

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

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



**School Year 2015-2016**

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



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## SUBMISSION REQUIREMENTS

### 1. Submission Deadlines

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

### 2. Submission Process

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

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

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

- Kristi Bond, ESEA Lead Coordinator at [kristi.bond@doe.virginia.gov](mailto:kristi.bond@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:** Hampton City Schools

**Contact Name:** Anita Owens **Phone:** 757-727-2090

**Address:** 1 Franklin Street **Email:** aowens@hampton.k12.va.us  
Hampton, VA 23669

### Priority School Information

**School Name:** A.W.E Bassette Elementary **Cohort:** VI

**Principal Name:** Dr. Bryce Johnson **Phone:** 757-727-1071

**Address:** 671 Bell Street **Email:** brjohnson@hampton.k12.va.us  
Hampton, VA 23661

**NCES #:** 5010180000725

**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.

Focus Area #1: Literacy-The 2015-16 Reading AMO pass rate will increase by 11 percentage points from a 49 percent pass rate to a 60 percent pass rate.

Focus Area #2: Mathematics- The 2015-16 Math AMO pass rate will increase by 13 percentage points from a 57 percent pass rate to a 70 percent pass rate.

Focus Area #3: Discipline - The 2015-16 disorderly and / or disruptive behavior offenses will decrease by 25 percent (38 less infractions) or more when compared to the 153 discipline infractions that occurred during the 2014-15 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 climate of the school has continued to improve. Key evidence of improvement includes the following: (1) Bassette continued to reduce the number of unexcused absences, with a reduction from 81 students (22%) with 5 or more unexcused absences in 2012 to 13 (3%) in 2015; (2) Family support and participation in school events has increased with numbers of attendees increasing for quarterly awards assemblies and year-end promotion ceremonies, increased number of parents attending Student-Led Conferences, and the inclusion of our 3rd

annual Around the World community event (375 attendees); (3) Fewer incidences of major violation of the Student Code of Conduct; (4) Increases in the number of business and community partnerships providing financial and in-kind services to the school.

- 2) The most successful strategies used to change the school climate were: (1) Implementation of the school division's HERE! Initiative with fidelity and following up with parents consistently regarding their children's school attendance. Bassette pioneered an attendance program (beginning 2013) that focused on enforcing the school division's HERE! Initiative and provided resources for families. The attendance program is titled BASE (Balanced Approach to Success and Empowerment). (2) Increased outreach efforts by the school's Family Engagement Specialist (FES) who worked cooperatively with the School Leadership Team (SLT), and other staff members to reach out into the community, businesses and faith-based organizations to improve the appearance of the school (i.e., a church volunteered to provide mentors and tutors for students), and to enhance the lives of students in the school through the donation of clothes for a school clothing bank (i.e. uniform style pants, shirts and belts); (3) Implementation with fidelity of the school-wide discipline plan--Positive Behavior Intervention System (PBIS). Through the token economy system used in the program to reinforce appropriate student behaviors, Bassette was able to reap the benefits of fewer students committing serious code of conduct violations.
- 3) There were no strategies attempted that were not successful.
- 4) After a review of all the conditions and factors that led to the improvement in school climate, the school administration met with the SLT and the Family Engagement Specialist (FES) to brainstorm potential barriers to further improvement. Based on these discussions, the group identified staff turnover and student attendance as two potential barriers for improvement. Having a full-time position dedicated to coordinating all the parent/community outreach efforts (FES) has been a major factor in improving the school climate as well as adding the BASE worker to focus on attendance and family needs. The school administration does not anticipate barriers to further improving the school climate.

### 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 principal conducts monthly faculty meetings during which school administrators and members of the SLT share information and solicit input from the school staff. Input is also solicited during grade level planning meetings, language arts and math vertical team meetings, and administrative CLT meetings, where school administrators and division curriculum personnel meet with teachers and share information on teaching and learning at Bassette.
- 2) Decisions are communicated with staff through email, Google Drive and feedback documents (i.e. lesson plan evaluation forms). Decisions are also communicated on the school's website, school and grade level newsletters, phone communication (school messenger) and social media (Twitter, Facebook).
- 3) School level - The SLT is comprised of school administrators (principal and assistant principal), a teacher representative from grade level bands (K-1, 2-3, and 4-5), content area interventionists in Reading (2) and math (2), the Reading specialist, guidance counselor, family engagement specialist and a special education teacher. Administration, academic interventionists, and the reading specialist share primary responsibility for monitoring the impact of interventions in each of the four core content areas. Task lists are updated monthly with quantitative data by the SLT via a Google doc. As issues arise regarding lack of student progress and/or evidence of strong/improved performance, these individuals share this information with the SLT. Classroom and special education teachers on the SLT have the responsibility for sharing this feedback (via CLT / grade level / faculty meetings) and solicit feedback to bring to the SLT. Math and language arts vertical team members are tasked with reviewing best practices for their content and sharing these strategies with their respective grade levels. The goal of the vertical teams is to identify best practices and facilitate a school-wide adoption of these best practices.

Division level - The Executive Director and Title I Leadership Coach will attend monthly school learning team meetings. Data will be analyzed and questions posed regarding progress made towards targeted indicators in areas for growth. Support will be provided as needed to include professional development, assistance from curriculum leaders, human resources, and leadership coaching. The Executive Director will monitor the work of the LTP, and make changes as necessary. Executive Directors will meet bi-weekly with the Superintendent to provide progress updates for all focus and priority schools. The Division Leadership Team, to include the Superintendent, Executive Directors, and the reading and math curriculum leaders, will provide feedback to the School Leadership Team during quarterly data meetings regarding updates of the school learning plan tasks, student achievement data, and the progress monitoring process.

- 4) Practice monitoring includes: 1) frequent classroom observations with teacher feedback; 2) participation in grade level CLT meetings where teaching strategies and their impact on student progress are discussed; 3) Admin CLT meetings with reading and math interventionists to review student tier movement; 4) quarterly data disaggregation meetings during which teachers discuss the progress of each student. When a strategy is not effective, school

administrators meet with teachers and interventionists to determine root causes of the intervention's failure and to devise alternative strategies for addressing students' learning needs.

#### 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) Hampton City Schools' Department of Curriculum and Instruction has developed specific intervention criteria that identifies students for differentiated instruction based on a 2 tier and 3 tier intervention support model. Assessments that are used to identify students for Language Arts intervention include: Phonological Awareness Literacy Screening- PALS (K-3), Diagnostic Reading Assessment- DRA2 (K-5), Diagnostic Spelling Assessment- DSA (3-5), HCS Quarterly Critical Skills Assessments ((K-5), and SOL Assessments (Grades 3-5).

Assessments that are used to identify students for Mathematics intervention include: HCS Pre-Assessment (K-5), HCS 4.5 Week Assessments, HCS Quarterly Critical Skills Assessments (K-5), and SOL Assessments (Grades 3-5).

In addition, leading indicator data i.e. formative assessments, are developed in collaborative learning teams (CLTs) that meet weekly to examine student work, create targeted skill assessments, and review assessment data that is available on the HCS RTI Database.

Data disaggregation meetings are held four times a year when quarterly assessment data is reviewed and students are tiered into 4 support levels indicating whether they are above grade level (Tier 0), on grade level (Tier 1), below grade level (Tier 2) or off-track (Tier 3) The identification of students in need of Tier 2 or Tier 3 support is based on a combination of academic (i.e. grades, benchmark assessment data) and non-academic data ( attendance, tardiness, discipline referrals) indicators.

In the analysis of academic performance, teachers identify specific skill deficits and indicate whether the student is improving, maintaining, or declining in their academic performance. Academic coaches and interventionists in Reading and Math also provide additional identification by noting patterns of student performance within the classroom setting.

- 2) Teachers adjust the cognitive level (Blooms) of questions given to students. Grade levels created common questions they will incorporate into their whole group instruction. Teachers use manipulatives and sensory aids (audio / visual) to differentiate learning based on student

needs (learning styles).

- 3) Formative assessments are administered weekly by individual teachers. Weekly assessment results, reviewed during CLT and grade level meetings, become the basis of intervention and enrichment strategies used by teachers and interventionists, and for tier movement of students during data disaggregation meetings.
- 4) Student achievement goal setting has been one of the key drivers of improvement throughout the school. Data used for Standard 7 (teacher SMART goal) has been adjusted to include division and state standardized assessments. A lesson plan template has been developed to ensure that the key components of an effective lesson are included in daily plans and school administrators review and provide feedback to teachers on the quality of the plans and the lessons conducted based on the plans. Teachers have increased their focus on teaching at a higher cognitive level and have been working to create learning experiences for students that match the appropriate level of rigor for each standard.

## V. External Support

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

- 1) The Family Engagement Specialist (FES) is assigned tasks in the school improvement plan that detail involvement with community-based organizations. The FES identifies families in need based on faculty recommendations and students identified for Tier 2 and 3 interventions. The FES completes the student performance sheet for identified students and develops a Family G.R.O.W. Plan (Getting Resources and Opportunities for the Whole Family). This plan is used to link families in need with resources from community-based organizations.
- 2) Hampton City Schools will hire Cambridge Education as the External Lead Partner. Cambridge has a history of success with Hampton City Schools and has an understanding of our needs and expectations. Working collaboratively with the school division, Cambridge will provide services to include: conducting a comprehensive needs assessment to identify areas of strength and opportunities for growth, research based practices for growth in the areas of (school culture/climate, leadership, teaching and learning, student achievement and family engagement), assist with the development and maintenance of the Indistar Plan, providing needs driven/job embedded professional development opportunities and supporting school

improvement efforts of the school learning team. Bassette will also establish a contract with the University of Virginia to provide professional development on literacy to teachers in grades K-5.

- 3) Bassette actively solicits parent involvement in the school through a variety of outreach efforts. One opportunity for parents to provide feedback is through the action team. The action team reviews school indicators (i.e. attendance data / school beautification / academic progress) and creates a yearly plan (including task list and timeline) focusing on student interventions.

The school employs a full-time Family Engagement Specialist to plan and coordinate parent involvement activities. Teachers are encouraged to maintain regular contact with parents through phone conferences, in-person conferences, and written communications. A student intervention team meeting is another option for staff and families to reflect and facilitate student progress.

Bassette holds a “Make It Take It” Night in which parents are invited to come to school and learn about the types of interventions provided in math and reading. At the annual event, parents are acquainted with the skills students are required to know for year-end SOL exams and provided an opportunity to see the types of questions asked on the tests.

Parents also have the opportunity to speak directly with the school's reading and math interventionists to discuss how their children learn best and any learning challenges they are experienced in the past. The interventionists explain how the strategies being used with students at Bassette support a variety of student learning styles, and show parents how they can use the same strategies at home to help.

## 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) Teachers are provided an opportunity each spring to express their interest in either remaining in the same grade or moving to another. In addition to these teacher requests, school

administrators review student performance data by teacher and also make staff decisions based on the teaching strengths and weaknesses shown in the data. All Bassette teachers are meeting the flexibility waiver's designation of "highly qualified" and currently hold a Virginia professional or provisional certification. The principal ensures that the most skilled teacher is in front of the right group of students by frequent monitoring of classrooms through formal and informal observations and walkthroughs, with accompanying feedback to teachers on the performance observed. When the teaching performance consistently fails to meet the appropriate standard, the principal ensures that the proper steps are taken for staff improvement or removal. When making a final hiring decision, school administrators consider best skill balance of new teacher with existing grade level peer teachers (i.e., bringing a teacher with strong technology skills into a grade with teachers who shy away from technology). Another factor that is considered is the make-up of the students on the grade. For example, the committee would consider the strengths and learning challenges of students on the grade level and which teacher candidate has the skill set that best suits this student demographic.

- 2) The implementation of the new teacher evaluation system began with extensive training provided by the school division. The school administrators have been trained to provide support for new and/or struggling teachers. Each year an observation cycle calendar is developed to ensure that teachers in each contract category were observed the requisite number of times, and provided substantive feedback on their performance.

Curriculum leaders and Division support staff provide additional support and feedback via monthly walkthroughs. The school administrators meet with the curriculum leaders and division support to reflect on the walkthroughs and provide staff feedback.

- 3) HCS does not currently have a formal system for rewarding school leaders, teachers, and other staff who have increased student achievement; however, Bassette is currently in the process of developing such a system that will provide additional professional development funds and activities designed to further enhance teacher effectiveness.
- 4) Teachers are identified as needing support via formal and informal observations. Staff receive a score of evident, not observed, or needs improvement. Staff who receive needs improvement on any teaching standard are placed on a performance development plan (PDP). The identified teacher receives written notification that they are being placed on a PDP and a meeting is held with the teacher and school administration to develop the plan. In the plan, the specific, targeted areas in need of improvement are identified, improvement targets are set, personnel who will provide support to the teacher are identified, and a timeline for progress monitoring is established. At the end of the support cycle, a final summative determination is made by the school principal as to whether teacher has either: (1) made adequate progress to be removed from the plan and continue working at the school; (2) has made insufficient progress but will be allowed to continue working under the growth plan the following year; (3) has made no meaningful progress and will be recommended for termination.

- 5) The principal is evaluated by the school division's Executive Director of School Leadership. There are two formal evaluation meetings--one at mid-year and the second at the end of the year--during which the principal's performance is reviewed and feedback and recommendations are provided. Evaluations are based upon walkthrough data received throughout the year, pre and post conferences following walkthroughs, and Standard 7 Goal attainment.
- 6) N/A

## 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 administration at Bassette has established a School Leadership Team that participates in all decisions related to school improvement efforts, the school vision, and the School Improvement Plan. The team is comprised of representatives from each grade level band to include special education teachers and content specialists. The work of the SLT is driven by the indicators and tasks outlined in the School Improvement Plan and each month, the team meets to discuss progress (quantitative data) towards completing the tasks in the plan. The guiding principle behind the decision-making process is that all final decisions must be in support of the goals of the School Improvement Plan and/or in support of the school's core values of high expectations for all students, being customer oriented, and building positive relationships among all stakeholders. Each issue brought up for determination at SLT meetings is weighed against these standards and decided based on its merits. The SLT acts as an advisory body, with all final decisions made by school administration.
- 2) There is currently no standard practice for rewarding school leaders and teachers when there have been significant improvements in student achievement. The SLT this year will attempt to create an incentive pay plan based on improved student performance. The school division has not historically provided monetary or other formal recognition of school leaders who have turned schools around or significantly improved student achievement scores, but with the development of a new school leader evaluation system, this topic can be addressed.

## 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) Three key services should be maintained after federal funds and supports end: 1) The designation of a person or group of persons who will have the primary responsibility for data disaggregation each quarter and during bi-monthly CLT meetings; 2) Continuation of the school-wide discipline plan (PBIS) and designation of PBIS contacts on each grade level; and 3) Quarterly data disaggregation meetings during which teachers discuss the academic and behavioral progress of individual students and place them in tiers of support based on their progress over the grading period.
- 2) The following steps will be conducted as part of the Year 3 SIG Phase Out process: 1) The LTP will conduct a third and final School Quality Review and provide an analysis of the three-year progress of the school; 2) Bassette's Tool Transformation Toolkit in IndiStar will be updated to reflect the improvement goals that have been achieved and the areas of school performance that will continue to be a focus of improvement activities; 3) Review of the recommendations from previous academic review to determine the extent to which issues raised in the review have been addressed; 4) Identification of strategies which were directly responsible for gains in student performance and posting these strategies in the school's data room as a reminder to continue these practices. The school division will continue to monitor the school's performance on formative and summative assessments, provide academic coaches to sustain gains in reading and math; and meet regularly with school administrators to discuss issues impacting the school.
- 3) The state should continue to provide support for curriculum and instruction through the provision of released test items, updating SOL standards and curriculum framework documents, and providing all necessary guidance to address changes in the SOL exams as the cognitive level of the assessments continue to be adjusted upward.

## 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.

N/A

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- (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)

<b>All Students by Grade</b>			
Reading	2015	2014	2013
3	54%	49%	49%
4	47%	45%	56%
5	45%	42%	52%
Math	2015	2014	2013
3	52%	59%	55%
4	70%	85%	73%
5	46%	58%	66%

(Source: VDOE School Report Card)

School Year	AMO Type	Subgroup	SOL Passers	SOL Testers	Rate
2013	English Performance	All Students	88	167	52.69%
2014	English Performance	All Students	72	159	45.28%
2015	English Performance	All Students	101	206	49.02%
2013	English Performance	Asian	1	1	100.00%
2014	English Performance	Asian	1	2	50.00%
2015	English Performance	Asian	3	3	100.00%
2013	English Performance	Economically Disadvantaged	60	129	46.51%
2014	English Performance	Economically Disadvantaged	59	132	44.69%
2015	English Performance	Economically Disadvantaged	70	145	48.27%
2013	English Performance	Gap Group 1	60	131	45.80%
2014	English Performance	Gap Group 1	61	137	44.52%
2015	English Performance	Gap Group 1	72	151	47.68%
2013	English Performance	Gap Group 2	76	150	50.66%
2014	English Performance	Gap Group 2	59	138	42.75%
2015	English Performance	Gap Group 2	87	177	49.15%
2013	English Performance	Gap Group 3	2	2	100.00%
2014	English Performance	Gap Group 3	4	6	66.66%
2015	English Performance	Gap Group 3	3	8	37.50%
2013	English Performance	Students with Disabilities	1	13	7.69%
2014	English Performance	Students with Disabilities	7	21	33.33%
2015	English Performance	Students with Disabilities	5	19	26.31%
2013	English Performance	White	4	7	57.14%
2014	English Performance	White	6	8	75.00%
2015	English Performance	White	6	9	66.66%
2015	English Performance	Limited English Proficient	2	2	100.00%

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School Year	AMO Type	Subgroup	SOL Passers	SOL Testers	Rate
2013	Mathematics Performance	All Students	111	167	66.46%
2014	Mathematics Performance	All Students	111	169	65.68%
2015	Mathematics Performance	All Students	117	206	56.79%
2013	Mathematics Performance	Asian	1	1	100.00%
2014	Mathematics Performance	Asian	2	2	100.00%
2015	Mathematics Performance	Asian	3	3	100.00%
2013	Mathematics Performance	Economically Disadvantaged	84	128	65.62%
2014	Mathematics Performance	Economically Disadvantaged	96	142	67.60%
2015	Mathematics Performance	Economically Disadvantaged	76	146	52.05%
2013	Mathematics Performance	Gap Group 1	84	130	64.61%
2014	Mathematics Performance	Gap Group 1	100	147	68.02%
2015	Mathematics Performance	Gap Group 1	80	151	52.98%
2013	Mathematics Performance	Gap Group 2	100	151	66.22%
2014	Mathematics Performance	Gap Group 2	95	148	64.18%
2015	Mathematics Performance	Gap Group 2	103	176	58.52%
2013	Mathematics Performance	Gap Group 3	1	2	50.00%
2014	Mathematics Performance	Gap Group 3	5	6	83.33%
2015	Mathematics Performance	Gap Group 3	2	8	25.00%
2013	Mathematics Performance	Students with Disabilities	4	12	33.33%
2014	Mathematics Performance	Students with Disabilities	12	22	54.54%
2015	Mathematics Performance	Students with Disabilities	7	18	38.88%
2013	Mathematics Performance	White	3	7	42.85%
2014	Mathematics Performance	White	4	8	50.00%
2015	Mathematics Performance	White	6	9	66.66%
2015	Mathematics Performance	Limited English Proficient	2	2	100.00%

(Source: VDOE/SSWS AMO Detail Report)

- (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.*

Bassette Elementary currently meets the 65,600 minutes in a school year requirement. Additionally, summer school totaled 3,840 minutes and after school tutoring totaled 3,720 minutes. For the 2015-2016 SY, it is anticipated that increased learning time will once again occur via after school tutoring and summer school (extended school year) for select students.

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

<b>Total Enrollment:</b>	498
<b>Male:</b>	271
<b>Female:</b>	227
<b>Asian:</b>	3
<b>Black:</b>	422
<b>Hispanic:</b>	12
<b>White:</b>	27
<b>Students with Disabilities:</b>	92
<b>English Language Learners:</b>	0
<b>Economically</b>	241

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<b>Disadvantaged:</b>	
<b>Migrant:</b>	0
<b>Homeless:</b>	8

(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).*

Goal 1 - Language arts. Bassette’s 3year language arts SOL pass rates are as follows: 12/13 - 53%, 13/14 - 47%, 14/15 - 49%. The 14/15 language arts result (49%) did not meet the yearly benchmark of 75%. The reading SOL pass rate places Bassette in the warned category. SDBQ data displayed the following areas of concern for reading:

FICTION - identifying details, drawing conclusions, setting

NON-FICTION - supporting details, drawing conclusions, author's purpose

Goal 2 – Math. Bassette’s 3yr SOL math pass rates are as follows: 12/13 - 68%, 13/14 - 67%, 14/15 - 56%. The 14/15 math SOL result (56%) did not meet the yearly benchmark of 70%. The math SOL pass rate places Bassette in the warned category. SDBQ data displayed the following areas of concern for math:

Probability, Statistics, Patterns, Functions, Algebra Measurement, Geometry Computation, and Estimation.

Goal 3 - Discipline. The 2015-16 disorderly and / or disruptive behavior offenses will decrease by 25 percent (38 less infractions) or more when compared to the 153 discipline infractions that occurred during the 2014-15 school year.

(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.

Andrew W.E. Bassette Elementary School was built in 1970 and has 30 classrooms. The Library Media Center is 1,520 square feet and contains an adjacent computer lab that measures 20' x 30'. It contains a suspended ceiling with energy efficient fluorescent lighting fixtures, carpet flooring, and enclosed. Cafeteria Sq. Ft - 2,916, Grounds (acres) - 20.5, ADA Accessibility - Front Entrance, Parking and Restroom accessibility.

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

Bassette’s current technology inventory consists of the following items:

- 187 laptops
- 77 desktops
- 45 iPads
- 35 Promethean Boards
- 35 Document Cameras
- 4 sets of ActiVotes
- 2 sets of ActivSlates
- 13 printers
- 1 copier

The division IT and Title I departments are primarily responsible for maintaining the school inventory. The division provides IT support for equipment maintenance and repair. Fifth grade students are provided an iPad for classroom and home use through a division wide 1:1 technology initiative. The school has iPads and laptops in carts that may be used by other grade levels throughout the building.

(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:**

<b>Category</b>	<b>Number of Teachers</b>	<b>Percentage of All Teachers</b>
Highly Qualified Teachers:	25	100%
Teachers Not Highly Qualified:	0	0%

**SET 2:**

<b>Category</b>	<b>Number of Teachers</b>	<b>Percentage of All Teachers</b>
Teachers with Less Than 3 Years in Grade/Subject:	7	28%
Number of Teachers with a Provisional License:	3	12%

(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)).

Grade K (1 teacher)
Grade 1 (1 teacher)
Grade 2 (1 teacher)
Grade 3 (1 teacher)
Grade 4 (2 teachers)
Grade 5 (1 teachers)

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

#		#		#	
Years	Instructional Staff	Years	Instructional Staff	Years	Instructional Staff
0	2	7	0	14	0
1	3	8	2	15	1
2	0	9	1	16	1
3	1	10	0	17	2
4	2	11	1	18	0
5	2	12	1	19	1
6	2	13	0	20	0
				22	1
				35	1
				37	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
5,940	5,424	91.3%

**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 school's principal and Executive Director of School Leadership solicited ideas from the School Learning Team regarding perceived needs of the school in order to maximize achievement opportunities.
- (b) On Wednesday, October 14, 2015, the principal and executive director had the opportunity to hear presentations from six Lead Turnaround Partners. Based on the need for a collaborative partnership with an LTP who understands the needs and expectations of HCS and Bassette Elementary, and one with a proven track record of success with one of our district schools (very similar to Bassette), Cambridge Education was selected as the Lead Turnaround Partner.
- (c) On September 29, Bassette held their annual community data meeting. During this meeting the Principal and Family Engagement Specialist solicited ideas from parents regarding the support they felt Bassette Elementary needed in order to increase student achievement. Additionally, school PTA officers will be invited to sit in on the interview process as Bassette seeks to identify and retain the appropriate individual from Cambridge Education to assist in the school improvement process.

- (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.**

Hampton City Schools has the capacity and infrastructure to serve its Priority School.

- (a) The school division will closely monitor Bassette Elementary and provide any support needed in the form of human and fiscal resources to ensure adequate instructional support, funding for equipment and materials and regular support from district leadership and curriculum specialists.
- (b) The principal, Family Engagement Specialist, and Action Planning Team will provide regular opportunities to gather input, create goals and inform parents of the progress towards meeting goals. These opportunities will include PTA meetings to review performance and introduce the LTP, Action Planning meetings, newsletters, surveys, parent conferences, quarterly recognition assemblies and parent workshops.
- (c) Division leaders and support staff will monitor and provide support at each monthly School Learning Team meetings as Indistar tasks are reviewed and updated. Monthly instructional walkthroughs will be conducted with division leaders, curriculum specialists and school administrators with discussions and technical assistance provided as needed. The principal and the school learning team will present school achievement data to the Division Leadership Team to include the Superintendent during scheduled Quarterly Data Meetings. These data meetings will serve as another opportunity to spotlight strengths, and identify opportunities for growth and needed resources. Professional development opportunities for both the school administrators and staff will be provided to enhance instructional leadership and teaching and learning.

- (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.

Hampton City Schools has established a Pyramid of Intervention for School Support for all Priority and Focus schools. This support includes monthly instructional walkthroughs with division leaders, curriculum specialists, and administrators, division leadership representation and support at monthly school learning team meetings and quarterly data meetings. This level of support will allow HCS to monitor progress toward state improvement objectives, identify areas of strength/opportunities for growth, and to analyze achievement data by subjects and subgroups to determine whether adequate progress is being made toward division and school level goals. Hampton City Schools will monitor, review and hold Lead Turnaround Partners accountable through established timelines of expectations:

- Conducting a comprehensive needs assessment for Bassette Elementary

- Completing and sharing monthly reports to division leadership, outlining work performed in addressing the identified needs of Bassette Elementary
- Providing updates and input during School Learning Team monthly meetings
- Attending and providing input during Quarterly Data Meetings
- Assisting with the monitoring and updating of tasks identified in the Indistar Plan

(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.

N/A

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

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

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

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

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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).	N/A
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.	N/A

## SECTION 4: BUDGET NARRATIVE, BUDGET DETAIL & BUDGET SUMMARY

### LEA Budget Application - Attachment A (Excel)

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

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

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

## SECTION 5: ASSURANCES & CERTIFICATIONS

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

The LEA assures it will –

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

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

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

- (7) Follow state and local procurement policies.
  - (a) If selecting a LTP from the state's Low Achieving Schools Contract Award, the division adheres to the requirements and scope of the LTP's state-approved Low Achieving Schools Contract of Award. [http://www.doe.virginia.gov/school\\_finance/procurement/low\\_achieving\\_school/index.shtml](http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml)
  - (b) If selecting a LTP that is not on the state's Low Achieving Schools Contract of Award, the division's procurement policies and procedures are followed.
- (8) Follow Virginia's state requirements for teacher and principal evaluation under the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Virginia Standards for the Professional Practice of Teachers* and the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*.
- (9) Use state determined comprehensive planning tool to:
  - a. Establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
  - b. Document and describe each action to be implemented, who is responsible and date by which action will be completed;
  - c. Collect meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
  - d. Set leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and
  - e. Complete an analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school.
- (10) Use an electronic query system to provide principals with quarterly data needed to make data driven decisions at the school-level. See [http://www.doe.virginia.gov/support/school\\_improvement/dashboard/index.shtml](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)

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

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

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

**School Division (LEA):** Hampton City Schools

**Priority School:** A.W.E Bassette Elementary

**Principal’s Typed Name:** Dr. Bryce Johnson

**Principal’s Signature:** \_\_\_\_\_

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

**Superintendent’s Typed Name:** Dr. Jeffery Smith

**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 Bond, ESEA Lead Coordinator (804) 371-2681	<a href="mailto:kristi.bond@doe.virginia.gov">kristi.bond@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>



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BUDGET SUMMARY FOR: A.W.E Bassette Elementary

(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	\$ 27,000.00	\$ 15,000.00	\$ 8,000.00	\$ 50,000.00
2000	Employee Benefits	\$ 2,065.50	\$ 1,147.50	\$ 612.00	\$ 3,825.00
3000	Purchased Services	\$ 941,043.00	\$ 834,222.00	\$ 580,740.00	\$ 2,356,005.00
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ 3,747.41	\$ 3,075.67	\$ 2,683.82	\$ 9,506.90
6000	Supplies & Materials	\$ -	\$ -	\$ -	\$ -
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
<b>Total</b>		<b>\$ 973,855.91</b>	<b>\$ 853,445.17</b>	<b>\$ 592,035.82</b>	<b>\$ 2,419,336.90</b>

# School Improvement Grant Application

School Year 2015-2016

Budget Request for: A.W.E. Bassette Elementary

(School Name)

## Budget Detail: Personal Services (1000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Teacher Stipends	Teacher stipends for additional responsibilities related to staff and leadership professional development throughout the school year; student lead conference days (\$30/hr x 30 teachers x 30 1-hr sessions)	\$ 27,000.00	\$ 15,000.00	\$ 8,000.00	\$ 50,000.00
					\$ -
					\$ -
					\$ -
					\$ -
<b>Total Compensation</b>		<b>\$ 27,000.00</b>	<b>\$ 15,000.00</b>	<b>\$ 8,000.00</b>	<b>\$ 50,000.00</b>
<b>Personal Services supported from other funding sources:</b>	<p><i>Ex. K-5 Reading Specialist @ \$65K/yr (Title I)</i>                      Insert response here: Family Engagement Specialists 1FTE @ \$29,924/yr (Title I), Literacy Coach .5FTE @ \$39,088/yr (Title I), Math Coach .5FTE @ \$39,088/yr (Title I), Math Interventionist 1.5FTE @ \$60,750/yr (Title I), Reading Interventionist 2FTE @ \$81,000/yr (Title I), Early Reading Intervention Assistant .5 @ \$11,110/yr (Title I), Classroom Size Reduction Teacher 1FTE @ \$40,500/yr (Title I)</p>				

**Budget Detail: Employee Benefits (2000)**

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Teacher Stipend FICA	FICA @ 7.65%	\$ 2,065.50	\$ 1,147.50	\$ 612.00	\$ 3,825.00
					\$ -
					\$ -
					\$ -
					\$ -
<b>Total Employee Benefits</b>		\$ 2,065.50	\$ 1,147.50	\$ 612.00	\$ 3,825.00
<b>Employee Benefits supported from other funding sources:</b>	<b>Insert response here:</b> Benefits for Title I funded positions @ Bassette \$91,302.75				

**Budget Detail: Purchased Services (3000)**

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Lead Turnaround Partner	Lead Turnaround Partner Services: Hours per week: 40, Number of Students/Fall membership: 498, Base unit price: \$2,022, Number of months: 11	\$ 923,043.00	\$ 816,222.00	\$ 562,740.00	\$ 2,302,005.00
OSI - Approved Personnel	OSI approved personnel to monitor the alignment of efforts from the division, school and Lead Turnaround Partner to ensure support efforts meet identified needs.	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 54,000.00
					\$ -
					\$ -
					\$ -
<b>Total Purchased Services</b>		<b>\$ 941,043.00</b>	<b>\$ 834,222.00</b>	<b>\$ 580,740.00</b>	<b>\$ 2,356,005.00</b>
<b>Purchased Services supported from other funding sources:</b>	<b>Insert response here: None</b>				

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

**Budget Detail: Other Charges (5000)**

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Indirect Costs	Indirect Costs on \$72,065.50 x 5.2% Year 1 Indirect Costs on \$59,147.50 x 5.2% Year 2 Indirect Costs on \$51,612.00 x 5.2% Year 3 (Only the first \$25,000 of LTP services are included in calculations)	\$3,747.41	\$3,075.67	\$2,683.82	\$ 9,506.90
					\$ -
					\$ -
					\$ -
					\$ -
<b>Total Other Charges</b>		\$ 3,747.41	\$ 3,075.67	\$ 2,683.82	\$ 9,506.90
<b>Other Charges supported from other funding sources:</b>	Insert response here: None				



**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 sources:</b>	Insert response here:				