

**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: Richmond City Public Schools

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

Address: 301 North Ninth Street **Email:** ssmith2@richmond.k12.va.us
Richmond, VA 23220

Priority School Information

School Name: Binford Middle School **Cohort:** IV

Principal Name: Ms. Melissa Rickey **Phone:** (804) 780-6231

Address: 1701 Floyd Avenue **Email:** mrickey@richmond.k12.va.us
Richmond, VA 23220

NCES #: 510324001356

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. Performance in the "All Students" will improve from 57% to 75% or better for the AMO in Reading in 2015 – 2016 as measured by the Spring 2016 Standards of Learning Assessment.

Goal 2. Performance in the "All Students" will improve from 50% to 70% or better for the AMO in Math in 2015 – 2016 as measured by the Spring 2016 Standards of Learning Assessment.

Goal 3. Reduce the percentage of discipline referrals by 50% from 439 to 220 during the 2015-2016 school year as measured by conduct referrals in Aspen.

II. School Climate

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

1. The general school climate is more positive and conducive learning. There are vibrant bulletin boards, well maintained facilities as well as a sense of comradery. The school continues to address disciplinary concerns. The 2014-2015 school year amassed 439 discipline referrals. With consistency and the implementation of a positive behavioral intervention system the number of discipline referrals will decline and enhance the social and emotional well-being of the students who attend.
2. This positive change in school climate is due in part by the empowerment of the faculty and staff to work collaboratively. The faculty and staff have worked together to create the school's

vision statement. They were also enabled to provide input on the development of the calendar, daily activities and special events. Team building opportunities served as the catalyst for open and courageous conversations. The school also conducted monthly “Den” Meetings with each grade level.

3. Binford attempted to implement strategies associated with PBIS to assist with the reduction of discipline referrals. There was a lack of consistency in adherence to the expectations that were set by the school team. It is expected that the tenants of PBIS will be implemented consistently among staff and positively impact student behaviors. Some of the strategies include frequent, equitable and consistent recognition and rewards for the display of the expected behaviors. Therefore the implementation of inconsistent discipline practices had a significant impact on student achievement. An environment conducive for learning must be in place in order for consistent teaching and learning to ensue.
4. Some anticipated barriers to improving climate include the following:
 - a. A need for even greater faculty and staff collaboration
 - b. Increased number of transient students
 - c. Limited disciplinary options for students with serious infractions. This can result in a loss of instructional time.

III. Process Steps/Atmosphere of Change

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

1. The school's Transformational Leadership Team (TLT) is responsible for securing input from the instructional staff and sharing it with the Leadership Team members at their meetings. They are also responsible for communicating the decisions that are made by the Leadership Team to the instructional staff. Binford's Leadership Team consists of the principal, assistant principal, content/grade level representatives, guidance, Special Education, Title I representative, school nurse and Literacy and Math coaches (External Lead Turnaround Partners), Process Manager and district representatives [Office of School Improvement & Innovation (OSII), Office of Federal Programs, and the Office of Curriculum & Instruction]. They are the decision making body of the school that meets bi-monthly to discuss, review, and analyze data to determine instructional focus and strategies.
2. Leadership Team members are responsible for receiving and disseminating information to their colleagues. Decisions are also shared at faculty and instructional meetings, weekly updates, PTA, Partnership meetings, newsletters, instant alerts and parent links. Minutes of

each meeting are recorded so the team can revisit issues for updates and progress. The school transformation team shares their instructional decisions and plans with their division contact who in turn provides information to the School Board.

3. Responsibilities are assigned by school administrators to the site-based team members (referenced in #1) in accordance to the interest and expertise of the team members. They are determined based on leadership skill, content area expertise, as well as assigned indicator tasks from INDISTAR. Responsibilities are discussed for clarification and time is scheduled for follow-up, discussion and reporting. All aspects of the school were included: academic areas, special education, discipline, attendance, community issues and concerns, professional development, school culture, etc. Responsible parties either had the resources to follow through or were given the resources needed, especially with materials, technology, professional development and tutors. Team members first and foremost split responsibilities based on their capability sets. The principal and assistant principal facilitate the Transformation Leadership Team Meetings and hold all personnel accountable for implementing the next steps that are generated as a result of the stakeholders' input. They provide feedback and guidance that will directly impact the delivery of Tier I instruction and intervention efforts in effort to provide a targeted focus on the individual needs of the students and the needs of the teachers to build their capacity. The district level representatives provide (fiscal and human) support to ensure that the barriers toward implementation of next steps are minimized or eliminated. They also provide meaningful feedback that can assist with the decision making process that will impact student achievement (academically and behaviorally). The Office of Federal Programs are able to provide the reading and math support via the dissemination of specialists to support the academic achievement efforts of Binford. The Office of Curriculum & Instruction provide feedback and an opportunity to align resources, initiatives, and overall support to increase efficiency of operations thus increasing teacher capacity and student achievement. The Office of School Improvement & Innovation will provide teachers with feedback & targeted professional development (during and after contract hours) to support the school improvement efforts throughout the year as indicated via the data.
4. The school based administrator monitors the process by collecting data during walk-throughs and formal observations and providing targeted feedback. Strategies are monitored at two levels. The division level: Division-Instructional Support Team visits the schools to monitor implementation of strategies and research-based practices as well as ensure fidelity to the process. This team will also attend grade level meetings and PLC's. The site level: The External Lead partners and the Literacy and Math Coaches will provide feedback as well. The school based administrator monitors the process by conducting walk-throughs, conducting formal observations and disaggregating formative assessments. The Transformation Leadership Team monitors the data bi-monthly to determine the effectiveness of the implementation of strategies used to raise student achievement. If the strategies do not seem to be working, the Instructional Support Team make suggested revisions to the school administrators. Supported by the LEA, the Transformation Leadership Team's recommendations are considered when any revisions relative to instruction are made and are proactively ready to address the problems and eliminate strategies that do not work. The administration provides feedback to individual teachers based on student performance and classroom observations. Modifications to

programs/services are made and a timeline developed for monitoring. The TLT shares aggregate data with the staff to determine next steps and the administrator provides targeted feedback to individuals as necessary (based on data).

IV. Instruction

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

1. The school uses the longitudinal data system to identify students for intervention. In reading the following data points will be used: NWEA/MAPS reading assessment, SOL scores, Benchmark Assessments, reading readiness assessment, report card grades, common formative assessments, as well as level setting/Achieve 3000. In math, the following data points will be used: NWEA/MAPS math assessment, Algebra Readiness Diagnostic Test (ARDT), SOL scores, formative assessments, Benchmark assessments, and progress monitoring by the teachers are used. Teacher and student attendance and discipline data will also be considered. The data is reviewed by the instructional leadership team and the classroom teacher to determine which Tier intervention the students will receive, as well as the frequency and duration. Students are also given additional support in Reading and math by meeting the accommodations outlined in their Individualized Education Plan (IEP). Fidelity of implementation of the intervention program/services will be monitored by the principal, TLT member(s), LTP and/or district designee. The longitudinal data system will be used to "tag" students by intervention in order to measure the academic impact of the intervention and make decisions for next steps.
2. Teachers plan engaging student activities by unpacking the standards, paying close attention to the level of rigor using Bloom's Taxonomy, and aligning activities using a tiered level of instruction based on students' abilities. Pre-assessments (formative assessments) are used to determine a baseline of prior knowledge. Students that are identified as needing more differentiated instruction will begin with a review of the prerequisites and build foundational understanding of the content. Teachers use data based on formal and informal formative assessments, visual observations, class participation, and homework. Student choice and partner/small group activities will be used as strategies to differentiate learning. Use of books at the appropriate Lexile level of the individual student will be instrumental in differentiating learning. Also students receive additional support in reading and mathematics during RPS SIG Summer School Session where student and teacher data will continue to be monitored daily by the ELTP and the administrative team to further strengthen the teachers' ability to differentiate and meet the needs of the students in attendance. Dreambox will be utilized as the research-based mathematics program to support the math achievement of the RPS

Priority Summer School students.

3. Through formative assessment, teachers will determine students' needs, plan instruction to meet those needs and provide the small group instruction and collaborative learning that addresses those needs. Content teachers work together to develop common /formative assessments and review them for rigor and fidelity. These assessments are used to determine students' strengths and needs. Based on this data, instructional decisions will be made by the classroom teacher, the TLT and the school administrator. District benchmark assessments are given each nine weeks in order to determine strengths and weaknesses of students and programs. A detailed analysis of the data is done and reviewed with teachers to support individualized instruction to meet student needs and make adjustments to the curriculum and/or teaching strategies. In using benchmarks for this purpose they may be considered formative assessments as they inform instruction.
4. Teachers were trained in the new teacher evaluation system. All principals are trained on how to work with teachers in developing goal setting standards. Standard 7 is based upon 40% of student performance. The teachers collaborate with the administrator to develop their goals. As a result of goal setting, teachers have a heightened sense of focus relative to student data, student achievement, and the progress of all students in their classrooms. Teachers review data on a weekly basis to determine if students have mastered skills taught. The teachers use benchmark and bi-weekly assessments to further garner information regarding progress towards goals set for Standard 7. Catapult has been selected to serve as the external partner for Binford Middle School and will provide support faculty and staff in the effort to promote student achievement and to positively impact the level of classroom instruction.

V. External Support

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

1. The school partners with Altria, Visual Arts Center of Richmond, and Big Brothers and Big Sisters of Richmond. These organizations are aligned with the school vision and mission. Each organization participates in before and after school remediation for reading and math.
2. Catapult was selected to serve as External Lead Turnaround Partner. As outlined in the Scope of Work for the period of October 1, 2015- September 30, 2016 the following has been identified as school needs as a result of initial interviews and discussions:
 - Build Leadership and Teacher Capacity.

- Creation of Organized Spaces for Learning to include the integration of technology into the curriculum
- Using Assessment Data to Inform Instructional Practices
- A Plan is Needed to Enhance Student and Family Involvement/Support

Catapult will help the school leader to collect and evaluate guiding evidence on the school's strengths, weaknesses and progress. The program will work side-by-side with teachers and leaders as partners to build their capacity and effect sustainable change. In addition, Catapult will provide two instructional coaches for the teaching staff to assist in enhancing the math and reading activities through modeling, training sessions, monitoring effective instructional strategies and feedback. The VDOE provides a facilitator to monitor the division, school, LTP partnership. They also monitor the transformation process.

3. The school will continue to work in collaboration with the PTA to improve parental involvement and assure that parents are informed and involved in the improvement process. PTA, Partnership meetings, newsletters, instant alert and parent links are used to share instructional information with the parents. Parents' input as it relates to the design and implementation of intervention strategies for students will be secured through the PTA, Title I parent meetings, surveys, and parent conferences. Catapult will collaborate with the Binford team to implement a range of community involvement and engagement strategies (Student Learning Conferences, Parent Workshops, Community Service for students, etc).

VI. Staffing & Relationships

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

1. The Human Resource specialist screens all applicants to ensure that they meet the minimum requirements. Applicants take an on-line urban perceiver to identify their ability to work in an urban setting. Applicants are then sent out to be interviewed by the administrator. The teachers' credentials and experience are considered when placing applicants with the students. Adjustments and corrections are made according to student performance, and professional development is provided to strengthen teacher skill-sets as aligned with the needs of the students. The Principal and the Assistant Principal build classrooms according to

- the needs of students. Principal and HR department examine the backgrounds, evaluation findings, and performance records of teachers to determine successful placements.
2. The school administrator collaborates with teachers to set goals in relation to Standard 7. Progress is monitored on a monthly basis. Throughout the monitoring process, verbal and written feedback is provided to teachers to positively impact student achievement. A mid-year review of the teacher's goal and progress is completed and if necessary additional assistance is provided by administration and/or Instructional Support Team.
 3. Successful teachers are identified by their work as denoted by classroom visits, the seven teacher performance standards, student assessment data, and conferences with the teachers. Faculty and staff luncheons, faculty and staff outings, public acknowledgements/accolades expressed verbally in meetings, on the website, via media sources and framed certificates each semester displayed at the school for public viewing comprise the reward system. The implementation of various incentive programs based on student and teacher progress are also used.
 4. Teachers in need of support are identified based upon classroom data, observation data from seven teacher performance standards, student assessment data and teacher conferences. Data gathered from teacher evaluations and classroom observations will be analyzed to identify the individual needs of teachers. This tailored approach of developing professional development goals will include an opportunity for teacher to self-reflect on their development and express their thoughts on areas where they would like to further develop. All decisions and conversations will be held using the various student data points that were used to support the planning of teacher professional goals. Professional development modules will address best teaching practices to impact student diversity in learning, creating rigorous and engaging lessons designed for mastery of all relevant standards of learning. Differentiated professional development and coaching will continue to be a part of the recipe to maintain a high performance school culture designed to improve teacher skills and development and content knowledge with the ultimate goal of improving student learning. In addition, (VDOE technical assistance, Aligning Academic Review with Performance Evaluation (AARPE) will support administrators in providing specific feedback to enhance instruction and positively impact student performance).
 5. The principal reports to the Executive Director of Secondary Instruction. The director and principal collaborate on goal setting procedures. A formal observation process conducted by the Executive Director of Secondary Education through an internal monthly accountability procedure. The principal will be evaluated annually using the district's principal evaluation tool that incorporates the 7 Performance Standards recommended by VDOE. Specifically, principals at the Priority schools are evaluated by the Executive Director of Secondary Education using both a self- evaluation document and a professional growth focus based on the Standards of Principals. The evaluation is a two-fold process. It involves both formative and summative evaluations. Formative evaluation includes on-going communication with feedback and assistance between the evaluator and the principal.
 6. The present relationship between the state contractor and the principal is one that could be classified as unified, cohesive, supportive, and collaborative. One prominent factor has been the open and transparent relationship between the state contractor and the principal, the school leadership team, and the school district. In June, at the conclusion of services for the

2014-15 school year, the OSII Office convened a meeting with the External Lead Turnaround Partner to revisit expectations, efficiency of communication, accountability and reporting. Following this meeting, the OSII Office met with principal to address the outcomes of the previous meeting between the ELTP and the OSII Office. As a result, the heightened expectations of the ELTP are being realized as of June 22, 2015.

VII. Decision-Making & Autonomy

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

1. The administrator has established a Transformation Leadership Team that participates in all decisions related to school improvement efforts. The team is comprised of the principal, assistant principal, content and grade level representatives, guidance, district representative, content specialist, Special Education and Title I representative, Leadership Coach, Catapult Literacy and Catapult Math coaches and Process Manager. The external lead turnaround partner will support the division in providing resources and support for instructional reform that address the specific AMO needs of math and reading at Binford Middle School. Through Catapult, Inc., there will be instructional coaches for the teaching staff to assist in enhancing the math and reading activities through modeling, training sessions, and monitoring effective instructional strategies. The VDOE provides a facilitator to monitor the division, school, LTP partnership. They also monitor the transformation process. The work of the Transformational Leadership Team is driven by the building needs as identified through data analysis. The team meets to discuss next steps and progress towards completing the goals in the plan. An Arts Integrated Curriculum and SpringBoard for reading and mathematics will be implemented at Binford for the 2015-2016 school term. Arts integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both (Kennedy Center for the Arts, 2010). SpringBoard is the College Board's print or online program for all students in grades 6–12. It provides a customizable pathway integrating rigorous instruction, performance based assessment, and exemplary professional development. There will be an open enrollment application process for the 2015-2016 school term. Enrollment projections are anticipated to double the student population.
2. The barriers include teacher turnover, human resource policies, and the division discipline policy. There is a need for additional technology to provide more opportunities for individualized instruction and student growth. The Office of School Improvement and Innovation and the Title I Director are working together to procure needed technology. In an effort to remove barriers, the participants on the Transformation Leadership Team discuss the positive aspects of removing the barrier. The division representatives are present to hear and participate in the discussion. If it is agreed upon that it is truly a barrier that cannot be

removed by the site administrator, the division team then determines which office is best able to address the removal of the barrier. The designated division team member returns and discusses the matter with their division team to determine if they can remove the barrier. If it is determined that they do not have the authority as an office to remove the barrier, the matter is then brought to cabinet and the final decision rest with that body, as a policy may need to be adjusted or amended. Thus far the barriers that have been discussed are being addressed by the site, the ELTP and the division offices. Policy has not been changed at this point. One example of such a division meeting occurred on February 27, 2015 with the Office of School Improvement and Innovation to discuss the needs of the buildings pertaining to ELTP progress and related concerns.

VIII. Phase-Out Planning

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

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

professional growth conferences for teachers to ultimately increase student learning.

SECTION 2: REQUIRED ELEMENTS, PART 1

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

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

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

Not Applicable

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

Math				
	2011-2012	2012-2013	2013-2014	2014-2015
All Students	36	36	44	50
Students w/Disability	12	17	24	42
Economically Disadvantaged	33	32	40	50
Gap Group 1	31	31	41	42
Gap Group 2-Black Students	34	34	44	59
Gap Group 3-Hispanic Students	TS	TS	TS	TS
Reading				
All Students	66	42	40	57
Students w/Disability	39	15	10	22
Economically Disadvantaged	63	38	38	56
Gap Group 1	61	36	38	26
Gap Group 2-Black Students	65	40	40	56
Gap Group 3-Hispanic Students	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.*

Total number of minutes in the school year required to attend:
 Daily= 360 minutes * 170 days=61,200 minutes/day {the master schedule was altered thus allowing for an additional 5 minutes per day which equaled **62,050 minutes/day** (+850 minutes for 2014-15)}
 Afterschool =120 minutes*48 days=**5,760 minutes/day** {November –May at 2 days/week}
 Summer School =240 minutes*19 days =**4,560 minutes/day** {June-July 4 days/week}
 Saturday Academy = 180 minutes*4 days = **720 minutes/day**
Maximum number of minutes for 2014-15 = 73,090 minutes/day
 It is anticipated that Afterschool tutorial will begin in late September or October and provide additional learning time in 2015-2016 = 120 minutes *10 days = 1200 additional minutes. Also an additional day of Saturday Academy will occur in 2015-2016 = 180 minutes * 1 day = 180 minutes/day.

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

Total Enrollment	216
Male	106
Female	110
Asian	0
Black	201
Hispanic	1
White	14
Students with Disability	52
English Language Learner	0
Economically Disadvantaged	155
Migrants	ND
Homeless	3

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

Example:

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

The data according to the VDOE Report Cards and preliminary 2014-15 SOL data yields the following: Annual reading scores reveal that student performance for grade 6 (49, 32, 57) and grade 8 (45, 26, 55) over the three year period were the same. Students fell from 2012-2013 to 2013-14 and realized a significant increase of approximately 25-percentage points from 2013-2014 to 2014-2015. Grade 7

Reading (22, 51, 50) showed an increase from 2012-2013 to 2013-2014 yet remained relatively flat from 2013-14 to 2014-2015. Overall annual math scores evidence an upward trend for grade 6 (40, 22, 74) grade 7 (22, 41, 45) and grade 8 (19, 44, 49). The positive aspect is that the student appear to be responding well to the CAT in grade 6 as they scored 74% which is markedly greater than the previous years. Grades 7 and 8 show growth yet the growth is almost negligible. Algebra I (81, 92, 79) scores have not been consistent, yet they remain above 70% criteria. It is with increased targeted intervention and strengthened tier I instruction through the provision of feedback and professional development that the school will move forward to meet or exceed the FAMO targets.

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

1. The building was designed in April 1914, which was before buildings required a Certification of Occupancy. The square footage of the building is as follows: Overall building square feet: 98,013
2. Number of classrooms: 34
3. Media Center: 1,633; Media Center: 10,000 volumes, fiction, non-fiction, professional reference, print and non- encyclopedias, science database, Destiny (Circulation Software), 8 work stations, 12 magazines subscriptions, reading lounge area, 200 DVD's for all subject areas, circulation desk and 2 offices
4. Cafeteria: 4,960; Capacity 200, two serving lines, 14 tables, and bathrooms across from the cafeteria
5. Gym: Capacity 300, wooden floors, fiber glass back boards, and removable bleachers

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

Binford Middle School is equipped with six computer labs, three mobile carts with thirty computers each, and Smart Boards. One hundred percent of all core teachers have a desktop computer. Teachers also have access to a LCD projector, a Smart Board, a laptop, and a document camera unit. However, the building lacks effective wireless capabilities.

(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:	33	97

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Teachers Not Highly Qualified:	1	3
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SET 2:

Category	Number of Teachers	Percentage of All Teachers
Teachers with Less Than 3 Years in Grade/Subject:	5	14
Number of Teachers with a Provisional License:	1	2

(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)).

Exceptional Education Gr. 8 (1) Physical Education Gr. 6 (1) Family & Consumer Sciences Gr. 8 (1) Natural Science Gr. 6 (1) Foreign Language (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
1	5
4	3
5	2
6	1
7	2
8	3
11	1

Years	# Instructional Staff
12	1
13	4
14	1
18	2
20	1
25	1
26	1

Years	# Instructional Staff
27	1
28	1
31	1
32	1
34	1
35	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
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Teaching Days	Worked	Attendance Rate
170	5,588	94%

SECTION 2: REQUIRED ELEMENTS, PART 2

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

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

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

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

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

established goals (leading and lagging indicators) and to provide technical assistance to the school as needed.

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

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

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

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

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

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

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

Timeline:

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

June 2015 - June 2016: Catapult implementation of LTP services

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

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

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

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

Not Applicable

SECTION 3: EXPLANATION OF LACK OF CAPACITY TO IMPLEMENT

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

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

1. Describe the steps the LEA has taken to secure the continued support of the local school board for the reform model chosen.	Not Applicable
2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.	Not Applicable
3. Describe the process of the LEA for consideration of the use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff).	Not Applicable
4. Describe the steps the LEA has taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model.	Not Applicable

SECTION 4: BUDGET NARRATIVE, BUDGET DETAIL & BUDGET SUMMARY

LEA Budget Application - Attachment A (Excel)

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

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

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

SECTION 5: ASSURANCES & CERTIFICATIONS

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

The LEA assures it will –

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

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): Richmond City Public System

Priority School: Binford Middle School

Principal’s Typed Name: Ms. Melissa Rickey

Principal’s Signature: _____

Date: _____

Superintendent’s Typed Name: Dr. Dana Bedden

Superintendent’s Signature: _____

Date: _____

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

Resources

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

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

BUDGET SUMMARY FOR: Binford Middle School
(School Name)

Object Code	Expenditure Accounts	School Year 2015-2016	School Year 2016-2017	School Year 2017-2018	Three-Year Grant Subtotal
1000	Personal Services	\$ 212,002.18	\$ 210,002.18	\$ 64,332.16	\$ 486,336.52
2000	Employee Benefits	\$ 34,162.96	\$ 33,363.03	\$ 21,527.36	\$ 89,053.35
3000	Purchased Services	\$ 224,359.00	\$ 184,555.00	\$ 122,129.00	\$ 531,043.00
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ 29,192.02	\$ 28,976.22	\$ 4,099.60	\$ 62,267.84
6000	Supplies & Materials	\$ 5,600.00	\$ 5,600.00	\$ -	\$ 11,200.00
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 505,316.16	\$ 462,496.43	\$ 212,088.12	\$ 1,179,900.71

School Improvement Grant Application

School Year 2015-2016

Budget Request for: Binford Middle School

(School Name)

Budget Detail: Personal Services (1000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
OSII Staff Salaries	OSI&I (5 persons 1- Executive Director (12 mos), 2 Program Managers (12 mos), 1 Instructional Data Specialist (12 mos), 1 Grants Manager (12 mos) (Split between 9 Priority Schools for 12 months) = \$519,239 (less division approx. 4% of salary \$20,000) = \$499,239/9	\$ 55,471.00	\$ 53,471.00	\$ 51,332.16	\$ 160,274.16
Teacher Stipends	Transformational Leadership Team Stipends 10@\$1000 = total \$10,000 Process Manager: 1 teacher @ (\$3,000.00) to manage Indistar, develop (with principal) agendas and disseminate minutes, ensure timely submission of reports (cannot receive the \$1,000.00)	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 39,000.00
Teacher Stipends for PD	Teacher Stipends for LTP-supported professional development in relation to school improvement efforts outside of contract hours (35 teachers for 12 hours for LTP training/planning (October 2015-September 2016) x \$40)= \$ 16,800. Ten (10) lead teacher/department chairs for 16 hrs for LTP leadership training & planning at \$40 per hour = 6,400 = \$23,200	\$ 23,200.00	\$ 23,200.00	-	\$ 46,400.00
Teacher Stipend for Summer School 2016	Summer Program Program (See RPS Priority School Summer Programs, Training and Initiatives): (19 regular/special education; 1 Lead Teacher (20 teachers* \$40/hr *6hrs/day (inclusive of 1 hour/day of PD from LTP) *19 days = \$91,200.00 + 2 PD @ 8 hour days/day for 20 teachers at the same rate of pay = \$12,800.00; 1 instructional aides (1 aide* \$15.85/hr * 4.5 hrs* 19 days = \$1,355.18(\$105,355.18)	\$105,355.18	\$ 105,355.18	-	\$ 210,710.36

Stipends for Substitute for Teacher Planning/PD Days	Substitutes for 4 full days of data analysis, coaching/modeling, professional development and planning throughout the year (12 substitutes x 4 (6-8 reading/math/special ed) days @ \$78/day x 4 planning/PD days =14,976	\$ 14,976.00	\$ 14,976.00	\$ -	
Total Compensation		\$ 212,002.18	\$ 210,002.18	\$ 64,332.16	\$ 486,336.52
<u>Personal Services</u> supported from other funding sources:	Other Expenses: \$160,250 Executive Admin for OSII Office (Title I \$6,500); Division Ex ED's (\$10,000); Division Specialists Reading/Math (Division \$5,500); Reading (1) and Math Coaches (1); Resource Teacher (1) (Title I = \$93,000); Afterschool remediation (District \$12,000); Professional development teacher stipend (Title II \$5,250) 35 x 2 days @ \$75/day; Tutors (Title I: \$40,000) (non-degree \$15/hr and degress \$21 hrs/wk for 20 weeks)				

Budget Detail: Employee Benefits (2000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
OSII Staff Salaries	OSI&I (5 persons 1- Executive Director (12 mos), 2 Program Managers (12 mos), 1 Instructional Data Specialist (12 mos), 1 Grants Manager (12 mos) (Split between 9 Priority Schools for 12 months) = \$519,239 (less division approx. 4% of salary \$20,000) = \$499,239/9	\$ 22,188.33	\$ 21,388.40	\$ 20,532.86	\$ 64,109.59
Teacher Stipends	Transformational Leadership Team Stipends 10@\$1000 = total \$10,000 Process Manager: 1 teacher @ (\$3,000.00) to manage Indistar, develop (with principal) agendas and disseminate minutes, ensure timely submission of reports (cannot receive the \$1,000.00)	\$ 994.50	\$ 994.50	\$ 994.50	\$ 2,983.50
Teacher Stipends for PD	Teacher Stipends for LTP-supported professional development in relation to school improvement efforts outside of contract hours (45 teachers for 12 hours for LTP training/planning (October 2015-September 2016) x \$40)= \$ 21,600. Ten (10) teachers for 16 hrs for LTP training planning at \$40 per hour = 6,400	\$ 1,774.80	\$ 1,774.80	\$ -	\$ 3,549.60
Teacher Stipend for Summer School 2016	Summer Program (See RPS Priority School Summer Programs, Training and Initiatives): (19 regular/special education; 1 Lead Teacher (20 teachers* \$40/hr *6hrs/day (inclusive of 1 hour/day of PD from LTP) *19 days = \$91,200.00 + 2 PD @ 8 hour days/day for 20 teachers at the same rate of pay = \$12,800.00; 1 instructional aides (1 aide* \$15.85/hr * 4.5 hrs* 19 days = \$1,355.18(\$105,355.18)	\$ 8,059.67	\$ 8,059.67	\$ -	\$ 16,119.34
Stipends for substitutes for Teacher Planning/PD Days	Substitutes for 4 full days of data analysis, coaching/modeling, professional development and planning throughout the year (12 substitutes x 4 (6-8 reading/math/special ed) days @ \$78/day x 4 planning/PD days =14,976	\$ 1,145.66	\$ 1,145.66		\$ 2,291.32
Total Employee Benefits		\$ 34,162.96	\$ 33,363.03	\$ 21,527.36	\$ 89,053.35
Employee Benefits supported from other funding sources:	Other Expenses: \$84,841.63 Executive Admin for OSII Office: (Benefits \$2,800: Title I); Division Ex ED's (\$5,000); Reading (1) and Math Coaches (1); Resource Teacher (1) (Title I = \$37,200); Afterschool remediation FICA \$1,400: District); Professional development teacher stipend (FICA \$401.63: Title II); Tutors (FICA \$3,060: Title I)				

Budget Detail: Purchased Services (3000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Lead Turnaround Partner	Catapult LTP per VDOE approved SOW: 12 months, 40 hours per week @ \$930/student x 214 students = \$199,020/ year (\$16,585/mo)	\$ 199,020.00	\$ 159,216.00	\$ 103,790.00	\$ 462,026.00
VDOE Contractor As prescribed by the Office of School Improvement	Contractor orientation, Reports/data review, Continuous monitoring the alignment of the division, LTP, and the school (300 hours*\$61.13/hr = \$18,339.00)	\$ 18,339.00	\$ 18,339.00	\$ 18,339.00	\$ 55,017.00
Math software licensing (continuation of pilot)	DreamBox web-based intervention math program (continuation of pilot for priority elementary and middle schools as indicated in the 2014-15 SIG application (Instruction Section) and budget) subscription (\$6,100)	\$ 7,000.00	\$ 7,000.00	\$ -	\$ 14,000.00
					\$ -
					\$ -
Total Purchased Services		\$ 224,359.00	\$ 184,555.00	\$ 122,129.00	\$ 531,043.00
Purchased Services supported from other funding sources:	Other Expenses: \$30,500 Professional Development/Conferences (Title IIA: \$5,000); Title I Institute Professional Development (Title I: \$2,000); Intervention Programs (8,500); Other professional development offsite (Title I: \$15,000);				

Budget Detail: Internal Services (4000)

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

Budget Detail: Other Charges (5000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Summer School Transportation	Summer Program Transportation (19 days w/5 buses and 2 Field Trips w/5 buses) = (\$15,060.00)	\$ 20,080.00	\$ 20,080.00	\$ -	\$ 40,160.00
Indirect Costs	Based on RPS indirect costs rate of .26 (Restricted Rate)	\$ 8,437.02	\$ 8,221.22	\$ 3,424.60	\$ 20,082.84
Cost associated with AARPE Training Sessions [Food]	The VDOE AARPE Sessions are held at a site provided by Richmond City Public Schools to accommodate the provision of the VDOE's Technical Assistance to select RPS administrators [\$1350.00 per session *5 sessions = \$6750.00] Cost will be shared among ten priority schools (Total: \$675.00)	\$ 675.00	\$ 675.00	\$ 675.00	\$ 2,025.00
					\$ -
					\$ -
Total Other Charges		\$ 29,192.02	\$ 28,976.22	\$ 4,099.60	\$ 62,267.84
Other Charges supported from other funding sources:	Insert response here: None				

Budget Detail: Materials & Supplies (6000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Summer Attendance Incentives	Summer Program: 3 attendance incentive celebrations based on curriculum embedded activity with real world application - planned event for all (3 @ \$800) - i.e., (7th grade to plan - measurement, cost, setup, etc.) = \$2,400. Funding will support instructional items that are tied to the incentive activities.	\$ 2,400.00	\$ 2,400.00	\$ -	\$ 4,800.00
Curriculum-embedded math/science enrichment materials	Basic materials/supplies (cooking, engineering and entrepreneurship) course supplies. Funding will support instructional materials tied to the enrichment activities.	\$3,200	\$3,200		\$ 6,400.00
					\$ -
					\$ -
					\$ -
Total Supplies		\$ 5,600.00	\$ 5,600.00	\$ -	\$ 11,200.00
<u>Materials/Supplies</u> supported from other funding sources:	Other Expenses: \$23,000 Certificates/school supply incentives (larger prizes for drawings provided by community partners)= (\$3,000); Curriculum materials (Title I \$20,000)				

Budget Detail: Capital Outlay (8000)

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