

**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 D'Souza, ESEA Lead Coordinator at kristi.dsouza@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

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Contact Name: Melissa Newton, Ed.D

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Danville, VA 24541

Email: mnewton@mail.dps.k12.va.us

Priority School Information

School Name: Woodberry Hills Elementary

Cohort: VI

Principal Name: Sandra Andrews, Ph.D

Phone: 434-799-6466

Address: 614 Audubon Drive
Danville, VA 24540

Email: sandrews@mail.dps.k12.va.us

NCES #: 510111000398

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: The federal annual measurable outcome rate for reading will increase from 44% in 2014-2015 to a minimum of 49.6% in 2015-2016 as measured by the Virginia standards of learning assessments. This represents a 10% reduction of the failure rate.

Goal 2: The federal annual measurable outcome rate for mathematics will increase from 51.25% in 2014-2015 to a minimum of 56.12% in 2015-2016 as measured by the Virginia standards of learning assessments. This represents a 10% reduction of the failure rate.

Goal 3: By the end of the 2015-2016 school year Woodberry Hills Elementary School will increase the participation of parents in a minimum of four family engagement activities from 82% in 2014-2015 to 85% in 2015-2016 as measured by attendance logs.

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 has changed significantly since the beginning of the 2014-2015 school year. At the beginning of the 2015-2016 school year there was a more calm and focused feeling in the building which has been maintained through the first quarter of instruction. Children and teachers are smiling as they travel from place to place. Classrooms are calmer and more students are engaged in learning.

2) The strategies used to positively impact school climate are Positive Behavioral Interventions and Supports (PBIS) and physical changes in the cafeteria.

The school has embraced PBIS. A team of teachers from each grade level and specialty areas came together during the summer of 2015 to create consistent school-wide rules and expectations for the classrooms, hallways, playground, bathrooms, cafeteria, and school bus. Lesson plans with videos embedded that demonstrated the correct way and the wrong way to function were created for all grade levels. Supporting materials including signage and posters for all common areas were obtained and posted prior to the beginning of the 2015-2016 school year.

Changes to the cafeteria including adding long tables with connecting seats in addition to the round tables and chairs. Prior to this, all students sat at round tables. While this facilitated student communication at mealtime it impeded monitoring and sound control. The addition of and placement of the long tables provide varied seating opportunities and facilitate monitoring and maintenance of a more ordered environment.

3) None. All efforts towards improving school climate are yielding positive results.

4) Enrollment at our school has grown in the past few years for a variety of reasons. We are currently using every available space for classrooms. Our current enrollment exceeds our physical space. Due to high staff turnover at the close of the 2014-2015 school year, there are long-term substitutes providing instruction in some classrooms.

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) Input is solicited from school staff and other stakeholders during staff and grade level meetings. The school improvement team and PBIS teams include representation from across grade levels and include specialty area teachers and parents. Meetings with these groups provide a platform for sharing information and collaboration.
- 2) Decisions are communicated with all staff and stakeholders through Parent Advisory Council/Parent Teacher Association (PAC/PTA), staff, grade level, school improvement team and PBIS team meetings.
- 3) The School Improvement Team monitors overall progress towards meeting goals. The responsibilities are divided up among team members according to their areas of strength. The School Improvement Team consists of the Principal, Assistant Principal, Title I Literacy Coach, Title I Math Coach, Guidance Counselor, one Special Education Teacher, one Teacher from each grade level (K-5), and six parents. The School Improvement Team meets monthly to monitor the implementation of the School Improvement Plan as well as indicators from IndiStar. Monitoring responsibilities at this time are delegated to the administration for planning, instruction, observations, student achievement data, parent and community involvement; to the Title I Literacy Coach for reading, language arts, and writing instruction, lesson plans, and assessments; to the Title I Math Coach for math instruction, lesson plans, and assessments; to the Special Education teacher for Individualized Education Plan (IEP) monitoring as it relates to instruction and testing; to the Guidance Counselor for Positive Behavior Supports and Interventions (PBIS) development, implementation, and assessment; to the Grade Level teachers for monitoring grade level meetings, lesson planning and student data from assessments; and the parents provide information from the school community in regards to parent perceptions of the school environment, student progress, and school safety.

The Division Transformation team consists of the Chief Human Resources Officer, Chief Administrative Services Officer, Director for PK and Elementary Schools, Director for Instructional Technology, Director or School Improvement, Research and Accountability, Coordinator of Instructional Support Services, Coordinator for Special Education, School Division Social Worker, Superintendent, and School Board representation. The District Transformation team solicits input from the school staff and other stakeholders during

quarterly meetings to analyze systems and practices which may be impacting student achievement and to provide additional support to the school team as needed. Decisions are communicated with all staff and stakeholders through the following means: scheduled meetings, DPS's website, email, and memorandums. School and division personnel communicate informally in person, via phone and email. Division personnel communicate school progress and needs to the local School Board during regularly scheduled work session and as requested.

- 4) New strategies and practices are monitored through observations, data collection, discussions, and follow-up conferences. If processes are not working we discuss the “why, what, and how” and what changes need to occur. The strategies or practices are monitored throughout the year through review of data and discussion during grade level meetings and school improvement team meetings. More specifically, the principal, assistant principal and Title I Coaches monitor practices through classroom observations and provide feedback to support improvement. Feedback is reviewed one-on-one as well as during grade level meetings. The District Transformation Team assists the school to identify and analyze instructional and organizational factors affecting student achievement. The District Team can then provide additional support as needed that may not be within the current capacity of the school. Observations data and/or student assessment results indicating that strategies, practices or actions are not effective will result in the discontinuation, revision or support through additional training or resourcing as needed. The goal is to employ and sustain those strategies and practices which prove effective in improving student achievement and to be responsive to school needs from the division level as they arise.

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 in need of additional instructional support for reading and math are identified through the use of a variety of assessments. We utilize information from Northwest Evaluation Association Measures of Academic Progress (MAP), Developmental Reading Assessment (DRA2), common assessments created using Interactive Achievement, running records, and teacher-created daily assessments. This is not an exhaustive list. Other formative and summative results are used as available and appropriate.
- 2) Differentiation of instruction is an identified area of weakness for the faculty that we working to improve.
- 3) Formative assessment is used not only to identify students for tiered instruction and supports but also to drive overall instruction. Assessment results inform instruction, remediation, front-loading or pre-teaching, and acceleration.
- 4) Standard 7 provides a platform for teacher to demonstrate their ability to use assessment results to develop instructional goals, monitor progress and implement instructional strategies to result in student learning. This process drives how teachers view the strengths and weaknesses of their students. It also drives instruction. The teachers know and demonstrate that student performance is directly linked to how well they taught for understanding and mastery.

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) Community-based organizations provide support for students to assist in meeting school improvement goals for achievement. Several churches provide tutorial services after school for some of our students. They also provide school supplies. Averett University is assisting Woodberry Hills students through one of its education classes that meets at the school and provides help to classroom teachers and students through aiding, recording data, and tutoring students. One local business provides incentives for students who are making academic progress.
- 2) The school staff, parents and division representatives agreed on engaging Catapult Learning/Newton Alliance, LLC after meeting with multiply with representatives from certain Lead Turnaround Partners. Newton Alliance, LLC will be expected to support the school stakeholders in meeting academic outcome targets of 78% for reading and 73% for mathematics as evidenced by student pass rates on state Standards of Learning assessments by the spring of 2018. The school stakeholders also expect an increase in the frequency of meaningful contacts between student homes and the school through parent and family participation in planned activities to support student learning. This work will be accomplished by partnering with Newton Alliance, LLC to provide support in employing effective instructional strategies, analyzing student data, analyzing data from the monitoring of classroom instruction and providing feedback and support to make improvements, providing job-embedded professional development to increase the skill of instructional staff in meeting the diverse needs of our students, providing support for the effective integration of technology into classroom instruction to engage learners in a blended learning environment, and providing direction and support in implementing strategies to engage parents and families in meaningful activities to build a more productive relationship between home and school.
- 3) On October 14, 2015 the school principal and two central office staff members participated in LTP presentations during a technical assistance session. At the conclusion of presentations the strengths and weaknesses and potential match for our situation were discussed. Two providers were asked to meet with the division personnel in attendance and specific expectations were shared. Those providers were invited to make on-site presentations to the

school staff on October 23, 2015 and October 28, 2015. After each presentation, the school staff was given time to ask and receive answers to questions and then to discuss the suitability of the LTP in terms of meeting school needs. In order to gather input from parents and community stakeholders the two LTPs invited to present to the staff were contacted to provide materials to share with parents and community stakeholders via internet and through home mailings. Each provider volunteered to return to the school site to meet with parents and community members in person. Representatives from each LTP met with parents and community stakeholders at the school on November 19, 2015 and provided information on their services and provided hard copy materials to those in attendance. Parents were in agreement with the school goals for improvement in academic outcomes and improved parent/family engagement. Feedback was gathered during group discussion and by paper survey. The majority of respondents selected Newton Alliance, LLC which was also the preferred LTP of the staff.

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 goal in assigning teachers is to ensure that every student has the best opportunity to succeed. Licensure endorsement, demonstrated areas of strength, experience at certain grade levels, evidence from classroom observations, and most importantly the teacher's willingness to teach a particular grade level and/or subject are considered in placement decisions.
- 2) The Teacher Performance Evaluation System is reviewed with all staff at the beginning of each school year, mid-year, and at the end of the year with the final evaluation. Each teacher receives a copy of the Teacher Performance Evaluation System and documentation log notebook to use.
- 3) A plan for identifying and rewarding school leaders, teachers, and other staff who have increased student achievement will be developed during the 2015-2016 school year.

- 4) Teachers needing support are identified through formal and informal classroom observation, and the Teacher Performance Evaluation System. Suggestions and professional development, as needed, are provided at each post conference observation meeting. This year, the division provided both a Title I Literacy Coach and a Title I Math Coach to assist in strengthening classroom instruction for all teachers.
- 5) The principal is evaluated using the Administrator's Performance Evaluation System. The Superintendent of Danville Public Schools provides the feedback with input from the Interim Chief Academic Officer, the Director of Preschool and Elementary Programs, and other instructional staff. Additionally, the principal was required to meet with the superintendent in October to develop specific performance goals for 2015-2016 as part of the Administrator's Performance Evaluation System. A mid-year meeting with the principal and superintendent will be held in January 2016 to review progress to date.
- 6) To be determined

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) Data drives all decisions concerning school improvement efforts, strategic vision, and all other efforts to meet student and school needs. Data comes from numerous sources such as historical data from student test results on Standard of Learning (SOL) assessments, Developmental Reading Assessment (DRA2), Phonological Awareness Literacy Screening (PALS), Measures of Academic Progress (MAP), IXL math and reading, student report cards; current data from DRA2, PALS, MAP, and IXL; formative and informative classroom assessments, attendance, discipline, parent involvement in Parent Advisory Council/Parent Teacher Association (PAC/PTA), and teacher conferences; teacher, parent, and student surveys. Opportunities for evaluating processes occur during weekly grade level and staff meetings, meetings with instructional coaches and monthly school improvement team meetings. The development and monitoring of the school improvement plan as well as decision-making include involvement of parents and other members of the community to be served; individuals who will carry out the plan, including teachers, students principal(s), Central Office administrators, and if appropriate, pupil services personnel, technical assistance providers, and school staff will be involved as well. There will be a process for communicating with all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, plan approval, and ongoing decision-

making. Parents will be notified of the school-wide planning process through written, website and phone notifications.

Progress and identified needs are communicated to the division team and these are shared with the Superintendent's Cabinet during weekly meetings at the division level for action to be taken. Any needs that cannot be handled within the current budget and operating structure at the division level are communicated to the local school board for support and action as needed.

- 2) State regulations for hiring personnel require that fingerprinting and background checks through the local police department and Child Protective Services background checks be conducted and results received prior to individuals beginning work in the system. The time required to complete these processes has negatively impacted our ability to compete with neighboring divisions. This has resulted in the loss of highly qualified teachers. As of the beginning of December 2015 these two barriers have been addressed. The human resources department has installed equipment that can process fingerprints and conduct a search of police records. This process can now be completed in less than 24 hours if no questionable results are returned. Equipment to fulfill the Child Protective Services screening requirement has been ordered and will be installed upon receipt. Thus these two barriers have been eliminated.

From 2013-2015 approximately 50% of the teaching staff was lost either through resignation or due to ineffectiveness. Another barrier to school success is the critical shortage of elementary teachers. Thus, the current school team has a large percentage of novice teachers. To address these issues, the division has increased the frequency and type of recruiting efforts including widening the geographic scope of electronic contacts and onsite recruiting. A separate website recruiting teachers for the division has been established and frequency of access to this site is tracked by technology staff. A structured one- to three-year New Teacher Academy and division mentoring programs are utilized to attract and retain new teachers. A coaching program utilizing retired teachers to support classroom support for novice teachers will be reinstated in January 2016. The job-embedded professional development provided by the division and by the LTP will further support novice teachers in remaining effective and employed. New teachers with provisional licenses will be eligible to have the fees for taking Praxis tests paid forward rather than reimbursed in order to assist them in obtaining meeting requirements for full licensure.

In order to retain current teachers of quality and to attract experienced teachers with a track record of success signing- and retention-bonuses will be implemented. Experienced, fully licensed, and Highly Qualified teachers electing to join the school staff will be given a bonus which will be annually renewable for three years of service at the school. Current effective, fully licensed, and Highly Qualified teachers will be eligible to receive an annual bonus for remaining on staff over a three year period. These incentives are intended to attract and retain experienced, fully licensed, and highly Qualified teachers.

The creation of the District Transformation Team has facilitated collaboration between instruction, human resources and finance when planning for staffing, facilities and instructional resourcing. The improved communication of needs, resources and goals has been beneficial to this school and to the division as a whole.

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 division has committed to maintaining Learning Focused as the K-12 instructional framework, Positive Behavioral Intervention and Supports (PBIS) to facilitate a focused learning environment, and Measures of Academic Progress (MAP) to provide a consistent progress assessment in grades K-8. Strategies and practices begun with the Lead Turnaround Partner will be continued in order to sustain any gains realized during the grant period. Consideration will be given to retaining and locally funding any highly effective strategies implemented during the grant period and extending those to other division schools.
- 2) Progress monitoring by the school division, quarterly review meetings, curriculum alignment/data meetings, and professional development based on needs assessments will be maintained after federal funds and supports end. Implementation of strategies or practices gleaned from the LTP and VDOE support will continue to be monitored through collaborative planning, frequent monitoring and feedback.

The process of data collection, analysis and monitoring will yield evidence of effective practice. Any practices requiring funding beyond the grant period will be included in the instructional budget for the division to sustain the expected progress and improvement in outcomes. The practices learned through job-embedded professional development will be monitored by school and division staff and additional professional development will be provided by through Title I, Title II and division funds.

The systems for monitoring at the school and division level will not be discontinued. The processes at the division level may be adjusted to lessen support to this school as sustained improvement is evidenced. To the extent possible, the monitoring and support processes that yield improvement at this school will be replicated for other schools in the division. We view this opportunity and process as beneficial not only for this school but for the division as a whole.

- 3) Lessons learned through participation in Aligning Academic Review and Performance Evaluation and Priority School Technical Assistance continue to be of assistance in supporting growth for the instructional staff at the school and division level.

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 - this school does not have a graduation cohort.

- (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).

The following pass rates are taken from the Federal Annual Measurable Outcome Detail Report:

English: Reading	2012-2013	2013-2014	2014-2015
All	57.6%	50.0%	44.0%
Gap Group 1	55.8%	50.0%	43.5%
Gap Group 2	56.1%	48.2%	39.9%
Gap Group 3	58.3%	57.1%	50.0%
Economically Disadvantaged	56.2%	49.7%	42.8%
English Language Learners	55.6%	71.4%	33.3%
Students with Disabilities	43.3%	45.9%	36.4%
White	62.5%	57.9%	65.5%
Asian	NA	100.0%	100.0%
Mathematics	2012-2013	2013-2014	2014-2015
All	66.9%	57.5%	45.1%
Gap Group 1	64.9%	57.8%	44.6%
Gap Group 2	64.3%	56.2%	38.2%
Gap Group 3	91.7%	57.1%	73.9%
Economically Disadvantaged	65.6%	59.2%	44.6%
English Language Learners	100.0%	71.4%	66.7%
Students with Disabilities	48.4%	43.2%	27.3%
White	66.7%	61.1%	75.9%
Asian	NA	100.0%	100.0%

- (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.*

Students were required to attend school 68,250 minutes during the 2014-2015 school year. This sum reflects the number of instructional minutes in a standard school day. No additional time was offered to all students during the 2014-2015 school year. For the 2015-2106 school year all students are required to attend school 70,980 minutes. An additional 30 minutes per day has been added to increase those minutes by 5,460 for the year for a total of 76,440 minutes offered to all students. This increase is accomplished by serving breakfast, which is available to all students at no cost, in their homerooms so that instruction can begin earlier.

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

Total Enrollment:	430
Male:	241
Female:	189
Asian:	5
Black:	361
Hispanic:	11
White:	53
Students with Disabilities:	61
English Language Learners:	12
Economically Disadvantaged:	259
Migrant:	0
Homeless:	0

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

Example:

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

English: Reading pass rates for all students for the past three years, 2012-2013 through 2014-2015 respectively, were 57.6%, 50.0%, and 44.0%. For Mathematics, pass rates for all students for the past three year respectively, were 66.9%, 57.5%, and 45.1%. Students in the testing grades were impacted by school reassignment due to closure of four elementary schools over a two year period; some of them have attended three different schools in the past four years. Staffing changes among

both administrators and teachers affected instructional stability. We have begun this year with the same administrative team and many of the teachers intact. This supports our goal to meet or exceed Safe Harbor targets for reading and mathematics by reducing the failure rate from the spring 2015 results by at least 10%. Mathematics performance appears to be stronger than reading performance overall. When looking at performance over the three year period by subgroup, students with disabilities and gap group 2 students show the greatest weaknesses. Though Asian students, English language learners and white students had stronger performance, those subgroups represent a small percentage of the student body. Only the Asian subgroup demonstrated strong positive performance across three years. No other group showed positive gains across the three year period.

(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) Woodberry Hills Elementary School was opened in 1959.
- 2) Building capacity not including mobile classrooms is 397 students. The addition of 4 mobile classrooms accommodates additional students. We are currently in need of an additional mobile classroom expected to be installed before December. There are 22 classrooms inside the main building, a media center, gymnasium, cafeteria/kitchen and administrative offices.
- 3) The media center houses a variety of books for all ages and reading levels, it also has desktop computers, an LCD projector and screen, and a document camera. The media center can serve a maximum of 30 students at one time.
- 4) The cafeteria is well lit, attractive, and clean. The use of round tables and chairs as well as long tables with attached stools provides proper and age-appropriate seating for the students. The tables and chairs are relatively new and tables are cleaned after each class exits and the floors are cleaned thoroughly at the end of the school day.
- 5) Woodberry Hills' has a gym with a capacity of 150 and the recess area consists of two playground areas and a black top which can handle a total of 80 students at once.

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

All classrooms have iPads and/or laptop computers for all students. Additionally, kindergarten classes have 6 desktop computers and all other classrooms, with the exception of two 1st grade classrooms have 5 desktop computers. Due to the limited space in the two 1st grade classrooms, they have two desktops each. Nine classrooms have Smart Boards, the two special education self-contained classrooms have newly installed Promethean interactive whiteboards and the other eleven classrooms have LCD projectors. All kindergarten through fifth grade classrooms have been provided with document cameras. The division has purchased Promethean interactive whiteboards for all the kindergarten through fourth grade classrooms and the Smart Boards will be moved to the fifth grade

classrooms. The division provides an Instructional Technology Resource Teacher (ITRT) who is responsible for instruction in regards to technology. The ITRT provides training for teachers as needed and support for students. The ITRT is assigned to Woodberry Hills as an itinerant teacher and is on campus two days a week. The division also provides a technician who deals with hardware and software maintenance and installation. That person also works at Woodberry two days a week. Four classroom teachers, the Title I Math Coach and the Assistant Principal have been developing lessons and activities through Blended Learning to enhance instruction and provided much needed differentiated instruction within whole group and small group instruction.

The integration of technology and implementation of a Blended Learning environment make it necessary to have daily on-site support. The addition of an Instructional Technology Specialist assigned on a full-time basis to this school is essential.

- (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:	19	95%
Teachers Not Highly Qualified:	1	5%

SET 2:

Category	Number of Teachers	Percentage of All Teachers
Teachers with Less Than 3 Years in Grade/Subject:	10	48%
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)).

Teachers with less than 3 years of experience by grade: kindergarten, 1; first grade, 2; second grade, 4; third grade, 0; fourth grade 2; and fifth grade, 0.

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

Years	# Instructional Staff
0	5
1	2
2	1
3	1
4	0
5	0
6	0
7	1
8	0
9	0
10	0
11	1

Years	# Instructional Staff
12	1
13	0
14	1
15	0
16	1
17	1
18	0
19	0
20	0
21	0
22	1
23	1

Years	# Instructional Staff
24	0
25	0
26	0
27	1
28	0
29	0
30	0
31	0
32	0
33	0
34	0
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 Teaching Days	Total # of Days Worked	Teacher Attendance Rate
3,675	3,446	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 LEA began the work of identifying an organization to partner with due to the high number of schools not meeting state and federal accountability outcomes. During the 2014-2015 school year implementation of an evidence and research-based framework was begun in the three elementary schools in greatest need. Woodberry Hills' staff is currently undergoing their second year of job-embedded training with a research-based framework for lesson planning, instruction, data analysis and application to inform instruction. Initially, we had hoped to be able to expand the use of this framework to incorporate all of the requirements for a Lead Turnaround Partner (LTP). After exploring the available options and comparing these to school needs it was determined that a LTP was necessary to enhance the existing framework. The service information provided by the Virginia Department of Education for each LTP was reviewed by division staff. A division team consisting of both central office and school administrators participated in information sessions with potential providers during a technical assistance session. At the conclusion of that session, questions were asked of two LTP representatives. Those two LTPs were invited to make presentations on-site. For each visit, a school tour was provided by the school principals followed by an after school presentation to school and central office staff. Following both presentations staff discussed the strengths and weaknesses for each LTP. Staff met to compare the services offered against the school needs identified through the Title I needs assessment and review of current school data. Parent and community input were gathered during site-based visits from representatives for two LTP organizations. Parents and community members shared their perceptions directly and through surveys in order to identify the LTP.

- (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 LEA supports the Priority school by providing additional staff above and beyond that required by the Standards of Quality. We recognize that Woodberry Hills Elementary School is in need of supports and intervention that may differ from those provided to our other elementary schools and we are prepared to act accordingly. During the 2014-2015 school year an assistant principal position was added and filled and central office support was restructured to assign the Directors for Elementary Instruction and School Improvement, Research and Accountability to work directly with school based administrators. Two instructional coaches, for reading and math, were added utilizing Title I funds.

We are working to engage parents and community stakeholders in a variety of ways. In addition to traditional parent meeting/workshop and written communication, the principal and staff have organized parent enrichment meetings off campus in closer proximity to student neighborhoods which are not adjacent to the school. Home and neighborhood visits have also been utilized to facilitate communication. The school has partnered with Averett University to involve college students in encouraging and working with students. Communication with our parents is accomplished during parent meetings/workshops, in written communication sent home with students, and through the use of an automated system. Communication with the school board and community is accomplished through presentations during televised school board meetings and in reports shared with the Board. School and central office administrators communicate regularly through meetings and conferences scheduled as needed and daily through telephone, email and face to face contact.

The school monitors instructional data on a daily basis and this informs all instructional decisions. A team of central office administrators has been designated as the External Lead Team for Woodberry Hills Elementary School. This team will meet periodically with the school leadership team to monitor progress and provide support. The principal and central office directors are also involved in Aligning

Academic Review and Performance Evaluation (AARPE) which is ongoing training and support provided by the Virginia Department of Education. This is a collaborative effort to improve the outcomes for Woodberry Hills Elementary School. What we learn through this process will be applied to improve outcomes for all of our schools.

- (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.

During the fall of the 2015-2016 school year the division will undergo the process of developing a School Improvement Grant application, budget, and scope of work to engage with a Lead Turnaround Partner. The school principal, Title I Director, Instructional Support Coordinator and School Improvement, Research and Accountability Director participated in technical assistance sessions for the Cohort VI priority schools sponsored by the Virginia Department of Education during the fall and winter of the 2015-2016 school year.

On October 14, 2015 the school principal and two central office staff members participated in LTP presentations during a technical assistance session. At the conclusion of presentations the strengths and weaknesses and potential match for our situation were discussed. Two providers were asked to meet with the division personnel in attendance and specific expectations were shared. Those providers were invited to make on-site presentations to the school staff on October 23, 2015 and October 28, 2015. After each presentation, the school staff was given time to ask and receive answers to questions and then to discuss the suitability of the LTP in terms of meeting school needs. In order to gather input from parents and community stakeholders the two LTPs invited to present to the staff were contacted to provide materials to share with parents and community stakeholders via internet and through home mailings. Each provider volunteered to return to the school site to meet with parents and community members in person. Representatives from each LTP met with parents and community stakeholders at the school on November 19, 2015 and provided information on their services and provided hard copy materials to those in attendance. Parents were in agreement with the school goals for improvement in academic outcomes and improved parent/family engagement. Feedback was gathered during group discussion and by paper survey. The majority of respondents selected Newton Alliance, LLC which was also the preferred LTP of the staff.

During the January work session of the local school board, an update will be provided for the community on the progress the school has made in developing the MOU and partnership with the LTP.

During year one of the partnership between the division and the LTP:

- A collaborative quality analysis will be conducted to produce a set of goals based upon school and division needs
- The expectations for collaborative work between the lead turnaround partner and the division in form of an MOU
- The LTP will assist in building school-wide commitment to an understanding of the goals of the turnaround program which includes parents, families and community stakeholders
- Hire personnel required to support implementation
- Develop and adhere to a schedule for progress monitoring meetings with the division lead partner and LTP
- The LTP will provide high quality, evidence-based, job-embedded professional development to improve student achievement

During year two and three of the partnership between the division and the LTP:

- A collaborative review of the quality of the interventions in place will be conducted to renew a set of goals based upon school and division needs
- The expectations for collaborative work between the lead turnaround partner and the division in form of an MOU will be reviewed and adjusted if necessary
- The LTP will assist in maintaining school-wide commitment to an understanding of the goals of the turnaround program which includes parents, families and community stakeholders
- Evaluate the effectiveness of personnel required to support implementation and make revisions as necessary
- Adhere to a schedule for progress monitoring meetings with the division lead partner and LTP
- The LTP will provide high quality, evidence-based, job-embedded professional development to improve student achievement
- Division personnel will solidify a plan for sustaining improvements at the end of the grant funding period

- (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.

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 2, Part 2 (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>	
<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) 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.
- (5) 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.

- (6) 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.
- (7) 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*.
- (8) Use state determined comprehensive planning tool to:
- Establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
 - Document and describe each action to be implemented, who is responsible and date by which action will be completed;
 - Collect meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
 - Set leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and
 - 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.
- (9) 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

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- 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)
 - Student transfer data
 - Student intervention participation by intervention type; and
 - Other indicators, if needed.
- (10) 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.
- (11) 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).
- (12) Ensure the principal continues implementation of a school-level improvement team that meets monthly, at minimum, and includes a division-level team representative.
- (13) 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.
- (14) Attend OSI technical assistance sessions provided for school principals, division staff, and LTPs.
- (15) Collaborate with state approved personnel to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform.
- (16) 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.
- (17) 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).

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- (18) Ensure the school principal is integrally involved in the application process.
- (19) 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): Danville Public Schools

Priority School: Woodberry Hills Elementary School

Principal’s Typed Name: Sandra Andrews, Ph.D

Principal’s Signature: _____

Date: _____

Superintendent’s Typed Name: Stanley B. Jones, Ed.D

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 D’Souza, ESEA Lead Coordinator (804) 371-2681	kristi.dsouza@doe.virginia.gov
Natalie Halloran, ESEA Lead Coordinator (804) 786-1062	natalie.halloran@doe.virginia.gov

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BUDGET SUMMARY FOR: Woodberry Hills Elementary School
(School Name)

Object Code	Expenditure Accounts	School Year 2015-2016	School Year 2016-2017	School Year 2017-2018	Three-Year Grant Subtotal
1000	Personal Services	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 49,500.00
2000	Employee Benefits	\$ 1,262.25	\$ 1,262.25	\$ 1,262.25	\$ 3,786.75
3000	Purchased Services	\$ 215,766.25	\$ 280,955.00	\$ 280,955.00	\$ 777,676.25
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ 3,269.40	\$ 4,182.04	\$ 4,182.04	\$ 11,633.48
6000	Supplies & Materials	\$ -	\$ -	\$ -	\$ -
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 236,797.90	\$ 302,899.29	\$ 302,899.29	\$ 842,596.48

School Improvement Grant Application

School Year 2015-2016

Budget Request for: Woodberry Hills Elementary 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
Teacher stipend for LTP PD and LTP leadership meetings(summer only)	Teacher participation in summer LTP PD and leadership meetings . \$100/dayx33 teachersx5days (excluding 12 month coaches/adm)	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 49,500.00
					\$ -
					\$ -
					\$ -
					\$ -
Total Compensation		\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 49,500.00
Personal Services supported from other funding sources:	<i>Ex. K-5 Reading Specialist @ \$65K/yr (Title I)</i> Insert response here: N/A				

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 Obj. Code 1000	Corresponding benefits based on teacher stipends(based on 15-16 rates)	\$ 1,262.25	\$ 1,262.25	\$ 1,262.25	\$ 3,786.75
					\$ -
					\$ -
					\$ -
					\$ -
Total Employee Benefits		\$ 1,262.25	\$ 1,262.25	\$ 1,262.25	\$ 3,786.75
Employee Benefits supported from other funding sources:	Insert response here:. N/A				

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
LTP Services	\$605 base unit price per student .605X431students	\$ 195,566.25	\$ 260,755.00	\$ 260,755.00	\$ 717,076.25
OSI Contractor	Contracted services (SOW) as prescribed by the Office of School Improvement (OSI) to include 275 Hours @ \$61.13=16, 810.75 and \$3, 389.25 for travel.	\$ 20,200.00	\$ 20,200.00	\$ 20,200.00	\$ 60,600.00
					\$ -
					\$ -
					\$ -
Total Purchased Services		\$ 215,766.25	\$ 280,955.00	\$ 280,955.00	\$ 777,676.25
<u>Purchased Services</u> supported from other funding sources:	Insert response here: N/A				

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
N/A	N/A				\$ -
Total Internal Services		\$ -	\$ -	\$ -	\$ -
<u>Internal Services</u> supported from other funding sources:	Insert response here: N/A				

Budget Detail: Other Charges (5000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Indirect Costs-yes	Using 2015-2016 approved rate of 1.4% for Danville Public Schools	\$ 3,269.40	\$ 4,182.04	\$ 4,182.04	\$ 11,633.48
					\$ -
					\$ -
					\$ -
					\$ -
Total Other Charges		\$ 3,269.40	\$ 4,182.04	\$ 4,182.04	\$ 11,633.48
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
N/A					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Supplies		\$ -	\$ -	\$ -	\$ -
Materials/Supplies supported from other funding sources:	Insert response here: N/A				

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
N/A					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Capital Outlay		\$ -	\$ -	\$ -	\$ -
Capital Outlay supported from other funding sources:	Insert response here: N/A				