREMENTS

1. Submission Deadlines

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

2. Submission Process

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

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

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

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

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

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

COVER PAGE

LEA Contact for Priority Schools

Division: Martinsville City Public School

Contact Name: Angilee Downing **Phone:** 276-403-5866

Address: 746 Indian Trail **Email:** adowning@martinsville.k12.va.us
Martinsville, VA 24112

Priority School Information

School Name: Albert Harris Elementary School **Cohort:** IV

Principal Name: Judy S. Cox **Phone:** 276-403-5841

Address: 710 Smith Road **Email:** jcox@martinsville.k12.va.us
Martinsville, VA 24112

NCES #: 510240002616

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

School Reform Model Selected for the School

Turnaround Transformation *Restart Closure

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

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

SECTION 1: REFLECTION & PLANNING

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

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

I. Future Goals

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

Goal 1: By spring 2015-2016, Albert Harris Elementary will increase the pass rate and AMO in reading for all students from the current 49% to 75% as measured by the Virginia Standards of Learning assessments.

Goal 2: By spring 2015-2016, Albert Harris Elementary will increase the pass rate and AMO in mathematics for all students from the current 52% to 70% as measured by the Virginia Standards of Learning assessments.

Goal 3: Currently 53% of first grade students are reading on grade level as indicated by spring 2015 i-Ready data. By spring 2016, 100% of second grade students will be reading on grade level as measured by i-Ready.

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. Albert Harris Elementary had new leadership in place for the 2014-2015 school year. The general climate of the building is orderly and physically safe. Where the school had previously had a culture of low expectations

due to the economic status of many of the students, the principal focused on creating a culture of high expectations and belief. This included high expectations and belief in the abilities of the students, high expectations and belief in the capacity of the staff to affect change, and students having high expectations and belief in their own ability to succeed. With the increases in student performance and some changes in staffing, the cultural change is starting to take hold.

2. There have been several successful strategies for changing school climate. An increasingly successful strategy to help change the school climate has been parent outreach. The school has really focused on parent outreach and has seen large gains in parent attendance to family events. One such event is the Student Exhibition of Learning. This event is held each semester, and the community is invited in to see students present their projects and explain what they have been learning. This has not only impacted community perception, but has impacted student and teacher perceptions. The teachers were excited and proud of the students, and the students were proud of their learning. All of which support the change in the culture. Another strategy that has been effective has been to start each weekly grade level, faculty, and collaborative planning meeting with a celebration of a success. This is to create a more positive culture with the staff. Also, putting parent events on Blackboard so that each parent receives a phone message about school events is proving to be a successful strategy for increasing parent attendance. At a recent parent event, there were over 250 people in attendance. Finally, there have been changes in staff related to school climate.

3. The school was scheduled to begin implementing AVID (Advancement Via Individual Determination) in order to create a climate focused on college-and-career readiness; however, this implementation did not move forward as much as it should have because the team attending the training did not implement. This lack of real implementation had two causes 1) with the principal starting after the training, she was not able to attend and thus monitor the implementation and 2) the aforementioned cultural issue contributed to the team not informing the principal or moving forward the implementation. The principal and a new team are attending the training again this summer for implementation in 2015-2016. Also, the school and division will be participating in a book study of *Mindset* by Dr. Carol Dweck to support the cultural change through knowledge of the research.

While the climate of the school is safe and orderly, the perception that there is a behavior issue in the school persists. The new administration did not see overall behavior issues beyond what is normal for elementary school; however, she has identified a small number of students with some extreme behavioral issues related to specific student circumstances or needs. In order to address this, the school and division administration are working to meet those specific needs in a manner that learning is not disrupted.

4. In this process of school transformation, there have been some necessary changes in staffing. One of the greatest barriers we face is attracting highly qualified and highly effective staff to a high poverty, Priority School.

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. Each grade level and resource team (such as guidance, specials, and special education) has a team leader who represents that group on the school leadership team. This representative is responsible for bringing information to the school leadership team as well as taking information back to their respective teams for input and feedback. The school leadership team meets at least monthly. As an additional means of soliciting input from stakeholders, the school and division hold family nights and have started using parent surveys and staff surveys.
2. Besides the representatives from the school leadership team taking information to the rest of the staff, decisions are communicated through weekly memos to all staff, letters to parents and staff, televised school board presentations, the local newspaper, the division website, the division social media outlets, and family nights. Information goes out through weekly faculty, collaborative, and grade level meetings. Meeting dates are on the school's monthly calendar, which goes out to all stakeholders; on the school website; and on Blackboard. The guest link for Indistar is shared with all faculty and parent representatives on the School Leadership Team.
3. Administrators usually assign the members to a task based on job responsibilities and personnel strengths or they volunteer. Team members' ability and skills are taken into account when responsibilities or tasks are assigned. These strengths are determined based on informal and formal observations. The School Leadership Team holds monthly data meetings in which each representative shares the grade level's data, analysis, and plans for moving forward. On a quarterly basis, the division contact and school leadership teams review the goals and the data related to the progress of the goals. Adjustments are made based on the data.
4. New strategies and practices are monitored through informal and formal observations as well as student performance data. Administrators, divisional personnel, and the instructional coach conduct instructional rounds to monitor instructional practices and curriculum alignment. Administrators, division personnel and the instructional coach also attend collaborative planning meetings for grade levels in which teachers use rubrics to evaluate the alignment of lesson plans and assessments and provide feedback on the alignment prior to use in the classroom. During grade level meetings teachers analyze student performance the data and evaluate the effectiveness of instructional strategies implemented. Division personnel and the instructional coach work with the teachers to implement new strategies to be used to address weakness in student performance data. Teachers and leaders monitor student data to evaluate impact of practices.

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. Multiple tools are used to identify students for additional support in reading and math. In grades K-4 iReady Diagnostic is a universal screening tool that is used to identify students' reading and math levels, as well as areas of strength and weakness. PALS is a universal screening tool used to identify students' strengths and weaknesses in grades K-3 for reading interventions. Also, in reading we

added DRA2 to provide more in-depth diagnostic information to be used in planning guided reading. Both the i-Ready and PALS assessments are administered to all students three times a year, and all three assessments are used for progress monitoring throughout the year for those students identified as needing additional support. Common formative assessments are used on an ongoing basis as well as historical data and Lexile data. In grade 4, previous performance on the state's Standards of Learning assessments are used to identify students for additional support.

2. Teachers differentiate the learning for students through the use of learning centers as well as computer adaptive learning support programs such as i-Ready. The teachers use the information from i-Ready and DRA2 to level readers for guided reading and guided math. Teachers also use running records to assess student mastery and plan differentiation.

3. Pre-assessments are developed by the teachers to gather data to be used to plan for differentiated Tier 1 instruction. Common formative assessments and unit assessments are utilized to monitor student learning, plan differentiation, and determine areas for re-teaching. Aligned formative assessment drives instruction on the spot.

4. The assessments used for student achievement goal setting are the same assessments used for progress monitoring of tiered instruction, quarterly data reports and school goal achievement setting. As a result of this alignment, student achievement goal setting drives classroom instruction and interventions.

V. External Support

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

1. The Boys and Girls Club after-school program housed at Albert Harris Elementary School works with the school to provide reading tutoring and homework support for targeted students. Two community churches help support the BackPack Food Program. Piedmont Community Services, which is a social services business providing psychological and social services in our area, has a full-time counselor housed at the school for wrap-around services. The Harvest Foundation, a local nonprofit organization, provides resources for student enrichment and teacher professional development. NASA and the Virginia Museum of Natural History (VMNH) provide integrated reading, math and science enrichment opportunities for students.
2. Cambridge Education is the external partner the division has chosen as a result of the interview process. The division will contract with Cambridge for 32 hours per week on-site services to assist

in identifying and providing appropriate professional development, analyze and disseminate academic growth data, support teacher growth plans, review formative assessments and recommend instructional program revisions, assess impact of academic interventions, make recommendation on retention/ modifications of interventions, facilitate quarterly disaggregation meetings, provide longitudinal analysis of student growth data, identify trends/ issues impacting school performance, develop/ maintain corrective school improvement plans, assist in improving student attendance, assist in reducing discipline referrals, assist in planning/ development of outreach efforts, and assess impact of school outreach efforts.

3. Parents are notified of progress made throughout the School Improvement Process through letters, the principal's memo, the school website, and Family Night events at the school, as well as open invitation to attend monthly School Leadership Team meetings and parent representation on the School Leadership team. The principal presents at the televised School Board meeting with a Priority School update, and the School Leadership Team presents the School Improvement Plan to the School Board during a televised meeting as well as at PTO meetings. The LEA provides the local newspaper and television station information pertaining to Priority School process. The LEA provides opportunities for parental feedback through the use of parent surveys, which will be used to solicit parent input as well as opportunities for input during team planning meetings and parent nights.

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 first factor considered in the assignment of a teacher is qualifications. The division and school strive to make certain 100% of our teachers at Albert Harris Elementary are Highly Qualified. Enrollment numbers are analyzed to determine the number of teachers required per grade level to maintain desirable class sizes in grade four and federal mandated class sizes in K-3, due to the high level of Free/Reduced Lunch Rates at Albert Harris. The next factor considered is previous student performance data for individual teachers and teacher evaluations. If a teacher has a record of success at a particular grade level or with a particular subgroup, then that is a factor in the assignment of the teacher. One area in which the LEA

would like to improve is attracting more veteran and proven teachers to the school. In order to ensure the most skilled teachers are in front of the right group of students the LEA is developing an incentive/reward program to attract the most skilled teachers for the students of this school.

2. The principal evaluates probationary teachers annually. Continuing contract teachers are evaluated at least once every three years, more often if a teacher is identified as needing improvement. All teachers receive informal feedback annually and after instructional rounds.
3. The division provides tuition assistance for additional degrees for teachers who are earning proficient or exemplary through the MCPS Teacher Performance Evaluation System. Also, the division funds the total cost and provides coaching support for the National Boards Professional Teacher Certification process for any interested teacher earning proficient or exemplary through the MCPS Teacher Performance Evaluation System. Also through the use of Title I, Martinsville will be implementing a performance incentive for Albert Harris Elementary School.
4. Teachers are identified as needing support based on informal and formal principal observations, Instructional Rounds data, and student performance data. The administrator then works with identified teachers to develop either a Coaching or Improvement Plan. Professional development is then provided through coaching, attendance at workshops, the use of Edviation online professional development, and conferences based on the determined need.
5. The principal is evaluated by the superintendent using the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals. The principal receives feedback from the Superintendent and the Assistant Superintendent for Instruction. The principal and Assistant Superintendent for Instruction conduct monthly Instructional Rounds at which time the principal receives feedback on instructional leadership.
6. The lead turnaround partner is the intervention for the school and should support the principal and staff in attaining the established goals. To do this, the principal and the lead turnaround partner will communicate each day to plan, provide feedback, and evaluate progress. They will work together to identify professional development needs, and the lead turnaround partner will provide the professional development. Both will monitor implementation of the interventions and professional development through observations and analysis of student performance data. The lead turnaround partner will participate in collaborative planning meetings, faculty meetings, School Leadership Team meetings as well as school/ parent outreach events. The role of the state approved personnel is to monitor the intervention and provide feedback. The role of the division contact is to monitor and facilitate the intervention, provide support to the principal, communicate with the state approved personnel, and provide feedback to the lead turnaround partner. One way in which this will be improved is that the division contact will schedule monthly phone conferences with the lead turnaround partner to ensure clear, two-way, prompt communication. For the 2015-16 school year, the LEA is in the process of working with the LTP to select a new on-site consultant based on the quality review requested by the division and conducted by the LTP in the spring.

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 Leadership Team with the support of central office personnel analyzes both qualitative and quantitative data to set goals for improvement. The team uses the data to assess Indistar indicators, set goals based on these assessments, and develop action steps to reach these goals. The school leadership team gathers input from their colleagues to develop a strategic vision and then presents both the vision and the school improvement plan to the faculty for further input. Once the vision and plan are finalized they are shared at parent meetings and a televised school board meeting. The administrator develops a budget based on the goals for the school improvement plan and presents that budget to the Superintendent, Assistant Superintendent (Title I Facilitator), Special Education Director, and Financial Director. The plan is then presented to the School Board for final approval. The division level team then works to allocate resources to support the school's improvement effort.
2. Due to the small size of this division the autonomy for teacher placement, hiring and budget development are primarily at the school level; therefore, the administrator has the greatest impact on decisions made that impact school success. However, possible barriers do exist in the areas of teacher dismissal and the assignment of teachers. Pursuant to the Code of Virginia 22.1-307. Dismissal of Teacher: Grounds, "' incompetency' may be construed to include. . . for one or more unsatisfactory performance evaluations." Unfortunately for the students in that class, this is often a time intensive process that leaves them losing valuable learning time with an ineffective teacher. As research has shown, just one year of an ineffective teacher impacts a student's achievement for several years. In fact, one report stated, "A teacher's effect on student achievement is measurable at least four years after students have left the tutelage of that teacher" (Rivers and Sanders). Another barrier is the quality of documentation provided in the teacher evaluation process. The division will continue to provide professional development for principals on using specific, evidence-based feedback in the teacher observation evaluation process.

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. As the majority of the funds we are requesting will go towards funding a Lead Turnaround

Partner, the goal is the LEA will build capacity to continue the progress and strategies learned from the LTP to achieve sustainability. The funds planned to go for stipends for teachers will be sustained through Title I funds, and the technology hardware budgeted for will be used to build capacity for fidelity to the computer adaptive programs and will be sustained through Title I and VPSA.

2. Division funds currently have been reallocated to support additional personnel at this school to ensure sustainability. We have added an additional reading specialist, an instructional technology resource teacher, and an instructional coordinator at the building level. The division also has added a math specialist to provide research-based interventions for tier 3 students in math and to assist in planning interventions for tier 2 students. The school and division will put in procedures to monitor the continuation of the strategies and processes developed through the work with the LTP. Based on data collected through the monitoring process the division will continue to allocate resources and supports to maintain progress.
3. The supports from the state that would be most helpful would be continued professional development for administrators and teachers in the areas of curriculum alignment and teacher evaluation. The state has provided tools and strategies to help with this process so a continual update of these services and best practices would be very helpful.

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.

NA

- (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 2014-2015 Reading SOL	2013-14 Reading SOL	2012-13 Reading SOL	Preliminary 2014-2015 Math SOL	2013-14 Math SOL	2012-13 Math SOL
All	49 (+11)	38	41	52(+17)	35	40
Gap Group 1	49(+13)	36	41	52(+17)	35	40
Gap Group 2	46(+17)	29	35	51(+20)	31	33

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

Gap Group 3	50(+10)	40	44	52(+12)	40	51
Students with Disabilities	38(+9)	29	34	38(+17)	21	24
LEP Students	51(+27)	24	18	54(+19)	35	35
Economically Disadvantaged	49(+13)	36	42	52(+18)	34	41
White	62(-2)	64	69	56(+17)	39	53
Asian	TS	TS	TS	TS	TS	TS

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

2014-2015
 Daily Minutes – 405 Summer Skill Focus Academy -- 3600
 Summer Enrichment Camps – 360
 KinderKamp – 3600
 Total Instructional Time 76,780

Boys and Girls Club after school program on-site-180 minutes
 After completing a time analysis for the school day, we were able to build in a 45 minute Intervention/ Enrichment time each day within the master schedule.
 For this 2015-201 school year we will continue with our instructional time and partner with Boys and Girls Club, which is a program housed at the school, to provide instructional support during their after school programming.

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

Total Enrollment:	558
Male:	261
Female:	297
Asian:	5
Black:	396
Hispanic:	55
White:	93
Students with Disabilities:	74
English Language Learners:	56
Economically Disadvantaged:	519

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

Migrant:	0
Homeless:	0

- (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).

Area 1: With the implementation of the new reading SOL assessments in 2012-2013, the school saw a significant drop in reading from 72% to 41%, and that drop continued with 2013-2014 data showing 38% proficient; however, 2014-2015 preliminary data of 49% passing proficient is indicating an 11 percentage point gain. While still below the 75% passing rate for Virginia, grade 3 is beginning to reverse the downward trend we had seen in the previous two years (41, 33) for an 11 point gain in reading with this year's pass rate of 44%. Grade 4 showed even greater gains with 2014-2015 preliminary data indicating a 12 point gain in performance from 41% to 53% (38, 41, 53). Grade 5 had been performing above the benchmark with pass rate of 84% prior to the new standards and assessments; however, it showed a decline with a 46% pass rate on the new assessments in 2013-2013, and a continued decline with a 40% pass rate in 2013-14. Grade 5 2014-2015 preliminary data is beginning to reverse that trend for a 10 point gain with a pass rate of 50% (46, 40, 50). Based on preliminary data for 2014-2015, the instructional adjustments needed to address the alignment issue are beginning to take hold; however, it is in looking at Gap Group, subgroup, and teacher data that you see a more telling story. Within a grade level there are classes performing in the 60% range and classes performing in the lower 30's. Also in looking at subgroups, LEP students showed gains of 27 points in reading (24% to 51%). This positive deviant will be used to strengthen best practices in lower performing areas; for example, reading and vocabulary strategies found effective with LEP subgroup will be used with other Gap Groups and subgroups such as the Students With Disabilities subgroup as well as all students. These variances within the grades and school are evidence that we must continue working on a guaranteed and viable curriculum so all students have equal opportunity to learn. The administration and division will need to continue to support, monitor, and provide feedback at the classroom level.

In analysis of i-Ready reading data, the school showed great growth in students reading on grade level. In the fall diagnostic assessment for kindergarten, 16% of students were tier 1 and 84% tier 2. Spring data showed that 88% were tier 1 and 12 % were tier 2. First grade data showed a similar trend with fall having 11% tier 1, 74% tier 2, and 15% tier 3; however spring data had 53% tier 1, 43% tier 2, and 4% tier 3. Grade 2 showed increases as well with fall data having 16% tier 1, 56% tier 2, 28% tier 3; and spring data showing a growth of 53% tier 1, 40% tier 2, and 7% tier 3. This data indicates that the interventions we have in place are working and will be continued.

Area 2: The annual pass rates for math had been showing a similar decline as reading; however, the preliminary data for 2014-2015 shows an increase of 17 points with a pass rate of 52% (40, 35, 52). While grade 3 (35, 36, 48) had shown incremental growth each year, we saw a significant increase this year of 12

points with a pass rate of 48%. Grade 4 started to see improvement last year with a pass rate of 45% and has continued incremental improvement with 2014-15 data showing a pass rate of 48% (40, 45, 48). While this is improved, there is still much work to be done. Grade 5 had been showing dramatic declines in student performance over the past two years (45, 23, 61); however, 2014-2015 preliminary data is showing a dramatic increase of 16 points with 61% passing proficient. This is in large part to a reorganization of grade 5 as well as professional development supports provided to all grade levels. The previous school leadership departmentalized math in grade 5, which only served to magnify the already existing instructional issue. As with reading, there are variances within the grade levels and subgroups. For example, in one grade level students in one class performed in the 80% range while in another class at the same grade level the proficiency rate was in the 30% range. This data aligns with classroom observations and feedback on alignment of instruction. Also, subgroup data again shows the LEP students having an increase of 19 percentage points (35% to 54%). As with reading, the leadership team will look to the positive deviants for strategies that are working to scale into other areas that need improvement. The school and division will continue to work on the guaranteed and viable curriculum as well as the opportunity to learn for all students.

- (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.

Albert Harris opened in 1921. It was fully renovated in 2001 and has 138,643 sq. ft. of space.

There are 55 classrooms including art, music and band.

Media Center - 5000 sq. ft.; housing a centralized multimedia room, conference room, computer lab nook, and general library area housing books and tables.

Auditorium- the school has a full sized auditorium with a full stage that seats app. 700 people.

Gym - 6840 sq. ft. gym floor; 400 sq. ft. storage - total 7240 sq. ft.

Otherwise, AH was originally a high school and has exterior recess areas to include a full sized high school football field and a playground. There is also a greenhouse area which was constructed in the Fall of 2013.

Cafeteria - Dining 5117sq. ft.; serving 805; kitchen 1000 sq. ft. - total 6922 sq. ft.

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

Technologies available to students:

- Three computer labs of 27 computers each
- Four laptop computer carts of 25 computers each
- 15 additional laptop computers

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

- All core classrooms have one or more computers dedicated to student use
- iPod cart (25 devices)
- iPad cart (30 devices)
- Grades 3-5 CPS personal response systems
- SPED Califone Card Master (2)
- SPED SMART Table (1)
- Grades K-2 in classroom Waterford stations
- SPED iPads (5)
- iReady diagnostic/prescriptive web based curriculum
- Ubiquitous wireless internet access

Technologies available to instructional staff:

- All classrooms include the following:
 - Dedicated teacher PC
 - Interactive whiteboard (SMART Board)
 - Wireless interactive slate (SMART Airliner)
 - Printing capability (either local or networked)
 - Data disaggregation tool (ROS Works-web based)
 - Ubiquitous wireless internet access
- Some classrooms include:
 - Scanner or document camera (22)
 - DVD/VCR with TV as needed
- Administrative staff/Guidance
 - Dedicated PC for all staff
 - iPads for administrators
 - Laptop computers available for administrators

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

SET 1:

Category	Number of Teachers	Percentage of All Teachers
Highly Qualified Teachers:	38	95%
Teachers Not Highly Qualified:	2	5%

SET 2:

Category	Number of Teachers	Percentage of All Teachers
Teachers with	12	30%

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

Less Than 3 Years in Grade/Subject:		
Number of Teachers with a Provisional License:	2	5%

(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 (1) Grade 1 (1) Grade 2 (2) Grade 3 (4) Grade 4 (1) Special Education (2) Health & PE (1)

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

Years	# Instructional Staff
0	8
1	3
2	4
3	0
4	4
5	2
6	3

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

Years	# Instructional Staff
14	1
15	1
16	1
17	0
18	1
19	0
20	5

(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
8640	8246.5	95.4%

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 school administrator and division contact reviewed the School Improvement goals and artifacts from the school to develop a Needs Assessment. The administrator and division contact participated in a VDOE Lead Turnaround Partner informational webinar to gather information on each candidate. The administrator and division contact analyzed the Needs Assessment and the LTP information and identified four candidates to interview. The division contact developed an LTP committee consisting of both school and division level personnel to conduct the interviews. The LTP committee interviewed the four candidates and selected two finalists based on the Needs Assessment and the services provided by the organizations. The division contact then scheduled the two candidates to present in a community forum at the school; as well as, at a televised school board meeting. The division contact requested and checked references and data for each candidate. Following the presentations the division developed and distributed surveys to stakeholders (parents and staff). The LTP committee then reviewed the data for each candidate, the survey data from the stakeholders and selected a Lead Turnaround Partner. The final selection was presented to the superintendent and the school board in a televised school board meeting.

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

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

- a) The division has allocated funding to provide an additional reading specialist for the school as well as an on-site instructional coordinator and ITRT. The division added a math specialist to support interventions in math. As additional support, the division provides a coordinator for math and science as well as a coordinator for reading and history who are regularly scheduled for coaching in the school. Professional development is provided based on needs identified through classroom observation and student performance data. The Assistant Superintendent for Instruction conducts monthly instructional rounds with the administrators to monitor and provide feedback. Division coordinators support the building Instructional Coordinator in collaborative planning, coaching teachers and monitoring implementation of professional development.
- b) Parents are notified of progress made throughout the School Improvement Process through letters, the principal's memo, the school website, and Family Night events at the school. The principal presents monthly at the televised School Board meeting with a Priority School update, and the School Leadership team presents the School Improvement Plan to the School Board during a televised meeting as well as at PTO meetings. The LEA will provide the local newspaper and television station information pertaining to Priority School process. The LEA will provide opportunities for parental feedback through the use of parent surveys, which will be used to solicit parent input as well as opportunities for input during team planning meetings and parent nights.
- c) The Division Leadership team will: review the school's improvement plan; meet with principals, as a team, on a quarterly basis to review and analyze data from the Priority School's Quarterly Data Analysis Report; assist in updating the school's plan to evidence the division's support of actions developed from analysis of data. The Assistant Superintendent of Instruction will conduct Instructional Rounds at least monthly with the principal to provide feedback, identify needs for technical assistance, and monitor the implementation of the interventions.

- (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 Assistant Superintendent of Instruction will conduct monthly Instructional Rounds with the administrators, lead turnaround partner, and state approved personnel to monitor and provide feedback on the implementation of the selected intervention model. Division coordinators will attend collaborative planning monthly, attend instructional rounds, and monitor implementation of professional development. The Division Contact will attend the School Improvement Leadership Team meetings to monitor Indistar indicator review, implementation of plan and intervention. The Assistant Superintendent will attend quarterly data meetings and review LTP progress reports with the school administration. Also, the principal and Assistant Superintendent of Instruction will make monthly progress reports to the school board. The Assistant Superintendent will meet monthly with the principal to determine areas of concern and success with the intervention. The Assistant Superintendent will then convey this information in the monthly phone conference with the lead turnaround partner.

Monthly: Division-level Instructional Rounds with the school administrator, division contact, and DOE contractor- exact dates vary dependent upon schedules, progress report to school board second Monday of each month, Action Agendas from weekly Collaborative Planning meetings, division contact and lead turnaround partner phone conference

Quarterly: Data meetings, review of LTP Progress Reports -- school leadership meetings are usually third Tuesday of each month

Annually: Review and presentation of Final Summary Report to school board, superintendent and VDOE Office of School Improvement; School Leadership review of SOL assessment data in June

- (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.

NA

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

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

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

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

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

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

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

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

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

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

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

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): Martinsville City Public Schools

Priority School: Albert Harris Elementary Schools

Principal’s Typed Name: Judy Cox

Principal’s Signature: _____

Date: _____

Superintendent’s Typed Name: Pamela V. Heath

Superintendent’s Signature: _____

Date: _____

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

Resources

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

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

BUDGET SUMMARY FOR: Albert Harris 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	\$ 33,000.00	\$ -	\$ -	\$ 33,000.00
2000	Employee Benefits	\$ 2,524.50	\$ -	\$ -	\$ 2,524.50
3000	Purchased Services	\$ 477,560.00	\$ -	\$ -	\$ 477,560.00
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ 15,406.00	\$ -	\$ -	\$ 15,406.00
6000	Supplies & Materials	\$ -	\$ -	\$ -	\$ -
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 528,490.50	\$ -	\$ -	\$ 528,490.50

School Improvement Grant Application

School Year 2015-2016

Budget Request for: Albert Harris 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
Stipends for School Leadership Team meetings	Once per month; two hours per meeting; 10 months=20 hours 14 teachers/ 20 hours/ \$25 hour	\$ 7,000.00			\$ 7,000.00
Stipends for PD	Monthly lesson plan review Once per month; two hours per meeting; 10 months=20 hours 40 teachers/ 20 hours/\$25 hour	\$ 20,000.00			\$ 20,000.00
Substitutes	Cost of substitutes for teachers to attend PD	\$ 6,000.00			\$ 6,000.00
					\$ -
Total Compensation		\$ 33,000.00	\$ -	\$ -	\$ 33,000.00
Personal Services supported from other funding sources:	<p><i>Ex. K-5 Reading Specialist @ \$65K/yr (Title I)</i> Insert response here: Additional K-4 reading specialist \$60k/yr (Title I), K-4 Math Specialist \$60k/yr (Title I), Performance Incentives \$130k (Title I), Instructional Coordinator on-site \$70k/yr (Title I); stipends for teachers for curriculum work \$24k (Title I); Since this is work above what is normally funded through other funds, no other funding source will be used to support the activities listed above.</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
Stipends for School Leadership Team meetings	7000x.0765	\$ 535.50			\$ 535.50
Monthly lesson plan review	20000x.0765	\$ 1,530.00			\$ 1,530.00
Substitutes	6,000x.0765	\$ 459.00			\$ 459.00
					\$ -
					\$ -
Total Employee Benefits		\$ 2,524.50	\$ -	\$ -	\$ 2,524.50
Employee Benefits supported from other funding sources:	Insert response here:. None				

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	32 Hours, 558 Students according to RFP	\$ 457,560.00			\$ 457,560.00
DOE Contractor	Monitor intervention; last year's cost	\$ 20,000.00			\$ 20,000.00
					\$ -
					\$ -
					\$ -
Total Purchased Services		\$ 477,560.00	\$ -	\$ -	\$ 477,560.00
<u>Purchased Services</u> supported from other funding sources:	Insert response here: PD with Marzano Research \$24,000 (Title I, II); PD on use of Tracbook-Interactive Achievement \$2,000 (Title I); I-READY \$17k/yr (Title I); Interactive Achievement \$9500/yr (Title I)				

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
Lead Turnaround Partner	Restricted Indirect Cost for division work with Lead Turnaround Partner	\$ 15,406.00			\$ 15,406.00
					\$ -
					\$ -
					\$ -
					\$ -
Total Other Charges		\$ 15,406.00	\$ -	\$ -	\$ 15,406.00
Other Charges supported from other funding sources:	Insert response here:				

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:	Insert response here:				

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:				