

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

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



School Year 2015-2016

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



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SUBMISSION REQUIREMENTS

1. Submission Deadlines

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

2. Submission Process

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

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

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

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

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

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

COVER PAGE

LEA Contact for Priority Schools

Division: Lynchburg City Schools

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

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

Priority School Information

School Name: Perrymont Elementary School **Cohort:** VI

Principal Name: Karen Scott Nelson **Phone:** 434-515-5250

Address: 409 Perrymont Avenue **Email:** nelsonks@lcsedu.net
Lynchburg, VA 24502

NCES #: 510234000964

NCES Link: <http://nces.ed.gov/ccd/schoolsearch/>

School Reform Model Selected for the School

Turnaround Transformation *Restart Closure

N/A State Determined Model *Evidence-based Whole School Reform Model *Early Learning Model

*Selection of one of these models requires additional information in the application details below.

SECTION 1: REFLECTION & PLANNING

For each Priority school that the LEA commits to serve, the LEA must demonstrate that it has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified.

Respond to each prompt below reflecting on the past year's improvement efforts and to plan for next year. Include indicators from the *Transformation Toolkit* that reflect associated action steps and responsibilities evidenced in the school's improvement plan for 2015-2016 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.

I. Future Goals

(1) Provide 3-5 school goals for the coming school year. Goals should be both specific and measurable.

1. By the end of the 2015 – 2016 school year, the school's performance on the Reading SOL test, as measured by the AMO result for all students, will increase from 60% (SY14-15) to 68%.
2. By the end of the 2015 – 2016 school year, the school's performance on the Math SOL test, as measured by the AMO result for all students, will increase from 56% (SY14-15) to 65%.
3. 100% of teachers will provide small group, aligned differentiated instruction focused on student needs in reading and mathematics. This will be measured by observations (informal, formal, walkthroughs, and LOLET/COLET feedback) and review of lesson plans in 4 out of 5 observations.

II. School Climate

(1) How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year?

(2) What were the most successful strategies used to change the school climate?

(3) Describe any unsuccessful attempts or strategies used to change the school climate.

(4) Describe anticipated barriers to further improving the school climate.

1. At Perrymont Elementary School, the general school climate is calmer and more positive than in previous years. School Culture Survey results from SY14-15 identified areas for growth that included, "A positive feeling tone is present in the school," and "Student input is sought in developing rules and regulations." This feedback has been addressed since the beginning of SY15-16 through implementation of the strategies identified below for question #2. As overall school climate is improving, there are continued discipline challenges with about 20% of the population. These challenges have resulted in an increase in recent years in the number of

discipline referrals and suspensions as well as the need for a larger footprint by Day Treatment providers to address the mental health needs of identified students. While student attendance is not an issue overall, numerous suspensions contribute to increased absenteeism among students that are behaviorally challenged. Overall, staff morale is noticeably better at the start of SY16. This is attributed in part to significant increases in student achievement results based on SOL assessments administered in spring 2015. Returning staff members have a renewed sense of optimism which has transferred to students. New staff members have been energized by the celebrations of student success that have been a part of opening of school meetings, both in house and division wide. To date, staff attendance is on track to show improvement. There are no anticipated long term absence needs that would impact the continuation of this early trend.

2. Breakfast in the Classroom is being implemented during SY15-16 in conjunction with the Community Eligibility Provision (CEP). All students in grades K-5 report directly to their classrooms rather than to the cafeteria upon arrival at school where they are greeted by their classroom teacher and served breakfast. All classroom teachers are implementing the "Morning Meeting" strategy from Responsive Classroom. Six teachers participated in Responsive Classroom training in July 2015. This group provided training for the remaining staff in August 2015. Additional training regarding Responsive Classroom strategies will be ongoing throughout SY15-16.
3. Positive Behavior Intervention Support (PBIS) has been an initiative since SY13-14. During the implementation of PBIS, disciplinary referrals have increased school-wide, particularly among students with more challenging behaviors. School discipline referral data suggests that PBIS has not been an effective strategy for 20% of the population.
4. Numerous car riders are reporting to school later than in previous years. This is creating a challenge for teachers in the classroom as they attempt to serve breakfast to late arriving students and yet begin instruction on time. This is also creating a barrier to the implementation of Morning Meeting with all students.

III. Process Steps/Atmosphere of Change

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

1. The Leadership Team/Improvement Team includes the principal, the assistant principal, Title I reading specialist, a special education teacher, unit leaders for all grades K-5, the Internal Lead Partner (ILP), and a parent. This team meets on a monthly basis and more frequently during the plan development process. Unit leaders/team leads review meeting minutes with the

groups they represent and seek input regarding plan development, implementation, and modifications.

2. Meeting minutes are reviewed with all faculty members. Decisions are also communicated via faculty meetings and emails. Parents are actively engaged in the process through PTO meetings and the Principal's Parent Advisory Council.
3. Responsibilities are divided among team members in accordance with their specific area of expertise in Turnaround Principles (TP) #1-7. Grade level representatives are responsible for collaborating with their grade level peers to analyze achievement data in the areas of math and reading to drive instruction and identify needs-based professional development (TP 2, 4, 5). Administrative team members ensure collaboration with the division to meet TP #1 and 3, and the school administrator, in close collaboration with the division, is accountable for the implementation of strategies to address TPs #2-7. The ILP meets monthly with the Leadership Team/Improvement Team and serves as a liaison to the division.
4. Grade levels meet in PLCs on a weekly basis to review and analyze achievement data. Support is provided by the administration and division coaches. Monthly, the School Improvement Team tracks performance data to determine the effectiveness of interventions and to make data driven decisions and modifications. The purpose is to determine the impact of instruction on student achievement and factors contributing to student growth or lack thereof such as the fidelity of implementation of the program or strategy, the instructional program being utilized, and/or the effectiveness of teachers. This information is used to determine the supports needed to increase student and teacher success as well as provide data to support differentiated professional development (PD) opportunities to address the needs of specific grade levels, teachers, or departments.

IV. Instruction

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

1. Students are identified for additional support in reading based on data from: PALs (K-3), iReady (adaptive diagnostic assessment in grades 4 & 5 in reading), SOL Assessments, running records, Lynchburg City Schools (LCS) created benchmark assessments, teacher made assessments. Students are identified for additional support in math based on data from: iReady (adaptive diagnostic assessment in grade 5 math), SOL Assessments, LCS created benchmark assessments, teacher made assessments, and pre and post assessments that are contained in the math toolkits provided by the school division.

2. Whole group instruction is planned and delivered to address standards aligned skills and processes and along with small group instruction, is based on the student's current level of performance. Teachers differentiate during whole group instruction by incorporating the following strategies: varying instructional delivery techniques to accommodate diverse learning styles (auditory learners, visual learners, kinesthetic learners), pairing of students for turn and talk opportunities and group work relative to standards aligned content, varying questioning based on the needs of individual students, using equity sticks for questioning to ensure the engagement of all students, use of leveled text on the same topic, offering choice for students to demonstrate their learning, use of interactive notebooks and varying assignments based on student readiness, to name a few.
3. Formative assessments are used to monitor student progress and the effectiveness of instructional strategies. This includes both teacher created and division created assessments. Teachers are expected to develop and communicate criteria for success for each lesson. Data from these daily assessments is collected and used to guide future instruction or differentiate instructional grouping. Grade level PLCs collaborate to create assessments that are aligned with the content and cognitive level of the curriculum framework. Data from these assessments are used to develop spiral reviews and to group students for instruction. Division assessments are administered twice annually to determine the progress in core content areas. These assessments are aligned to core content pacing guides which have been aligned with the curriculum framework. Division assessments are used to identify areas for professional development needs for teachers and to differentiate instruction during small group instruction based on student needs.
4. All teachers receive training on the creation and implementation of SMART Goals that track individual student growth and achievement. Each teacher is required to align individual SMART Goals with school goals relative to student achievement in mathematics and reading. Goals are tiered to ensure that students meet or exceed the identified level of proficiency. Teachers meet with the administrative team to develop and review their proposed SMART Goals. Teacher progress toward class and individual goals is monitored by the principal and technical assistance is provided as needed.

V. External Support

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

1. Community partners support Perrymont Elementary School through programs that are aligned to the school's achievement goals in reading and math. The following community support programs are aligned with our school's improvement goals: *Students from Lynchburg College's Work Study Program provide small group and individual tutoring in the areas of reading and math to identified students. *Quaker Memorial Church offers after school tutorial services in reading to students in grade 1. *Sylvan Learning Center provides tutorial services to identified students in reading and math through their partnership and role as co-applicant for Perrymont Elementary School's 21st CCLC Grant.
2. Perrymont Elementary School has selected American Institute for Research (AIR) as the Lead Turnaround Partner (LTP). A Scope of Work has been developed that address the 7 USED Turnaround Principles and supports the achievement of the goals set forth in Section I, Future Goals. AIR will provide the following assistance in achieving the goals for Perrymont Elementary School: providing coaching to align with building teachers' capacity in instructional practices, providing reading and math instructional coaching support and professional development to support and assist in lesson planning, curriculum alignment, student engagement, and delivery of instruction. Furthermore, they will provide leadership support in the areas of turnaround to include data driven decision making, using data, formative assessments, quick wins, communication, outreach, and other foci of implementation; monthly 90-minute leadership training sessions; support in developing presentations for the monthly Shared Governance Team meetings; and on-site leadership coaching to the principal and other leaders monthly. AIR will work with the school in implementing a coaching tracking tool that will allow school leadership to track both leadership and instructional coaching professional development sessions (See attached Scope of Work).
3. Parents were informed at the beginning of SY14-15 that Perrymont Elementary School had been identified as a Priority School. In that Parent Notification Letter dated October 24, 2014, parents were informed that the priority school requirements would be implemented in two phases, with the identification of the LTP coming in Year 2 – Phase II. Further, parents were encouraged to partner with the school to promote improved student achievement by serving on the school transformation team. For SY15-16, parents have been notified of the implementation of Year 2 requirements, one of which is the identification of the LTP. Notification has been provided to parents indicating the four LTP providers being considered. Parents have been invited and encouraged to participate in the review and selection process. Once selected, the LTP will be introduced at the September Back-To-School Night. Parents will be informed at the quarterly parent meetings of the progress and work of the LTP. Additionally, parents provide input through surveys including our Title 1 Parent Involvement Survey and our LCS School Culture Survey. Parents are invited to meet with the principal four times per year at our Principal's Parent Advisory Council meetings to learn about our school's progress and to provide input regarding our school's improvement plan. Conference nights are planned four times per year to give parents the opportunity to talk with their child's teacher and receive information regarding their child's academic progress and performance. Monday Memos are distributed through Monday Folders to share information with the parents. The LTP will be assisting the school in enhancing parental engagement strategies.

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 vetted through the Lynchburg City Schools' Department of Personnel Services. The principal reviews the applications and identifies those who are highly qualified for a vacancy. Qualified candidates are interviewed by a panel comprised of the principal and members of the school staff. If the team identifies a candidate that is a match for the vacant position, that candidate is recommended to the Personnel Department that further reviews the eligibility for employment and conducts the necessary and required background investigations. Once vetted by the Department of Personnel, the candidate is offered the position for which he/she interviewed. Annually, the administrative team reviews experience, endorsement, teacher performance in academics as well as classroom management, and assigns teachers to the most appropriate grade level for instruction. Teachers are assigned to classes and grade levels annually based upon observation and evaluation data. Currently all teachers are assigned to classes within their area of endorsement and are either licensed or eligible for licensure from the Virginia Department of Education (VDOE).
2. Teachers are evaluated in accordance with the Lynchburg City Schools Teacher Performance Evaluation Handbook. Teacher performance standards #1-6 count for 10% respectively, and teacher performance standard #7 accounts for 40% of the evaluation. The principal ensures that all schedules and timelines identified in the Teacher Performance Evaluation handbook are adhered to on an annual basis. There is a separate evaluation cycle for tenured and non-tenured teachers. During a year that a teacher is not formally evaluated, he/she develops a professional growth plan that supports school or individual growth needs. Each teacher meets annually with the principal to create SMART goals that are aligned with school improvement goals. Progress toward attainment of SMART goals is monitored at the end of the first semester and at the end of the academic year. Throughout the course of the year, all teachers, regardless of their evaluation cycle status, are observed and provided with feedback. Final teacher evaluation ratings are a result of data collected from these observations and conferences.
3. Successful teachers are identified for recognition based on classroom visits, observations, day to day interactions, participation in grade level and school activities, and student assessment data. Identified teachers are recognized periodically through emails and at faculty meetings.

Teachers are further rewarded by being identified to participate in division sponsored leadership training, serve on special topic task forces, serve on division curriculum development teams, and participate on committees and teams at the state level. The Lynchburg City Schools Teacher Evaluation System allows for teachers to be identified as exemplary.

4. Teachers in need of additional support are identified based on student learning data and informal and/or formal observations. Based on this information, the principal consults with school or district staff to plan for the needed professional development or intervention. Support for individual needs is provided through co-teaching, peer observation, demonstration lessons, or formal professional development both in-house and off-site. Professional development and monitoring may be provided by the principal, District Content Supervisors, or District Coaches. Based on a given teacher's response to the support that has been provided, a plan of assistance may be developed in accordance with the LCS Teacher Performance Evaluation Handbook. Teachers new to Perrymont are assigned a mentor that meets with him/her weekly during the first year of teaching in LCS.
5. The principal is evaluated in accordance with the Lynchburg City Schools Principal Performance Standards as outlined in the Administrative Performance Evaluation Handbook. These performance standards are aligned with the performance standards for principals established by the Virginia Department of Education. The superintendent evaluates the principal. Feedback is received formally three times per year and informally following periodic site visits. Two surveys are used to collect data regarding the principal's performance including the school culture survey and the principal's survey. Both are used to inform the evaluation process. The superintendent, assistant superintendent for student learning and success, and or the director of school improvement conduct regular inter rater reliability observations with the principal and assistant principal. A debriefing session is conducted following the observations and written feedback is provided to school administrators relative to the observations and feedback that will be provided to teachers.
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. There is a collaborative process for matters related to the school improvement effort, which includes stakeholders at the school and district level as well as external partners. The administrator has established a School Leadership Team/Improvement 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. This team meets at

least once per month. Stakeholder input is solicited through PTO Executive Board and Principal's Parent Advisory Council meetings four times per year. The indicators and tasks drive the monitoring and evaluation of the plan. During weekly grade level PLCs, grade level teams use the data collected from formative assessments to inform instructional decisions. During monthly School Improvement Team meetings, tasks are monitored and are revised or culled as data suggests. Other tasks may be added as needed.

2. Current division policies relating to school attendance zones and the annual school calendar have the potential to impact the school's success. The current poverty rate based on March 31, 2015, data is 84%. Parent engagement of students from poverty has proven to be a critical component to student success. Students zoned to attend Perrymont Elementary School from high poverty locations not in close proximity to the school site makes parent engagement more challenging. Students from poverty also have demonstrated that more time may be needed in order to be as successful as students that are not from poverty. Recent studies relative to Year Round calendars suggests that students of the same demographic as Perrymont are the greatest benefactors of year round calendars. The school division is implementing an extended school year calendar in SY15-16 and has received a start-up grant from VDOE. The administration at Perrymont has and continues to advocate for a year round calendar similar to the one being implemented in another high poverty school in the division. The school administration has also advocated for a change in attendance zone. Both of these recommendations would require school board approval.

VIII. Phase-Out Planning

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

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

school and LTP which will build sustainability.

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

SECTION 2: REQUIRED ELEMENTS, PART 1

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

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

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

NA

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

	Preliminary 2014-15 English SOL	2013-14 English SOL	2012-13 English SOL	Preliminary2014- 15 Math SOL	2013-14 Math SOL	2012-13 Math SOL
All students	60.11	38	48	56.80	34	42
Proficiency gap group 1	55.55	30	43	54.16	30	37
Proficiency gap group 2	55.17	25	37	46.59	25	41
Proficiency gap group 3	TS	TS	TS	TS	TS	TS
Students with disabilities	45.16	14	11	43.33	24	11
LEP students	TS	TS	TS	TS	TS	TS

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Economically disadvantaged students	56.52	31	44	54.34	30	38
White students	65.95	57	70	70.21	43	47
Asian students	TS	TS	TS	TS	TS	TS

(3) Total number of minutes in the 2014-2015 school year that *all students* were required to attend, broken down by daily, before-school, after-school, Saturday school and summer school; and any additional increased learning time planned for 2015-2016. **This information will be shared with USED.*

For the Lynchburg City Schools 2014-15 academic calendar, students were scheduled for 180 days beginning on August 25, 2014 and concluding on June 5, 2015. The length of the elementary school day was from 8:40 a.m. to 3:35 p.m. Students were not required to attend a before school, after school, or summer school program for the 2014-15 academic calendar. Students attend for 415 minutes/day for 180 days totaling 74,700 minutes. Virginia Standards of Quality require students to attend 180 days or 990 hours. Students at Perry mont currently attend 255 hours over the 990 hours requirement. No additional increased learning time for all students is planned for 2015-16. However, for SY15-16, the school division is implementing an extended school year calendar and has been awarded a start-up grant by VDOE. The calendar includes 6 days of intersession targeting 20% of the population. The length of these six days is 6 hours for a total of 36 additional hours for identified students. Perry mont also has a 21st Century Community Learning Center grant that provides a minimum of 360 additional hours for 15-20% of the students. The grant also provides 60 hours of instruction during the summer for 15% of the students. A plan is in place to increase the number of instructional minutes per day from 415 to 425 starting in the fall of 2016. This will result in 30 additional instructional hours for all students.

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

Total Enrollment:	378
Male:	226
Female:	152
Asian:	5
Black:	192
Hispanic:	16
White:	108
Students with Disabilities:	68
English Language Learners:	7
Economically	317

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Disadvantaged:	
Migrant:	0
Homeless:	0

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

Example:

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

Area 1. In the area of Reading the following are the pass rates for the identified years: Grade 3 = 47 (2012-13), 40 (2013-14), 67 (2014-15), Grade 4 = 46 (2012-13), 36 (2013-14), 62 (2014-15), Grade 5 = 53 (2012-13), 36 (2013-14), 50 (2014-15). Grade 3 saw a 27% increase in their reading achievement score. Grade 4 saw an increase of 26% while grade 5 saw a 14% increase. Area 2. In the area of mathematics the following are the pass rates for the identified years: Grade 3 = 32 (2012-13), 28 (2013-14), 73 (2014-15), Grade 4 = 46 (2012-13), 34 (2013-14), 53 (2014-15), Grade 5 = 53 (2012-13), 44 (2013-14), 42 (2014-15). Grade 3 saw significant gains (45%), grade 4 saw an increase of 19%, while Grade 5 saw a 2% decrease.

(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.

Perrymont Elementary School was built in 1949. In the early 1990's, a three story wing was added that provided additional classroom and office space. Perrymont houses twenty six classrooms, one computer lab, a media center, a staff lounge, a clinic, eight resource classrooms, ten offices, and a conference room. The media center is the size of two regular classrooms and contains two small offices at one end. It has six desktop computers, a SMART Board with a mounted projector, six rectangular tables, and a circulation desk. Built in shelving runs along the perimeter of the room and there are four free standing bookcases/shelving units. The library contains 12,106 books in its collection. The cafeteria is located on the lower level and has one serving line but two cashier carts. It also serves as a multi-purpose center. A stage is located at one end of the cafeteria. School-wide events/assemblies and indoor movement education classes are held here when weather does not permit outdoor classes. If movement education is outside, the recess fields and blacktop are used for this class.

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

Technology is readily available and accessible for teaching and learning at Perrymont Elementary School as evidenced by the following: two mobile labs containing 25 Chromebooks for use by 5th grade teachers and students, two mobile labs each containing 25 Dell laptops for use by 4th grade teachers and students, one mobile lab containing 25 Chromebooks for use by 3rd grade teachers and students (another has been ordered and should arrive soon), one mobile lab containing 36 HP laptops for use by 2nd grade teachers and students, and two mobile labs each containing 25 Netbooks each for use by first grade students and teachers. There is one stationary computer lab with 25 desktop computers. All teachers have a laptop computer and every classroom is equipped with a desktop computer, SMART board, wall-mounted or ceiling mounted projectors, and a document camera. Digital cameras are also available in all classrooms. The art and music teachers were awarded a grant that supported the purchase of IPADS. These devices allow students to use technology to create their own art and music projects. 21st CCLC grant funds, were used to purchase a mobile lab containing 25 Chromebooks and 24 leap pad devices for use during the 21st CCLC afterschool and summer programs. Wireless access points are located throughout the building. The school division plans to install wireless access points in each classroom to further expand the wireless capacity. The school division is in the second year of a four year one-to-one initiative. All 4th and 5th grade students will have a Chromebook starting in SY 17-18.

(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:	36	97%
Teachers Not Highly Qualified:	1	2.7%

SET 2:

Category	Number of Teachers	Percentage of All Teachers
Teachers with Less Than 3 Years in Grade/Subject:	13	35.14
Number of Teachers with a Provisional	2	5.4%

License:		
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(8) **B.** LIST below the number of teachers by grade level or subject area with less than 3 years of experience (i.e., Grade 3 (2) or Gr 7 Reading/LA (1)).

Kdg (2), 1 st (2), 2 nd (3), 3 rd (2), 4 th (2), 5 th (3), SPED (3), Title 1 Reading (1), PE (2).
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(9) **A.** Indicate the *number* of instructional staff members employed at the school for the given number of years. Insert more rows as necessary.

#		#		#	
Years	Instructional Staff	Years	Instructional Staff	Years	Instructional Staff
0	7	10	1	20	
1	3	11		21	
2	3	12		22	1
3	4	13		23	
4	1	14	1	24	
5	1	15	1	25	2
6	2	16	1	26	
7		17	1	27	
8	2	18	3	28	
9	1	19		39	2

(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
6290	5787	92.00

SECTION 2: REQUIRED ELEMENTS, PART 2

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

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

to serve the school; and (c) to engage parents and community members to assist in the selection of external partners.

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

In the fall of 2014, the division reviewed documentation on the Virginia Department of Education website for all approved lead turnaround partners selected under VDOE-RFP#DOE-LASTP-2013-04. Following this review, division and school team members participated in the webinar series provided by the Office of School Improvement. From these two activities, four vendors were selected and invited to an on-site interview. In August 2015, each of the four identified vendors were asked to present any additional information and updates relative to their services that would provide any further information for consideration. Upon review of the information presented, the school and school division made a decision to select American Institute for Research as the LTP partner for Perrymont. This will allow the school division to align the work of the LTP with the needs of each priority school in the division and the initiatives being implemented by the division on behalf of each school. Representatives from AIR met with school administrators, division administrators, teachers, and parents to develop a scope of work based on the needs of students at Perrymont. This scope of work includes AIR conducting a comprehensive needs assessment to further define the work that will need to be accomplished. The needs assessment will include input from all stakeholders, including parents which will result in the further defining of the work of the LTP going forward into SY15-16. The scope of work for SY15-16 is attached to the grant application. Parents have been informed and given an opportunity to provide input and ask questions relative to the process of selecting the LTP. In addition, a parent serves as a member of the School Improvement Team to ensure that parents' ideas are included. The work of the LTP will be reported to parents on a quarterly basis with parents given the opportunity to interact with the site coordinator and leadership coach.

- (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.**

(3) The school division has the capacity to support Perrymont Elementary School in implementing its transformation model. Upon notification of Perrymont being identified as a Priority School under the ESEA Flexibility Waiver Agreement, the school division made an intentional decision not to replace the principal as outlined in USED Turnaround Principle 1. That decision prevented Perrymont from fully implementing all aspects of Priority School requirements, namely hiring an LTP and submitting a school improvement grant. During this prequalification year, the principal attended all technical assistance training provided by VDOE, developed a school improvement plan using the Transformation Toolkit in Indistar, conducted meetings of the School Leadership/School Improvement Team two times per month that included the Assistant Superintendent for Curriculum and Instruction as the Internal Lead Partner, and included in the school improvement plan all essential actions resulting from an academic review conducted in January 2015. At the end of the prequalification year, student performance on SOL assessments in reading and math resulted in a 22 percentage points gain (38.00 – 60.11) in reading and a 23 percentage points gain (34.00-56.80) in mathematics. In consultation with the Office of School Improvement at VDOE, it was determined that the current principal could provide strong and effective leadership, established a track record of significantly improving student achievement and has the capacity to lead the turnaround effort. Gains in student achievement are also evidence that the school division has the capacity to support the principal and staff at Perrymont Elementary School in its continued turnaround efforts. For FY15-16, the division has revised pacing guides for reading and math, ensuring alignment with the Virginia Standards of Learning Curriculum Framework in both content and cognitive level, developed and implemented a new elementary math curriculum that focuses on a standards based curriculum, increased the division's services regarding parental engagement, and began the process of training staff members in Responsive Classroom strategies designed to improve the classroom environment for learning. Further, the division has developed, implemented and revised its lesson plan/lesson observation documents to ensure that teachers have a clear understanding of lesson plan requirements and instructional delivery techniques that focus on student learning and engagement as well as specific teacher behaviors that are clearly observable. This initiative is accompanied by inter rater reliability observations that focus on professional development for administrators in providing specific feedback to teachers relative to four of the six teacher performance standards relative to instruction. In addition, central office staff members and the principal are participating in VDOE technical assistance, AARPE. Other capacity indicators that have occurred recently include the following. In SY2013-14 the school division created and appointed a new director of school improvement. In June 2014 the school division hired a new assistant superintendent of curriculum and instruction who has extensive background and expertise in school improvement as a former principal, staff member of the US Department of Education, and Vice President of Teach for America. As of 2014-15, the

division reinstated math and reading content supervisors and revamped the coaching model assigning a specific instructional coach to Perrymont. The division has also assigned an information technology resource teacher to assist Perrymont teachers and students in effectively utilizing the available technology. For SY15-16 the division has established a division transformation team that consists of the Director of School Improvement as internal lead partner, the assistant superintendent for curriculum and instruction, the supervisor for mathematics, the supervisor of English, and ad hoc members that include human resources, instructional technology, and director of family engagement. Through working with the school administration and community, the division has identified a Lead Turnaround Partner to assist the division and school in the transformation effort. The division is also training the principal and all faculty members in the AARPE process designed to align academic review tools and teacher performance evaluation. Finally, the division assisted in the implementation of priority school requirements in another school in the division, with that school meeting the expected AMO requirements during the first year.

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

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

Perrymont is implementing the Transformation model:

- As previously stated, it was determined during the summer of 2015 that it was not necessary to replace the principal.
- A rigorous teacher evaluation system was implemented in 2013-2014 that includes 40% of evaluation based on student growth and achievement and 60% on six performance standards identified by the Commonwealth of Virginia.
- A plan is in place to increase time for all students by 30 hours per year beginning in the fall of 2016.
- During 2015-2016 the following instructional reforms are being implemented: small group differentiated reading, small group differentiated math using math workshop format, implementation of an observation tool that ensures alignment of the written and taught curriculum in both content and cognitive level.
- During 2015-2016, Infinite Campus and its associated data dashboard, Tableau, will be utilized. School plans, in alignment with the division's comprehensive plan will be data and goal driven, with data reported on indicators including but not limited to student achievement, parental involvement, student attendance, and student discipline. A new "Promise Plan" is being implemented which ensures that all improvement efforts are being addressed with an equity

lens. The School Improvement Team will have at least two members that are equity advocates.

- PBIS was implemented in SY13-14. Responsive Classroom strategies are being implemented in SY15-16. A crisis plan is revised and implemented annually.
- A Director of School Culture and Family Engagement began work in LCS in 2014-2015. In 2014-2015, quarterly School Summit meetings were held engaging school and community service providers. These meetings are continuing for SY15-16. In August 2015, the division held the first annual Family Engagement Day in Miller Park.
- During the fall of 2015, there will be strategies to promote increased opportunities for career growth. Examples include leadership cohort, increased coaching and support of new teachers, flexible preschool workdays, and an enhanced teacher mentor program for new teachers.

The school division is adhering to all timelines established by the Virginia Department of Education. In cooperation with the LTP, a school governance team is being created that will meet monthly. The school leadership team convenes once per month. Roles and responsibilities for all stakeholders will be developed in cooperation with the LTP. A Scope of Work for SY15-16 is attached. The VDOE contractor will assist the Internal Lead Partner in monitoring the implementation of the deliverable services by the LTP and their impact on teaching performance and student achievement leading to the accomplishment of the three goals set forth in this grant document. In addition, the Superintendent and Assistant Superintendent as well as other central office staff will conduct inter rater reliability observations with the principal on a monthly basis in support of tasks that are a part of the Transformation Toolkit plan. The LTP will present progress reports to the school board three times per year (December 2015, April 2016, July 2016).

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

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

NA

SECTION 3: EXPLANATION OF LACK OF CAPACITY TO IMPLEMENT

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

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

1. Describe the steps the LEA has taken to secure the continued support of the local school board for the reform model chosen.	
2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.	
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) Ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (5) Maintain appropriate levels of funding for the schools it commits to serve to ensure the school(s) receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (6) Use its funds to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements, to include all requirements of the USED turnaround principles:
 1. Providing strong leadership by: (a) reviewing the performance of the current principal; (b) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround initiative effort; and (c) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
 2. Ensuring that teachers are effective and able to improve instruction by: (a) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround initiative effort; (b) preventing ineffective teachers from transferring to these schools; and (c) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
 3. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
 4. Strengthening the school's instructional program based on student needs and ensuring that the

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

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

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

Virginia Department of Education
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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): Lynchburg City Schools

Priority School: Perrymont Elementary School

Principal’s Typed Name: Karen Scott Nelson

Principal’s Signature: _____

Date: _____

Superintendent’s Typed Name: Dr. Scott Brabrand

Superintendent’s Signature: _____

Date: _____

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

Resources

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

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BUDGET SUMMARY FOR: Perrymont 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	\$ 56,966.00	\$ 33,566.00	\$ 33,566.00	\$ 124,098.00
2000	Employee Benefits	\$ 4,357.40	\$ 2,568.30	\$ 2,568.30	\$ 9,494.00
3000	Purchased Services	\$ 393,240.00	\$ 393,240.00	\$ 300,444.00	\$ 1,086,924.00
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ -	\$ -	\$ -	\$ -
6000	Supplies & Materials	\$ -	\$ -	\$ -	\$ -
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 454,563.40	\$ 429,374.30	\$ 336,578.30	\$ 1,220,516.00

School Improvement Grant Application

School Year 2015-2016

Budget Request for: Perrymont 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
Process Manager Stipend	Indistar Process Manager will work with Perrymont Leadership Team, the LTP, and the VDOE contractor to ensure Indistar includes all required components: \$26/hour (approved division rate) X 5 hours/month X 11 months (Oct-June, Aug-Sept)	\$1,430	\$1,430	\$1,430	\$ 4,290.00
Teacher Stipends for LTP led Professional Development	Teacher Stipends: \$26/hr X 30 teachers X 1 hr/month X 8 (Oct-May)	\$ 6,240.00	\$ 6,240.00	\$ 6,240.00	\$ 18,720.00
Teacher Stipends for LTP led Leadership Development	Teacher Stipends: \$26/hr X 8 teachers X 1.5hrs/month X 8 (Oct-May)	\$ 2,496.00	\$ 2,496.00	\$ 2,496.00	\$ 7,488.00
Teacher Stipends for Summer PD, curriculum & lesson plan devel.	Teacher Stipends: \$26/hr X 30 Teachers X 6 hrs/day X 10 days	\$ 46,800.00	\$ 23,400.00	\$ 23,400.00	\$ 93,600.00
Total Compensation		\$ 56,966.00	\$ 33,566.00	\$ 33,566.00	\$ 124,098.00
Personal Services supported from other funding sources:	<i>Ex. K-5 Reading Specialist @ \$65K/yr (Title I)</i> Insert response here: 3 Title I Reading Teachers @ \$156K/Yr (Title I), 3 Title IA's at \$60K (Title I), Division Coach (.5FTE) @ 26K/Yr (Title I and Title 2 and Local), Division Reading Coach (Title I)				

Budget Detail: Employee Benefits (2000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Benefits for Process Manager	\$1430 X .0765 (FICA)	\$ 109.40	\$ 109.40	\$ 109.40	\$ 328.20
Benefits for After School PD led by LTP	\$6240 X .0765 (FICA)	\$ 477.36	\$ 477.36	\$ 477.36	\$ 1,432.08
Benefits for Leadership Team Development	\$2496 X .0765 (FICA)	\$ 190.44	\$ 190.44	\$ 190.44	\$ 571.32
Benefits for Summer PD led by LTP	\$46,800 X .0765 (FICA)	\$ 3,580.20	\$ 1,791.10	\$ 1,791.10	\$ 7,162.40
					\$ -
Total Employee Benefits		\$ 4,357.40	\$ 2,568.30	\$ 2,568.30	\$ 9,494.00
Employee Benefits supported from other funding sources:	Insert response here: . 3 Title I Reading Teachers @ \$156K/Yr (Title I), 3 Title IA's at \$60K (Title I), Division Coach (.5FTE) @ 26K/Yr (Title I and Title 2 and Local), Division Reading Coach (Title I)				

Budget Detail: Purchased Services (3000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Lead Turnaround Partner (LTP) Scope of Work (SOW)	Contracted Services with American Institute for Reaserch (AIR) for LTP Serices in accordance with the approved SOW: 444 students X \$835 per student	\$370,740	\$370,740	\$ 277,944.00	\$ 1,019,424.00
State Contractor	As per instructed, OSI Approved Personnel compensation will be \$22,500 (\$61/hr + travel for 12 months)	\$22,500	\$22,500	\$22,500	\$ 67,500.00
					\$ -
					\$ -
					\$ -
Total Purchased Services		\$ 393,240.00	\$ 393,240.00	\$ 300,444.00	\$ 1,086,924.00
<u>Purchased Services</u> supported from other funding sources:	Insert response here: Responsive Classroom Training for a pilot for 6 teachers and the principal (Title I & Title II), Instructional Software: iReady reading and math (Operating Budget), Other instructional software (Title I)				

Budget Detail: Internal Services (4000)

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

Budget Detail: Other Charges (5000)

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

Budget Detail: Materials & Supplies (6000)

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

Budget Detail: Capital Outlay (8000)

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