

**Local Education Agency (LEA) Application
for
School Improvement Grant
1003(a) or 1003(g) Funds**

Under Public Law 107-110, Elementary and Secondary Education Act, As Amended



School Year 2015-2016

**Virginia Department of Education
Office of Program Administration and Accountability and
Office of School Improvement
P. O. Box 2120
Richmond, Virginia 23218-2120**



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SUBMISSION REQUIREMENTS

1. Submission Deadlines

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

2. Submission Process

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

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

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

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

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

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

COVER PAGE

LEA Contact for Priority Schools

Division: Lynchburg City Schools

Contact Name: Michael K. Rudder **Phone:** 434-515-5036

Address: 915 Court Street **Email:** ruddermk@lcsedu.net
Lynchburg, VA 24504

Priority School Information

School Name: Dearington Elementary School for Innovation **Cohort:** V

Principal Name: Daniel J. Rule **Phone:** 434-515-5220

Address: 210 Smyth Street **Email:** ruledj@lcsedu.net
Lynchburg, VA 24501

NCES #: 510234002205

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.

1. By the end of the 2015 – 2016 school year, the school's performance on the Reading SOL test, as measured by the AMO result for all students, will increase from 43% (SY14-15) to 61%.
2. By the end of the 2015 – 2016 school year, the school's performance on the Math SOL test, as measured by the AMO result for all students, will increase from 44% (SY14-15) to 59%.
3. 100% of teachers will provide small group, aligned differentiated instruction focused on student needs in reading and mathematics. This will be measured by observations (informal, formal, walkthroughs, and LOLET/COLET feedback) and review of lesson plans in 4 out of 5 observations.

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. DESI's climate is evolving towards one that is more positive and academically focused. Faculty and staff have embraced academic challenges and placed school improvement as a priority issue. Based on the most recent SY14-15 school culture survey, the school is viewed as being more conducive to learning by students, parents, and teachers. Faculty members have been energized by participating in professional learning communities that are focused on the teaching/learning cycle.
2. The school implemented a new Character Education program entitled 'FINS Up! No Excuses.'

in partnership with the Positive Behaviors Intervention and Supports (PBIS) strategies. Implementing this program has led to an increase in student effective effort, student leadership, and student positive behavior choices. An established PTO along with the implementation of the Family and Schools Together (FAST) program through a school partnership with Horizon Behavior Health has increased student and parent participation in school events/activities as well as teacher engagement with parents. Increased student engagement through the implementation of a new observation feedback tool has focused teachers on increasing the amount of time that students are actively engaged in standards aligned lessons.

3. In SY14-15 we implemented an open classroom/school participation and volunteer policy for our parents. While an attempt to engage more parents at school, at times this served to be a disruption to instruction.
4. Adequate teacher training for involving and engaging students in the development of a positive classroom culture that leads to student learning and success. To address this issue for SY15-16, 5 teachers have been trained and will be implementing Responsive Classroom strategies. We will evaluate the impact of this pilot and consider school wide implementation for SY16-17.

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 Leadership Team/Improvement Team consists of the principal, LTP staff, Title I math specialist, Title I reading specialist, K-2 unit leader, 3-5 unit leader, unit leader for teachers working with disabled students, internal lead partner, and a parent. This team meets on a monthly basis and more frequently during the plan development process. Unit leaders discuss meeting actions with their respective units and seek input regarding plan development and implementation.
2. Meeting minutes are distributed to all faculty members. Decisions are also communicated with faculty via faculty meetings, emails, and weekly memorandum to staff. Parents are actively engaged in the process through PTO meetings and the Principal's Parent Advisory Council which occur monthly.
3. Team members include representatives from the following areas of expertise: LTP, K-2, 3-5, school wide math teacher/coach, school wide reading teacher/coach, and teacher of students with disabilities. Responsibilities are divided among team members in accordance to their specific area of expertise in Turnaround Principles (TP) #1-7. Team members working in all

grade levels in reading and math are responsible for collaborating with teachers in the analysis of data to identify needs-based professional development (TP 2, 4, 5). Administrative team members will ensure collaboration with the division to meet TP #1 and 3, and the school administrator, in close collaboration with the division, will be accountable for the implementation of strategies to address TPs #2-7. The LTP will work in close collaboration with the school administrator and division staff to ensure implementation of TP #1-7. The VDOE contractor will provide oversight relative to the role of the LTP in this process.

4. There will be weekly PLC monitoring of data at grade levels that will be expected to occur which will be supported by the administration, AIR, and division coach. Monthly, the SGT meeting will review data to drive decisions at a local and division level. Monthly, the School Improvement Team will be tracking performance data to determine the effectiveness of interventions and make data driven decisions. We will continue to determine the impact of all instruction on student achievement, determining the root cause of student growth or lack thereof, ie., the fidelity of the program, instructional program in place, and effectiveness of teachers. These answered questions will determine supports needed to be put in place to drive student success and teacher success in the classroom. This allows for differentiated professional development (PD) opportunities to offer more support specific to grade levels, teachers, or departments.

IV. Instruction

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

1. Students are identified for additional support in reading based on data from: PALs (K-3), iReady (adaptive diagnostic assessment in grades 4 & 5 in reading), DRA 2+ (2nd and 3rd Grade reading), SOL Assessments, anecdotal teacher observations, Lynchburg City Schools (LCS) created benchmark assessments, teacher made assessments, Teacher Assistance Team (TAT), and the child study team. Students are identified for additional support in math based on data from: iReady (adaptive diagnostic assessment in grades 4 & 5 in reading), pre-assessments for each strand during math workshop, SOL Assessments, anecdotal teacher observations, LCS created benchmark assessments, teacher made assessments, Teacher Assistance Team (TAT), and the child study team. Data is reviewed and, working in collaboration with team members, it is determined what tier of intervention the student needs as additional support in reading and math.
2. For SY15-16, we are implementing a math and reading workshop model which emphasizes the

use of pre-assessment data to differentiate instruction. The model includes whole group instruction around standards aligned skills and processes and small group instruction based on current student level of performance. The model also indicates the use of independent reading time for all students every day at their appropriate independent reading level. In conducting the needs assessment, the LTP identified the need for classroom libraries to support the reading workshop model.

3. Formative assessments are used to monitor student progress and effectiveness of instructional strategies. Grade level PLCs work together to create assessments that are aligned with the content and cognitive level of curriculum framework. These assessments are used to determine the areas of strength and areas of need for students. Based on this data, students are placed in small groups in the content area where support or enrichment is needed. Division assessments are administered twice annually to determine the progress in core content areas. Core content pacing guides have been aligned with the curriculum framework. Data from division assessments are used to determine areas of strength and areas of need for students and programs. Formative assessments are also used to drive PD needs for the faculty. Using formal assessment results (SPBQ trend data), in June 2015 the faculty members were engaged in 2 full weeks of professional development lead by the LTP focusing on the development of lesson plans, assessments, and instructional strategies to address the needs of identified weaknesses of student performance.
4. All teachers received training on the creation and implementation of SMART Goals that track individual student growth and achievement. Each teacher is required to align individual SMART Goals with school goals relative to student achievement in mathematics and reading. Goals are tiered for individual students with the goal for each tier set to ensure proficiency or beyond. Teachers meet with administration in the development of their class and individual SMART Goals that are then approved by building level administration. Teachers' progress toward their class and individual goals is monitored by the principal and technical assistance is provided as needed.

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 community partners support Dearington Elementary School for Innovation by developing programs that are strategic in meeting the needs of the students, staff, and administration.

The following supporting programs help meet the school's improvement goals: *Students from local colleges and universities provide small group and individual tutoring in the areas of reading and math support at all grade levels. *Bright Hope Tutorial offers off-site after school tutorial services in reading and math. *American National Bank is a key business partner that provides all students with school supplies, 40 families with Christmas dinner, and instructional support including personal reading partners for identified students. *The American Rabbit Breeders Association and Therapy Dogs International partner with DESI to provide one to one therapy dogs and bunnies for students in grades K-5 in the area of reading. Volunteers with these organizations have students read to the rabbits and dogs as a way to encourage reading and build self-confidence.

2. As of May 20th, 2015, Dearington Elementary School is partnering with American Institutes for Research (A.I.R) to provide support as the Lead Turnaround Partner (LTP). They will provide support that will be aligned with the various data, identified areas of need, and other school improvement efforts. AIR will provide the following assistance in achieving the goals for Dearington Elementary School: providing coaching to align with building teachers' capacity in instructional practices, providing reading and math instructional coaching support and professional development to support and assist in lesson planning, curriculum alignment, student engagement, and delivery of instruction. Furthermore, they will provide leadership support in the areas of turnaround to include data driven decision making, using data, formative assessments, quick wins, communication, outreach, and other foci of implementation; monthly 90-minute leadership training sessions; support in developing presentations for the monthly Shared Governance Team meetings; and on-site leadership coaching to the principal and other leaders monthly. AIR will work with the school in implementing a coaching tracking tool that will allow school leadership to track both leadership and instructional coaching professional development sessions (See attached Scope of Work).
3. Parents are increasing their communication with the school and are taking an interest in the progress being made by students, teachers, and administration. The parents provide input through surveys given after Title 1 parent engagement events and the annual Cultural Survey. Parents are invited to meet with the Principal monthly as part of the Principal's Parent Advisory Council to learn about the progress of the school as well as share input on the school's plan. In addition, a parent serves as a member of the School Improvement Team to ensure that parents' ideas are included. Annually, parents respond to the Title 1 survey in regards to school improvement. This data is gathered and used to plan ongoing parent involvement opportunities for the upcoming school year. Four times annually there are designated conference nights to share instructional information with parents. Parents are also invited to participate in parent/teacher conferences and intervention conferences to discuss the performance of the student. Weekly memos are sent home in Tuesday Folders to share instructional information with the parents. The LTP will be assisting the school in enhancing their parent engagement strategies.

- (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. Teacher applications are vetted through the Human Resources Department for the school system. From those vetted applications, the principal selects applicants to be interviewed by the principal and other faculty representatives. The principal first reviews teacher licensure to ensure that applicants selected for interview are highly qualified for the available position. The Human Resources Department conducts background checks and other investigative actions for applicants selected to fill positions. Content knowledge and track record regarding student performance are a considered when making final recommendations for hiring. The principal, after selecting from the candidate pool, reviews experience, licensure, teacher performance in academics as well as classroom management, and assigns teachers to the most appropriate grade level for instruction. Teachers are assigned to classes and grade levels annually based upon observation and evaluation data. Currently all teachers are assigned to classes within their area of licensure and are highly qualified.
2. Teachers are evaluated in accordance with the Lynchburg City Schools Teacher Performance Evaluation Handbook. Teacher performance standards #1-6 count for 10% respectively, and teacher performance standard #7 accounts for 40% of the evaluation. The principal ensures that all schedules and timelines identified in the Teacher Performance Evaluation handbook are adhered to on an annual basis. There is a separate evaluation cycle for tenured and non-tenured teachers. During a year that a teacher is not formally evaluated, he/she creates a professional growth plan that may support school or individual growth needs. Each teacher meets annually with the principal to create SMART goals that are aligned with school improvement goals. Progress is monitored on a monthly basis and support or additional assistance is provided when needed. Throughout the course of the year, all teachers, regardless of their evaluation cycle status, are observed and provided with feedback. A mid-year conference is convened to discuss progress towards these SMART goals. Final teacher evaluation ratings are a result of data collected from these observations and conferences.
3. Successful teachers are identified for recognition based on classroom visits, observations, day to day interactions, participation in grade level and school activities, and student assessment data. Each month teachers, staff members, and school leaders are recognized through the following modes of communication: Weekly Monday Memo, Wall of Fame board, recognition at staff meetings, and in PLCs, quarterly awards assemblies in front of the student body, and various incentives are provided in collaboration with area partnerships.

4. Teachers in need of additional support are identified based on student learning data and informal or formal observations. Once a need is identified, the principal consults with school or district staff as needed to plan for needed professional development or intervention. If a need is recognized across several areas, the professional development is presented whole-group. If a need is recognized on an individual basis, individual support is provided through co-teaching, modeling or formal professional development both in-house and off-campus. Professional development and monitoring may be provided by the principal, District Content Supervisors, District Coaches, or Lead Turnaround Partner through continuous coaching and modeling.
5. The principal is evaluated in accordance with the Lynchburg City Schools Principal Performance Standards as outlined in the Administrative Performance Evaluation Handbook. These performance standards are aligned with the performance standards for principals established by the Virginia Department of Education. The superintendent evaluates the principal. Feedback is received formally three times per year and informally following periodic site visits. A section of the annual School Culture Survey addresses the performance of the principal and this data is used to inform the evaluation process.
6. The relationship between the LTP, state approved personnel, the division contact, and the Principal is in the process of being developed. A draft 'Roles and Responsibilities Chart' has been developed outlining roles and responsibilities of the Internal Lead Partner, LTP Project Lead, LTP On-Site Coordinator, Building Principal, and VDOE contractor. We started with our LTP and VDOE contractor in May 2015. To date, the relationship between all stakeholders has been collaborative and supportive of the needs of students and staff at DESI. We are confident that this relationship will continue going forward in to SY15-16. For example, in working with the LTP, we identified one area of need that was fully addressed to the satisfaction of the division and our VDOE contractor.

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. There is a collaborative process for matters relating to the school improvement effort, which includes stakeholders from the district, school level, and external partners. The administrator has established a School Leadership Team that participates in all decisions related to school improvement efforts, the school vision, and the creation and monitoring of the Indistar plan. Leadership team members represent the faculty at large and seek input for discussion and action during leadership team meetings. Along with the school leadership team, the community shares input for discussion and action through the monthly Principal's Parent Advisory Council. The leadership team will meet at least once monthly. The indicators and

tasks drive the monitoring and evaluation of the plan. Once a month, a day is set aside for data specialists on the School Leadership Team to meet and collaborate to gather data to be discussed at the monthly leadership team meeting. The data collected drives all actions or changes to the Indistar plan. Weekly grade level PLCs use the data collected from formative assessments at their grade level to determine grade level instructional changes or decisions to be made. The LTP and the district will establish norms that serve as a systemic approach to gathering data, meeting with administration, observing classroom instruction, and giving timely structured feedback to teachers. The LTP and district will meet regularly to discuss plans, establish next steps and recommendations for school administration and staff. The approach by the LTP and district when working with the school will involve assisting and identifying strengths as well as areas for refinement. This approach will allow the administrator to feel included in the process and valued as a school leader.

2. Dearington Elementary School is a school for innovation (DESI). As a consequence, the district policy allowing staff members to enroll their children in the school where they teach is not afforded to schools for innovation. This may create situations that discourage a candidate from accepting a position at DESI. DESI administration is in the process of advocating for a change in this school policy in order to continue to recruit and retain highly qualified candidates. The policy addendum/change requires school board approval.

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. Support staff from the district level, in consultation with the External Lead Partner and the school's leadership team, will meet to determine the services that should be maintained and/or eliminated. The continuation of collaboration with central administration and various departments to provide support in the following areas: data analysis to gauge student achievement, professional development to continue to build teacher and principal capacity, and funding sources to support school improvement efforts.
2. In preparation for the phase out of funds, supports, and services, the Leadership Team, led by the school principal, will review the effectiveness of support services rendered. The team will review performance of staff and impact on student achievement to determine programs to sustain or phase out. Instructional resources and materials will be evaluated to determine the need for continued implementation and cost effectiveness. Transition/ Exit conferences with community/school based partnerships will be held to discuss the level of services that will continue. The LEA will seek to provide support for programs and materials that had a positive impact on student achievement by seeking additional grant funds and leveraging existing resources. For SY15-16, the school division is adding additional coordinators and coaches. These individuals, along with current coaches and supervisors, are participating with the school and LTP which will build sustainability.
3. Based on the analysis of data, the LEA and school will determine the specific level of technical

and financial assistance needed from the state. The continuation of state support that offers opportunities for teacher development to assist in building teacher and school capacity and sustainability will serve as valued intervention that would ultimately result in increased student learning. As a school in improvement, it would be valuable to be connected with schools with like demographics, to observe their successes and learn from their model if it has proven successful. We appreciate the efforts on the part of VDOE to provide deliverable services in a timelier manner.

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 2014-15 English SOL	2013-14 English SOL	2012-13 English SOL	Preliminary 2014-15 Math SOL	2013-14 Math SOL	2012-13 Math SOL
All students	43	35	52	43	32	42
Proficiency gap group 1	43	34	45	43	32	36
Proficiency gap group 2	41	33	45	43	30	31
Proficiency gap group 3	TS	TS	TS	TS	TS	TS
Students with disabilities	TS	TS	TS	TS	TS	TS
LEP students	TS	TS	TS	TS	TS	TS
Economically disadvantaged	43	34	45	43	32	36

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students						
White students	TS	TS	75	TS	TS	73
Asian students	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.*

For the Lynchburg City Schools 2014-15 academic calendar, students were scheduled for 180 days beginning on August 25, 2014 and concluding on June 5, 2015. The length of the elementary school day was from 8:40 AM and concluded at 3:35PM. Students were not required to attend a before school, after school, or summer school program for the 2014-15 academic calendar. Students attend for 415 minutes/day for 180 days totaling 74,700 minutes. Virginia Standards of Quality require students to attend 180 days or 990 hours. Student at DESI currently attend 255 hours over the 990 hours requirement. For 2015-16 we are planning to extend the school day to begin at 8:35 and end at 3:40. This adds ten minutes per day or 30 hours for the duration of SY2015-16.

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

Total Enrollment:	192
Male:	93
Female:	99
Asian:	1
Black:	166
Hispanic:	0
White:	20
Students with Disabilities:	17
English Language Learners:	1
Economically Disadvantaged:	167
Migrant:	0
Homeless:	2

- (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. In the area of Reading the following are the pass rates for the identified years: Grade 3 = 38 (2012-13), 35 (2013-14), 48 (2014-15), Grade 4 = 55 (2012-13), 29 (2013-14), 50 (2014-15), Grade 5 = 54 (2012-13), 43 (2013-14), 33 (2014-15). Grade three saw a 14% increase in their reading achievement score. Grade four saw a very large increase (21%) while grade 5 saw an 8% decline (but an 8% increase for the cohort group of students). Area 2. In the area of mathematics the following are the pass rates for the identified years: Grade 3 = 6 (2012-13), 11 (2013-14), 41 (2014-15), Grade 4 = 72 (2012-13), 36 (2013-14), 43 (2014-15), Grade 5 = 38 (2012-13), 54 (2013-14), 47 (2014-15). Grade three saw significant gains (31%), grade four saw an increase in 7%, and Grade five saw a 7 point decline from year to year (but an increase of 11% with that cohort of 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.

Dearington Elementary School for Innovation was built in 1927 and opened as a two-room schoolhouse that served the black children of the neighborhood. In the mid-sixties the school was expanded. Now Dearington has 12 classrooms, one two-classroom modular, two computer labs, and three resource classrooms. The Library media center has four desktop computers, a SMART Board that is used as a resource for teaching, and four tables (two round and two rectangular). The cafeteria is located adjacent to the school front lobby and has one serving line for the students. The cafeteria has a stage at one end and serves as an area for school wide events and indoor movement education classes when weather does not permit for an outdoor class. If movement education is outside, the recess fields and blacktop are used for this class. In order to get outside, you must cross a city street to use these facilities. This city street is blocked off during school hours to restrict car access.

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

Technology is readily available for staff and students at Dearington Elementary School for Innovation. All fifth grade students and teachers have access to their own personal Chromebook. All third and fourth grade students have access to their own personal laptop computer. DESI has two computer labs (one with 15 desktop computers and one with 20 desktop computers). DESI also shares two iPod carts between K-5 classrooms. All personal devices have wireless capabilities and the school has a

wireless infrastructure. Each DESI teacher has a personal laptop provided by the school system and every classroom is provisioned with SMART technologies as an interactive whiteboard. The art teacher was awarded a grant to provide instruction on iPads and teachers received a grant to start incorporating video cameras as part of a digital media club to enrich instruction. The school recently purchased a Chromebook cart (20) for 2nd grade to increase the use of technology and the division has plans to increase the capacity to serve the wireless devices in the school to accommodate the increased workload on the network.

(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:	20	100%
Teachers Not Highly Qualified:	0	0%

SET 2:

Category	Number of Teachers	Percentage of All Teachers
Teachers with Less Than 3 Years in Grade/Subject:	9	45%
Number of Teachers with a Provisional License:	1	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)).

Kdg (0), 1st (1), 2nd (0), 3rd (2), 4th (2), 5th (2), Title 1 Reading (1), Title 1 Math (1)

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

	#	
Years	Instructional	
	Staff	

	#	
Years	Instructional	
	Staff	

	#	
Years	Instructional	
	Staff	

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

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

14	0
15	0
16	0
17	0
18	0
19	0
20	2
21	1

(9) B. Indicate the total number of teaching days teachers worked divided by the number of *teaching* days for school year 2014-2015.

Total # of Teaching Days	Total # of Days Worked	Teacher Attendance Rate
3400	3122	91.82

SECTION 2: REQUIRED ELEMENTS, PART 2

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

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

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

The division reviewed documentation on the Virginia Department of Education website for all approved lead turnaround partners selected under VDOE-RFP#DOE-LASTP-2013-04. Following this review, division and school team members participated in the webinar series provided by the Office of School Improvement. From these two activities, four vendors were selected and invited to an on-site interview. Each of the four identified vendors visited the school and participated in the interview process. Upon completion of the interviews, AIR was invited for a second interview. During the second interview, the division team and AIR engaged in dialogue that lead to moving forward with

developing a scope of work. The original scope of work was finalized with AIR on December 12, 2015. The scope of work was revised following the grant award in April 2015. The scope of work for SY15-16 is attached to the grant application. Parents were involved in the selection process through their participation on the Principal's Parent Advisory Council. During these meetings, the Principal informed parents of the steps being following to secure an LTP which included identification of potential partners, an overview of the interview process, dates and times of interview visits, and the final selection resulting from the interviews. Parents have also been informed and given an opportunity and provide input and ask questions relative to the process of selecting an LTP. In addition, a parent serves as a member of the School Improvement Team to ensure that parents' ideas are included.

- (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 described 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.**

- (3) The school division has the capacity to support DESI in implementing it's transformation model. The principal was replaced at the beginning of SY2013-14. In SY2013-14 the school division created and appointed a new director of school improvement. In June 2014 the school division hired a new assistant superintendent of curriculum and instruction who has extensive background and expertise in school improvement as a former principal, staff member of the US Department of Education, and Vice President of Teach for America. In addition, as of 2014-15, the division reinstated math and reading content supervisors and revamped the coaching model assigning a specific instructional coach to DESI. The division has also assigned an information technology resource teacher to assist DESI in it's 1 to 1 initiative in grades 3-5. Once DESI was identified as a priority school, the division established a division transformation team that consists of the Director of School Improvement as internal lead partner, the assistant superintendent for curriculum and instruction, the director of instruction, the supervisor for mathematics, the supervisor of English, and ad hoc members that include human resources, instructional technology, and director of family engagement. Through working with the school administration and community, the division has identified a

Lead Turnaround Partner to assist the division and school in the transformation effort. The division is also training the principal and all faculty members in the AARPE process designed to align academic review tools and teacher performance evaluation. The division is working in close collaboration with the LTP and VDOE appointed contractor to 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 through monthly meetings, SGT meetings, and the attached agreed upon SOW.

- (4) 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.

Dearington is implementing the Transformation model:

- The Principal was replaced at the beginning of the 2013-14 school year;
- A rigorous teacher evaluation system was implemented in 2013-14 that includes 40% of evaluation based on student growth and achievement and 60% on six performance standards identified by the commonwealth of Virginia;
- A plan is in place to increase student learning time by 30 hours/year beginning in the Fall of 2015;
- During the 2015-16 school year, the following instructional reforms are being implemented: small group differentiated reading, small group differentiated math using math workshop formats, implementation of an observation tool that ensures alignment of the written and taught curriculum;
- During the Fall of 2015, there will be strategies to promote increased opportunities for career growth. Examples include Leadership Cohort, increased coaching and support of new teachers, flexible pre-school work days, and an enhanced teacher mentor program for new teachers.

The school division is adhering to all timelines established by the Virginia Department of Education. In cooperation with the LTP, a school governance team has been created that meets on the 4th Tuesday of every month. The school leadership team convenes once per month. Roles and responsibilities for all stakeholders have been developed in cooperation with the LTP. A Scope of Work for SY15-16 has been approved by the school division and is attached. The VDOE contractor will assist the Internal Lead Partner in monitoring the implementation of the deliverable services by the LTP and their impact on teaching performance and student achievement leading to the accomplishment of the three goals set forth in this grant document. In addition, the Superintendent and Assistant Superintendent as

well as other central office staff will conduct inter rater reliability observations with the principal on a monthly basis in support of tasks that are a part of the Transformation Toolkit plan. The LTP will present progress reports to the school board three times per year (July 2015, February 2016, June 2016).

- (5) *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

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.

<p>1. Describe the steps the LEA has taken to secure the continued support of the local school board for the reform model chosen.</p>	
<p>2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.</p>	

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<p>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).</p>	
<p>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.</p>	

SECTION 4: BUDGET NARRATIVE, BUDGET DETAIL & BUDGET SUMMARY

LEA Budget Application - Attachment A (Excel)

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

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

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

SECTION 5: ASSURANCES & CERTIFICATIONS

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

The LEA assures it will –

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

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

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

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

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

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

Certification: *I hereby certify that, to the best of my knowledge, the information contained in the application and in the state determined comprehensive planning tool is correct. I agree to adhere to the requirements of the USED Flexibility Waiver.*

School Division (LEA): _____

Priority School: _____

Principal’s Typed Name: _____

Principal’s Signature: _____

Date: _____

Superintendent’s Typed Name: _____

Superintendent’s Signature: _____

Date: _____

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

Resources

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

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BUDGET SUMMARY FOR: Dearington Elementary School for Innovation
(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	\$ 19,266.00	\$ 19,266.00	\$ -	\$ 38,532.00
2000	Employee Benefits	\$ 1,473.85	\$ 1,473.85	\$ -	\$ 2,947.70
3000	Purchased Services	\$ 308,500.00	\$ 315,500.00	\$ -	\$ 624,000.00
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ -	\$ -	\$ -	\$ -
6000	Supplies & Materials	\$ 28,000.00	\$ -	\$ -	\$ 28,000.00
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 357,239.85	\$ 336,239.85	\$ -	\$ 693,479.70

School Improvement Grant Application

School Year 2015-2016

Budget Request for: Dearington Elementary School for Innovation

(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
Teacher Stipends	Indistar Process Manager will work with DESI leadership, the LTP, and the VDOE to ensure Indistar includes all required components: \$26/hr (approved rate for the division) X 5 hours/month X 11 months (Aug-June).	\$ 1,430.00	\$ 1,430.00		\$ 2,860.00
Professional Development (PD) led by LTP	Teacher stipends: \$26/hr X 17 teachers X 1 hr/month X 8 (Sept-April): SOW before/after school PD	\$ 3,536.00	\$ 3,536.00		\$ 7,072.00
LTP led Leadership Team Development	Teacher stipends: \$26/hr X 5 teachers X 1 hr/month X 8 (Sept-April): SOW before/after school PD	\$ 1,040.00	\$ 1,040.00		\$ 2,080.00
Summer LTP led PD	Teacher stipends: \$26/hr X 17 teachers X 30 hours (5 days): SOW	\$ 13,260.00	\$ 13,260.00		\$ 26,520.00
Total Compensation		\$ 19,266.00	\$ 19,266.00	\$ -	\$ 38,532.00
Personal Services supported from other funding sources:	<i>Ex. K-5 Reading Specialist @ \$65K/yr (Title I)</i> Insert response here: Title 1 Reading Teacher @ 50K/yr (Title 1), Title 1 Math Teacher @ 50K/yr (Title 1), Division Coach (.5FTE) @ 25K/yr (Title 1 & Title 2 & Local), Division Reading Coach (Title 1)				

Budget Detail: Employee Benefits (2000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Benefits for Process Manager	\$1430 x .0765 (FICA)	\$ 109.40	\$ 109.40		\$ 218.80
Benefits for LTP led PD	\$3536 x .0765 (FICA)	\$ 270.50	\$ 270.50		\$ 541.00
Benefits for LTP led Leadership Development	\$1040 x .0765 (FICA)	\$ 79.56	\$ 79.56		\$ 159.12
Benefits for LTP Summer PD	\$13260 x .0765 (FICA)	\$ 1,014.39	\$ 1,014.39		\$ 2,028.78
					\$ -
Total Employee Benefits		\$ 1,473.85	\$ 1,473.85	\$ -	\$ 2,947.70
Employee Benefits supported from other funding sources:	Insert response here: Title 1 Reading Teacher @ 50K/yr (Title 1), Title 1 Math Teacher @ 50K/yr (Title 1), Division Coach (.5FTE) @ 25K/yr (Title 1 & Title 2 & Local), Division Reading Coach (Title 1)				

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 (LTP) Scope of Work (SOW)	Contracted services with American Institute for Research (AIR) for LTP services in accordance with the approved SOW.: 186 students X \$1550/student	\$ 288,300.00	\$ 288,300.00		\$ 576,600.00
State Contractor	As per instructed, the VDOE contractor pay will be \$20,000 (previous year pay) + \$200 (for the upcoming year increase).	\$ 20,200.00	\$ 20,200.00		\$ 40,400.00
Responsive Classroom Training	Division paid for 5 teachers to pilot Responsive Classroom in 2015-2016. This request is for an additional 7 teachers to be trained pending the impact of the 2015-2016 pilot. This training cannot be provided by the LTP.		\$7,000.00		\$ 7,000.00
					\$ -
					\$ -
Total Purchased Services		\$ 308,500.00	\$ 315,500.00	\$ -	\$ 624,000.00
<u>Purchased Services</u> supported from other funding sources:	Insert response here: Responsive Classroom Training for a pilot with 5 teachers (Title 1 & Title 2), Instructional software: iReady reading and math (Title 1)				

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
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Other Charges		\$ -	\$ -	\$ -	\$ -
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
Classroom Libraries	These are for independent reading libraries containing leveled readers (fiction and nonfiction) to supplement existing leveled reading libraries. Students are in need of greater access to literacy resources that encourage increased time spent reading at an appropriate level. The needs	\$ 28,000.00	\$ -		\$ 28,000.00
					\$ -
					\$ -
					\$ -
					\$ -
Total Supplies		\$ 28,000.00	\$ -	\$ -	\$ 28,000.00
<u>Materials/Supplies</u> supported from other funding sources:	Insert response here: Instructional Supplies (Local), LLI materials @1500 (Title 1), DRA2 reading assessment materials (Local)				

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:				