

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

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



**School Year 2015-2016**

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



## TABLE OF CONTENTS

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

## SUBMISSION REQUIREMENTS

### 1. Submission Deadlines

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

### 2. Submission Process

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

- 1)** Application Details/Program Narrative (Word) saved with the following naming convention:  
*DivisionName\_SY1516 SIG Application\_SchoolName.docx*
- 2)** Budget Workbook (Excel) saved with the following naming convention:  
*Division Name\_AttachmentA (Date of Submission).xls*
- 3)** A PDF version of the signed assurances must be included with the electronic submission of the application file with the following naming convention:  
*DivisionName\_SY1516 SIG Assurances\_SchoolName*

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

- Kristi D'Souza, ESEA Lead Coordinator at [kristi.dsouza@doe.virginia.gov](mailto:kristi.dsouza@doe.virginia.gov)
- Natalie Halloran, ESEA Lead Coordinator at [natalie.halloran@doe.virginia.gov](mailto: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:** Halifax County

**Contact Name:** Linda Owen      **Phone:** 434.476.2171

**Address:** 1030 Mary Bethune Street      **Email:** [lowen@halifax.k12.va.us](mailto:lowen@halifax.k12.va.us)  
Halifax, VA 24558

### Priority School Information

**School Name:** Sinai Elementary School      **Cohort:** VI

**Principal Name:** Dawn R. Miller      **Phone:** 434.476.6193

**Address:** 1011 Sinai Elementary Drive      **Email:** [dmiller@halifax.k12.va.us](mailto:dmiller@halifax.k12.va.us)  
Halifax, VA 24558

**NCES #:** 510177002769

**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

Increase the AMO in the "all students" category for Reading from 48.42% to 53.58% by June 2016.

#### Goal 2

Increase the AMO in the "all students" category for Math from 44.08% to 49.67% by June 2016.

#### Goal 3

Increase the number of events hosted by Sinai Elementary for parents and community members by at least 100% by June 2016. Sinai hosted 6 events during the 2014-2015 school year.

### 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 environment has evolved to become more welcoming and positive. Positive messages are displayed throughout the school. The students appear excited when they come to school. Teachers recognize the challenge that is before them and are ready and willing to take the steps necessary to achieve the common goal of student success and achievement.
- (2) Staff members have been acknowledged as integral stakeholders in the decision-making process for Sinai Elementary and are encouraged to work collaboratively to help all students

succeed. Using Positive Behaviors Interventions and Supports (PBIS) strategies, the faculty met voluntarily during the summer to develop a school-wide behavior plan with incentives for students. As a result, students work towards periodic celebrations for exhibiting positive behavior and making positive choices. School-wide expectations are clearly stated. Sinai has also added 5 instructional minutes at the beginning of the day by adjusting the breakfast procedures in the classrooms. Last year, all students reported to the cafeteria and remained there until at least 8:15. This year, students that do not eat breakfast report directly to their classrooms to begin morning activities. Staff expectations are clearly stated via the faculty handbook for Sinai Elementary faculty and staff. This was created during the summer and distributed at the beginning of the school year.

- (3) To date, no strategies have proven to be unsuccessful. Input will be sought and summarized throughout the year when collected from faculty, staff, paraprofessionals, students, and parents.
- (4) Anticipated barriers to improving the school climate may include a misconception of limited parental involvement, limited access to transportation for parents, partial staff buy-in, and school budgetary limitations.

### 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 will conduct surveys throughout the year to encourage input from staff members, students, and parents. Input will also be collected during bi-weekly grade level meetings and monthly faculty meetings. Two school board members and two parent representatives will review and participate in the selection of a Lead Turnaround Partner.
- (2) The team plans to keep staff and stakeholders informed through e-mail, PTO meetings, faculty/staff meetings, website updates, Alert Now announcements, and parent newsletters.
- (3) The school leadership team is comprised of the principal, a teacher representative from each grade level, math coach, instructional/data coach, resource teacher, and special education teacher. The principal is the facilitator, and the instructional data coach serves as the Indistar process manager. The principal provides updates to the Director of Elementary Education who attends various school improvement meetings as well. The Director of Elementary Education is the liaison between Sinai Elementary School and the central office leadership team. The principal and Director of Elementary Education attend Priority and AARPE meetings to represent Sinai Elementary School.

The math specialist and instructional/data coach facilitate bi-monthly meetings with each grade levels to share instructional practices and review/monitor individual student data. Team members working in all grade levels in reading and math are responsible for collaborating with each other in the analysis of data to assess student growth and to identify need based professional development. Administrative team members will ensure collaboration with division, within the school, and with close collaboration with the division, be accountable to the implementation of strategies to address LTP recommendations.

- (4) Monitoring strategies include classroom walkthroughs and observations with feedback, participation in grade level data meetings to discuss student performance, VTSS groups, classroom strategies, and peer observations. If a strategy is not effective, the instructional team meets with teachers and paraprofessionals to discuss any problems and make changes as needed. The strategies are revisited to determine their level of success at grade level and data meetings bi-monthly.

#### 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 as needing additional support in reading and mathematics using division pre/post & benchmark assessment results, PALS scores, SOL scores, math and reading adaptive assessments, and paraprofessional/teacher input based on classroom performance.

(2) Differentiation occurs at various levels. Teachers differentiate through content by the use of leveled readers in reading and language arts, playing story selections on CD, and meeting with small groups to focus on skills with struggling readers. Additional support to differentiate content in mathematics, process, and products is needed. This is evident through walkthroughs and teacher feedback. Success Maker, a web-based, differentiated software program is also used, which assesses students' skill levels at the beginning of the year and increases the difficulty of material presented over time in reading and math.

(3) Teachers utilize formative assessments at the conclusion of and during lessons to determine levels of student understanding of material presented and the need to reteach any previously covered material. Some formats commonly used by teachers include exit slips, thumbs up/down, and teacher observation of student work. Professional development would be helpful to gain exposure to additional forms of formative assessment to be used with increased frequency.

(4) Teachers strive daily to reach the student achievement goal they set for the year daily through their delivery of state-aligned classroom instruction to all students. Student progress is measured throughout the school year, and teachers use data to make adjustments to instruction continually. However, teachers currently struggle to utilize the most current, research-based practices in order to successfully reach their student achievement goals. Teachers monitor the progress toward the goal at mid-year and report success of meeting goals at the end of the year.

## 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) Sinai partners with the Volunteer Literacy Program to provide workshops for parents to introduce them to the concepts their children are taught at school and to provide strategies that parents can use at home. During these workshops, students from Halifax County High School's JROTC provide homework help to the students. Sinai also partners with Family Preservation Services to provide counseling services for students that exhibit various negative behaviors like bullying, disrespect, staying off-task, etc. Dan River Association and Dollar General provide students with school supplies. Sinai also works with the local 4-H extension office to supplement the science curriculum and the local museum to support the history curriculum.
- (2) Cambridge Education will provide services in the following areas:
  - Increase parental engagement;
  - Support reading and math instruction;
  - Build teacher planning and collaboration;
  - Assess RtI program and implement strategies to improve;
  - Organization of PBIS program and training;
  - Support technology integration;
  - Provide job-embedded and ongoing professional development;
  - Address all USED turnaround principles; and
  - Review and analyze data.
- (3) (a) Parents and school board members reviewed LTP presentations and provided feedback on their offerings and how they fit into the needs of the school. A parent representative also participated in conference calls held with potential LTPs and submitted his or her feedback on the ranking of the potential LTPs.

(b) Parents and school board members discussed student and instructional needs they want addressed. These include an afterschool program to provide remediation and enrichment, field trips to provide exposure to learning opportunities outside of the classroom, additional parental support to offer strategies to help students at home, transportation to attend school activities, and an increased use and access to technology to motivate students.

(c) Progress updates will be given at PTO meetings, during parent conferences, school board meetings, parent advisory council, and via school newsletters and website.

## 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) Teacher applications are submitted online to the Human Resources Department for the school system. From these applications, the principal selects applicants to be interviewed by the principal and other faculty representatives. The principal 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 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. All but one teacher assigned to classes within their area of licensure are highly qualified.

Sinai will use school improvement grant funds to provide monetary incentives to staff. Sinai aims to develop and attract high performing teachers and retain highly qualified teachers. Therefore, teachers that provide reading and/or math instruction and the administrator are eligible to receive a Recruitment & Retention Bonus if they are highly qualified, fully licensed, and proficient in performance (not on a Performance Improvement Plan) to be paid in two \$500 installments for 3 years. Plans will be developed with Human Resources and school board to address teachers that do not complete the 3-year period.

- (2) Teachers are evaluated in compliance with the Halifax County Public 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 followed on an annual basis. Each teacher is evaluated formally at least once per school year. Probationary teachers are formally evaluated at least 3 times during the school year. Each teacher creates SMART goals annually that are aligned with school improvement goals. Progress is monitored on a monthly basis and support or additional assistance is provided when needed. Teachers complete a self-reflection during the school year as well. 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 overall ratings are a result of data collected from these observations and conferences.
- (3) The school system hosts a Teacher of the Year banquet each school year. One teacher is selected per school. Verbal recognition is given to teachers during conferences and staff meetings. Teachers will be surveyed to provide suggestions for possible rewards.
- (4) Teachers in need of additional support are identified based on student learning data and informal or formal observations and classroom walkthroughs. 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 to the 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, central office supervisors, or instructional coaches through continuous coaching and modeling. The principal will provide support dialogue to teachers. If this is not successful, teachers may be placed on a Performance Improvement Plan to work with the principal in setting specific strategies and activities in a specified timeframe to improve instruction and other areas of professional concern.
- (5) The principal is evaluated by the superintendent annually. A conference is held at the beginning of the school year to identify SMART goals. Feedback is received throughout the year by reviewing data and informal site visits. Feedback is provided by the superintendent and other members of the central office instructional team. The director of elementary education meets with the principal when site visits are done.
- (6) Not applicable – initial application.

## VII. Decision-Making & Autonomy

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

- (1) The mission at Sinai Elementary School is “to provide all children with opportunities to realize their maximum potential in a safe environment that fosters student achievement and professional growth for faculty and staff. Students will acquire a love for learning in a positive and respectful school community. Parents, teachers, and students will work cooperatively to ensure success.” 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 quarterly Parent Advisory Council. The leadership team meets monthly to develop and maintain the Indistar plan. 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. The LTP and the principal 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 principal will meet regularly to discuss plans, establish next steps and recommendations for school administration and staff. The approach by the LTP and principal 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) To date, Sinai has six ELL students. There is only 1 ELL teacher for the entire school division resulting in limited access to support the students’ educational needs. Due to the division’s small population of ELL students, the division is only required to employ one ELL teacher according to the SOQs. In September, the Director of Elementary Education and the ELL Coordinator discussed the scheduling of the ELL teacher at Sinai. The ELL teacher is scheduled to work with Sinai’s ELL students one day per week. Sinai does not have a full-time guidance counselor to address students’ needs. The guidance counselor comes to Sinai every other week to provide classroom sessions with limited opportunities for individual student sessions. Based on school enrollment and SOQ requirements, schools share elementary guidance counselors. The current guidance counselor’s schedule will be reviewed and discussed with the Director of Elementary Education for possible changes in November 2015.

## 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 office 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. Sinai will continue to merge practices suggested during the AARPE and Priority processes.

- (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.

## 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 – elementary school

- (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).

Reading	2012-2013	2013-2014	2014-2015
All Students	54	50	48
Gap Group 1	51	50	48
Gap Group 2	51	50	40
Gap Group 3	--	--	0
Econ. Dis.	53	51	48
ELL	--	--	--
SWD	32	11	10
White	62	78	67
Asian	--	--	--

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

<b>Math</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
All Students	50	44	44
Gap Group 1	48	44	42
Gap Group 2	46	40	36
Gap Group 3	--	--	0
Econ. Dis.	48	45	42
ELL	--	--	--
SWD	20	17	5
White	62	54	72
Asian	--	--	--

- (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 Halifax County Public Schools 2014-15 academic calendar, students were scheduled for 180 days beginning on August 13, 2014 and concluded on May 29, 2015. The length of the elementary school day was from 8:40 AM and concluded at 3:15PM. Students were not required to attend a before school, after school, or summer school program. Students identified as Tier 2 and Tier 3 received remediation during the school year and offered the opportunity to attend summer school. Students attend for 395 minutes/day for 180 days totaling 71,100 minutes (1185 hours). Virginia Standards of Quality require students to attend 180 days or 990 hours. Students at Sinai currently attend 195 hours over the 990 hours requirement. Additional learning time for all students is planned for the second semester of the 2015-16. In collaboration with the LTP and division calendar, Sinai plans to significantly increase instructional time by expanding after school and summer opportunities for all students. Appropriate food services will be provided based on the length of after school and summer school programs.

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

<b>Total Enrollment:</b>	237
<b>Male:</b>	138
<b>Female:</b>	99
<b>Asian:</b>	0
<b>Black:</b>	194
<b>Hispanic:</b>	0
<b>White:</b>	43
<b>Students with Disabilities:</b>	50
<b>English Language Learners:</b>	6

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

<b>Economically Disadvantaged:</b>	214
<b>Migrant:</b>	0
<b>Homeless:</b>	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).*

**Reading**

Grade 3 reading scores reflect a significant increase in AMOs over the last 3 years (39, 49, 70), while Grade 4 (62, 39, 34) and Grade 5 (62, 61, 42) show a significant decline.

**Math**

Grade 3 math scores have been statistically low over the last 3 years (47, 43, 38), with Grade 4 (47, 48, 45) and Grade 5 (54, 43, 48) significantly low over that period, as well.

- (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) Sinai Elementary School was built in 1963.
- 2) Sinai has 19 classrooms in the main building, 4 one classroom mobile units, 2 two-room mobile units, and two computer labs.
- 3) The Library media center consists of 2 adjoining rooms and has 5 desktop computers and has 11 tables. It stores 11,542 books. An adjacent office includes a poster maker and laminator used for instructional materials. The library is used as a media center Wednesday through Friday, group counseling on Monday, and ELL instruction room on Tuesdays.
- 4) 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.
- 5) There is a small playground area outside of the K-2 hallway for physical education and/or recess. There is also a larger playground area with a basketball court and open field adjacent to the 3-5 school exit. If weather does not permit outside physical education, one of the single room mobile units houses physical education/recess. Sinai Elementary does not have a gym.

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

Technology applications available to students include Success Maker, Harcourt Math Connects, Houghton Mifflin Journeys, SOL Pass, Microsoft Word, Excel, PowerPoint, Kidspiration, Starfall, Inspiration, Max Write, Show, Count, Movie Maker, Photo Story, BrainPop, and SOL to Go. Applications available to instructional staff include Interactive Achievement, Infinite Campus, Learn 360, Reading A to Z, Kidspiration, Inspiration, Movie Maker, Photo Story, CPS, Beyond Question, InterWrite Workspace, Smart, Sphere and Microsoft applications. Hardware technology devices used include desktop and laptop computers, document cameras, inFocus projectors, clickers, Mobis, Smart Boards, Hatch Systems, listening stations, a Promethian board, and Leap Pads. Laptops are needed to support instruction, data collection, and technical assistance workshops.

(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:	25	96
Teachers Not Highly Qualified:	1	4

**SET 2:**

Category	Number of Teachers	Percentage of All Teachers
Teachers with Less Than 3 Years in Grade/Subject:	4	15
Number of Teachers with a Provisional License:	2	8

(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)).

Kindergarten – 2  
First – 1  
Third – 1

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

Years	# Instructional Staff
0	2
1	2
2	1
3	4
4	0
5	1
6	1
7	1
8	4
9	1
10	2
11	0
12	0
13	1

Years	# Instructional Staff
14	0
15	0
16	0
17	0
18	1
19	0
20	2
21	0
22	0
23	0
24	0
25	0
26	1
27	0

Years	# Instructional Staff
28	1
29	0
30	0
31	0
32	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
4816	4421	91.7%

## 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.

- (a) The LEA's operational needs were acquired through the following: staff input through staff meetings to discuss strategies that have been successful in the past and challenges that the school currently face. Data analysis and review were key in identifying the needs of Sinai before interviewing the LTPs.
- (b) Members of the school leadership team reviewed pre-recorded webinars and documentation on the Virginia Department of Education website for approved lead turnaround partners. Following this review, division and school team members met to discuss the available partners and their potential fit with Sinai Elementary School.
- (c) The school leadership team, central office administration, and community members also met to discuss potential LTPs. These meetings resulted in the selection of three LTPs to interview and discuss their services and the needs of Sinai Elementary School. Upon completion of the interviews, Cambridge Education was selected. During priority school technical assistance training on October 14, 2015, the principal and Director of Elementary Education participated in the LTP presentation session. Cambridge Education visited Sinai Elementary on October 23. The scope of work was finalized with Cambridge Education on October 26 and is attached to the grant application

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

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

- (a) Through participation and review of information provided by Priority meetings, the school division has the capacity to support Sinai Elementary School in implementing the transformation model.

- (b) 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. Input from the parent advisory will be considered in the development of intervention efforts. The principal and internal lead partner will participate in various AARPE workshops to align academic review tools and teacher performance evaluation. Stakeholders will be informed by reports submitted to the school board at meetings, PTO meetings, and newsletters, and website updates.
- (c) Implementation will be monitored through a working relationship with the state contractor and the Director of Elementary Education.
- Technical assistance will be provided after priority and AARPE meetings to plan professional development activities with Sinai faculty and staff.
  - The Director of Elementary Education will meet with school leadership team monthly to monitor progress and provide feedback on the school improvement plan.
  - The division leadership team meets with principals monthly to provide technical assistance.
  - The division leadership team meets with the school leadership team quarterly to monitor progress towards leading and lagging indicators.
  - The division leadership team monitors progress towards accurate completion of USED forms.
  - The Director of Elementary Education participates in joint observations of instructional staff and provides necessary feedback.
  - The Director of Elementary Education monitors LTP alignment with implementation of the approved scope of work.
  - Additional meetings and onsite visits are scheduled as needed.

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

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

The division will establish a division transformation team. The team will include a principal, an internal lead partner, school board members, school key instructional leaders, and parents. The division will work to identify the LTP (October). The SOW will be completed (October/November). The division will review goals, benchmarks, and be proactive in dealing with problems and drop strategies that do not work. Principal/and instructional team will meet weekly with external partner

to review progress. The internal partner will meet bi-monthly with the principal. The transformation team will be up dated monthly and will meet when needed to evaluate and clarify any concerns and to ensure fidelity.

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

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

Not applicable

**SECTION 3: EXPLANATION OF LACK OF CAPACITY TO IMPLEMENT**

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

**Note:** If you completed Section 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>	

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).	
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.	

**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

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

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](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](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](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)
  - Student transfer data
  - Student intervention participation by intervention type; and
  - Other indicators, if needed.

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

- (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).
- (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.

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

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

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

**School Division (LEA):** Halifax County Public Schools

**Priority School:** Sinai Elementary School

**Principal’s Typed Name:** Dawn R. Miller

**Principal’s Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Superintendent’s Typed Name:** Merle Herndon

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



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

BUDGET SUMMARY FOR: Sinai 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	\$ 96,700.00	\$ 112,900.00	\$ 112,900.00	\$ 322,500.00
2000	Employee Benefits	\$ 7,397.55	\$ 8,636.85	\$ 8,636.85	\$ 24,671.25
3000	Purchased Services	\$ 568,881.00	\$ 618,776.00	\$ 618,776.00	\$ 1,806,433.00
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ 101,557.47	\$ 111,522.94	\$ 111,522.94	\$ 324,603.35
6000	Supplies & Materials	\$ -	\$ -	\$ -	\$ -
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
<b>Total</b>		<b>\$ 774,536.02</b>	<b>\$ 851,835.79</b>	<b>\$ 851,835.79</b>	<b>\$ 2,478,207.60</b>

## School Improvement Grant Application

School Year 2015-2016

Budget Request for: Sinai 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
Leadership Team Stipends	Eight teachers (one from each grade level K-5, a special education teacher, and special area teacher) meet to support implementation of the school improvement plan. (8 teachers @ \$750.00/ year)	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 18,000.00
Stipend for curriculum planning and revisions	Teacher stipend for summer curriculum and lesson plan development. Planning will be led by the LTP in collaboration with school and division leadership. Teachers from each grade level will participate in the planning. (\$25/hr * 18 teachers * 40 hrs)	\$ 22,500.00	\$ 22,500.00	\$ 22,500.00	\$ 67,500.00
Indistar Process Manager Stipend	The process manager will plan, monitor, and update school improvement activities. S/he will communicate progress to all stakeholders under the leadership of the principal. These activities will take place after regular school hours through June 2016.	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 7,500.00
Recruitment and retention bonus	Teachers that provide reading and/or math instruction and the administrator are eligible to receive a Recruitment & Retention Bonus if they are highly qualified, fully licensed, and proficient in performance (not on a Performance Improvement Plan) to be paid in two \$500 installments. (26 teachers and 1 administrator @ \$500/each in January and June)	\$ 27,000.00	\$ 27,000.00	\$ 27,000.00	\$ 81,000.00
Extended Learning Time Stipend	Instructional staff stipend for Extended Learning Time programs for K-5 students: -After school: 18 teachers @ 4.5 hours/week @ 8 weeks @ \$25/hr = \$16,200 (15/16 spring only, fall and spring in 16/17 and 17/18) -Summer school (July session after division-wide summer school program): 12 teachers @ 37.5 hrs/week @ 2 weeks @ \$25/hr = \$22,500	\$ 38,700.00	\$ 54,900.00	\$ 54,900.00	\$ 148,500.00

<b>Total Compensation</b>				\$ 96,700.00	\$ 112,900.00	\$ 112,900.00	\$ 322,500.00
<b>Personal Services supported from other funding sources:</b>	K-5 Title I Reading Teacher: \$48,138 (Title I, Part 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
FICA	FICA for employee benefits	\$ 7,397.55	\$ 8,636.85	\$ 8,636.85	\$ 24,671.25

<b>Total Employee Benefits</b>				\$ 7,397.55	\$ 8,636.85	\$ 8,636.85	\$ 24,671.25
<b>Employee Benefits supported from other</b>	Insert response here: \$18,858 (Fica for Title I Resource Teacher)						

**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
State Contractor (OSI)	State Contractor (OSI)	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 60,000.00
LTP	LTP - Cambridge	\$ 548,881.00	\$ 598,776.00	\$ 598,776.00	\$ 1,746,433.00

		<b>Total Purchased Services</b>	\$ 568,881.00	\$ 618,776.00	\$ 618,776.00	\$ 1,806,433.00
<b>Purchased Services supported from other</b>	Insert response here: \$10,858 - SuccessMaker 15/16 SY (Title I)					

**Budget Detail: Internal Services (4000)**

Item Request	Justification and Cost Basis	Request	Projection	Projection	Grant Subtotal
					\$ -

<b>Total Internal Services</b>				\$ -	\$ -	\$ -	\$ -
<b>Internal Services supported from other</b>	Insert response here: none						

**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 Cost	Indirect Cost Rate for Halifax County is 14.8%	\$ 99,600.83	\$ 109,566.30	\$ 109,566.30	\$ 318,733.43
TA Travel	Priority School Technical Assistance Travel	\$ 1,956.64	\$ 1,956.64	\$ 1,956.64	\$ 5,869.92

		\$ 101,557.47	\$ 111,522.94	\$ 111,522.94	\$ 324,603.35
<b>Other Charges supported from other funding</b>	Insert response here: none				

**Budget Detail: Materials & Supplies (6000)**

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
					\$ -
					\$ -
					\$ -

<b>Total Supplies</b>	\$	-	\$	-	\$	-	\$	-
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<b>Materials/Supplies supported from other</b>	Insert response here: \$1,214.10 (Title I - Parent Advisory Workshops, Meetings, Materials)
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**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				
					\$ -				
					\$ -				
					\$ -				
					\$ -				
					\$ -				
<b>Total Capital Outlay</b>		\$	-	\$	-	\$	-	\$	-

<b>Capital Outlay supported from other funding</b>	Insert response here: none
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