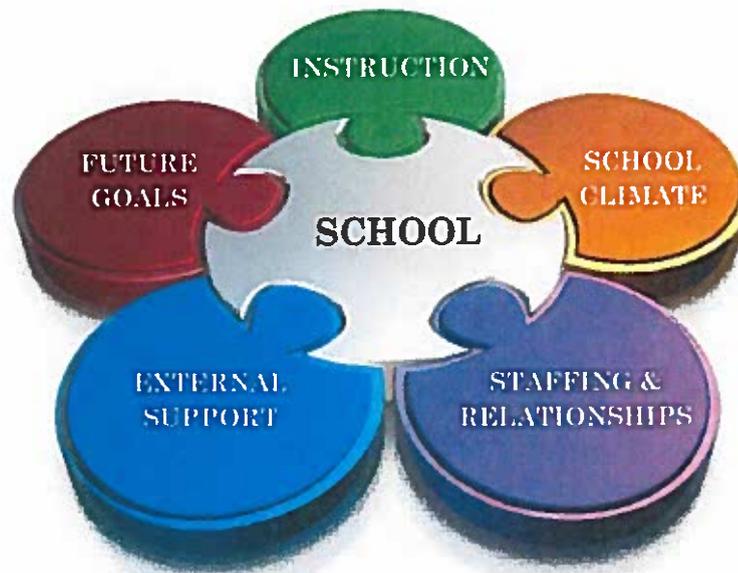


**Local Education Agency (LEA) Application
for
School Improvement Grant
1003(a) or 1003(g) Funds**

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**

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



TABLE OF CONTENTS

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

SUBMISSION REQUIREMENTS

1. Submission Deadlines

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

2. Submission Process

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

- 1) Application Details/Program Narrative (Word) saved with the following naming convention:
DivisionName_SY1516 SIG Application_SchoolName.docx
- 2) Budget Workbook (Excel) saved with the following naming convention:
Division Name Attachment A (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 School Name

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.

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

COVER PAGE

LEA Contact for Priority Schools

Division: Richmond City Public Schools

Contact Name: Dr. Shannon Smith McCall **Phone:** (804) 780-8592

Address: Office of School Improvement **Email:** ssmith2@richmond.k12.va.us
301 N. 9th Street, Richmond VA 23219

Priority School Information

School Name: Swansboro Elementary School **Cohort:** VI

Principal Name: Ms. Felecia Coleman **Phone:** (804) 780-5030

Address: 3160 Midlothian Turnpike **Email:** fcoleman@richmond.k12.va.us
Richmond, VA 23224

NCES #: 510324001367

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

School Reform Model Selected for the School

- Turnaround Transformation *Restart Closure
- N/A State Determined Model *Evidence-based Whole School Reform Model *Early Learning Model

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

SECTION 1: REFLECTION & PLANNING

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

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

I. Future Goals

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

Goal 1: By the end of the academic school year 2015 – 2016, the reading AMO performance of students with disabilities will increase from 33% to 48% as measured by the spring 2016 Standards of Learning Assessment.

Goal 2: By the end of the academic school year 2015 – 2016, the mathematics AMO performance of students with disabilities will increase from 27% to 42% as measured by the spring 2016 Standards of Learning Assessment.

Goal 3: By the end of the academic school year 2015 -2016, the reading AMOs for all students will increase from 52 % to 67% as measured by the spring 2016 Standards of Learning Assessment.

Goal 4: By the end of the academic school year 2015 – 2016 the mathematics AMOs for all students will increase from 51% to 66% as measured by the spring 2016 Standards of Learning Assessment.

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. Swansboro's school climate is moving in a positive direction. The School Planning and Management Team continue to address issues and concerns in an effort to promote a positive school climate. A several members of the SPMT also serves on the Transformation Leadership Team to support the continuity of communication which is an integral part to strengthening

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

school climate – communication. Training of staff, students and parents will continue in an effort to successfully promote positive student and teacher behaviors and interactions. Additionally, while working through the Transformation Model, stakeholders are made more aware of the critical elements impacting student achievement, inclusive of the role parents are to play in this process. The school must make a concerted effort to implement PBIS to fidelity in order to meet or exceed the goal listed above.

2. The most successful strategy used to change the school climate has been maintaining consistency. Teachers are encouraged to find creative ways to communicate student progress with students and parents through monthly calendars and S.P.L.A.S.H (bi-weekly updates). Garnering external partners is essential. They are invited to both participate and facilitate activities which expose and enhance student learning and prepare students for college or career readiness. Staff members are assigned to daily monitoring duties in the morning and work to transition students through the breakfast lines at a rapid pace. This allows students to move into the classrooms in a timely manner to maximize instruction.
3. One unsuccessful attempt to date, to positively impact school climate is to increase parental participation through the inception of an active PTA. A PTA board would be effective in participating and making effective school-wide decisions and consistent messaging of academic and behavioral expectations for students. However, this is still a work in process.
4. Some barriers that further affect improving the school environment are the neighborhood and community issues that flow into the school building. The Family and Community Engagement (FACE) Office will serve as a valuable resource that will be instrumental in overcoming this barrier.

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 Transformation Leadership Team consisting of the principal, assistant principal, content and grade level representatives, district representative/content specialist, parent, Special Education and Title I representatives meet at least twice a month to discuss, review plans and analyze data to determine instructional focus and approaches. Frequently planned Transformation Leadership Team meetings allow for members to bring issues and ideas to the table for collaborative discussion and to determine next steps. The meetings are scheduled 2 times a month and are aligned with grade level meetings so that ideas/questions/comments/concerns and problem solving from each grade level team can be brought forward and collaboratively discussed, as well

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

as build capacity and consistency. These meetings occur 1 day before faculty meetings so that ideas can be fine-tuned and presented to the overall staff. This format gets ideas before the staff rather quickly thus gaining faculty input and support early in the process. This allows a possible turnaround time of 4 days from idea conception to implementation. Input is also received from the SPMT meetings. This group meets monthly and provides support for the school operations. The team includes faculty, parent and community representation as well.

2. Team members practice vertical planning and are also encouraged to discuss and brainstorm through the logistics of ideas with their grade level chairpersons before meetings. This allows extension of open and honest communication and extensive discussion to allow implementation of ideas. Opinions are heard, discussed, and respected. Teachers and administrators are willing to implement effective strategies and suggestions. Minutes of each meeting are recorded so the team can revisit issues for updates and ongoing progress. Grade level teams and specialists work together in developing strategic plans, professional development and monthly progress reports. Decisions are also shared at faculty and instructional meetings, weekly updates, PTA and External Partnership meetings, periodic public events and monthly calendars and newsletters.
3. Responsibilities are assigned by grade level, subject area, data and job performance. Responsibilities are discussed for clarification and time is scheduled for follow-up, discussion and reporting. All aspects of the school were included: academic areas, special education, discipline, attendance, community issues and concerns, professional development, school culture, etc. Responsible parties either had the resources to follow through or were given the resources needed, especially with materials, technology, professional development and tutors hired for remediation. Team members share responsibilities based on need. The Transformation Leadership Team consists of the principal, assistant principal, content and grade level representatives, parent liaison, district representative/content specialist, Special Education and Title I representatives. The Department Chairs, Assistant Principals, and Central Office Instructional Specialists all have a good understanding of where their strengths and weaknesses lie with regards to being able to transition an idea from the point of conception to implementation. When these divisions are not clear, the Principal and Assistant Principals immediately query the involved parties for possible decisions, and then follow through on that query by determining the optimal path of human capital resource distribution. The principal facilitates the Transformation Leadership Team Meetings and hold all personnel accountable for implementing the next steps that are generated as a result of the stakeholders' input. The team will provide feedback and guidance that will directly impact the delivery of Tier I instruction and intervention efforts in effort to provide a targeted focus on the individual needs of the students and the needs of the teachers to build their capacity and bring forth reform. The district level representatives provide (fiscal and human) support to ensure that the obstacles toward implementation of next steps are limited and or eliminated. They also provide meaningful feedback that can assist with the decision making process that will impact student achievement (academically and behaviorally). Parental involvement is garnered and considered as the team proceeds with the development of next steps. With regards to limitations on resources, the highest need in the building continues to be a need for highly capable Human Capital and technology. Deliverables are determined based on leadership skill, content area expertise as well as assigned Indicator tasks from Indistar. Responsibilities are also assigned by school administrators based on the interest and expertise of the team members.

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

4. New strategies and practices are carefully monitored and tracked with the use of data. At each meeting, the strategy or practice is put on the agenda for an update. Although many strategies lead to improvement, not all provided the expected gains. The least successful ideas were discussed and modified or discarded. The team brainstorms replacement ideas. Each team's strategies are collaboratively monitored and refined by the Grade Level Chair and the Title I Teachers. If a strategy is not working at the grade level, modifications are made. If these strategies have a school-wide impact, their progress (or lack of) are reported in the Transformation Leadership Team meetings so that further ideas for improvement can be integrated into the solution. Strategies are monitored at two levels. The division level: Division-Instructional Support Team visits the schools to monitor implementation of strategies and research-based practices as well as ensure fidelity to the process. This team will also attend grade level meetings and PLC's. The site level: The school based administrators monitor the process by conducting walk-throughs, quick visits, conducting formal observations and disaggregating formative assessments. The Transformation Leadership Team monitors the data bi-monthly to determine the effectiveness of the implementation of strategies used to increase student achievement. If the strategies are unsuccessful, the team communicates the possible need for immediate adjustments to the school administrators. Supported by the LEA, the Transformation Leadership Team's recommendations are considered when any revisions are relative to instruction are made and are proactively ready to address the issues problems and eliminate strategies that are unproductive. The administration provides overall feedback to individual teachers based on student performance and classroom observations. Specialists and coaches are used to provide assistance to individual teachers. If new strategies appear unsuccessful, professional development is scheduled and implemented. Ongoing support is geared to support the fidelity of implementation and to further determine the effectiveness of the strategies given.

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 core content areas based on data from:
 - PALs, NWEA/MAP Assessments, Interactive Achievement
 - Algebra Readiness Diagnostic Tests (ARDT)
 - SOL Assessments
 - Report Card Grades
 - Teacher Recommendations
 - Title I Team Recommendations
 - Parent Recommendations

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

- Benchmark scores
- Bi-weekly scores
- Teacher referral based on classroom performance
- Formative and summative assessments

The data listed above is triangulated. The data is reviewed by the Transformation Leadership Team and the classroom teacher to determine which tiered, differentiated intervention a student will receive. Teachers use a tracking system to manage specific SOL objectives to be revisited and an action plan is developed based upon the needs of students. Additional support in Reading and Math for Exceptional Education students is also determined by the accommodations as outlined in their Individualized Education Plan (IEP). Assessment data such as the following are also used in the triangulation of data reading, SOL scores, benchmark assessments, report card grades. In math, Algebra Readiness, Map, SOL scores, formative assessments embedded with technology enhanced items (TEI), and benchmark assessments are used to determine additional supports.

2. Teachers differentiate learning for students in whole group instruction through:
 - Small group instruction, tiered intervention, remediation
 - Title I Instruction (push-in)
 - Extended Learning Time
 - Homework
 - Inclusion of differentiated activities denoted within the lesson plans including modified instructional strategies and activities

Tier I, whole group instruction, will continue to be strengthened throughout the school year. This will be enhanced via coaching, modeling, professional development and follow-up based on observations and feedback.

3. Additionally, teachers, through formative assessment, determine students' needs, plan instruction to meet those needs and provide the small group instruction and collaborative learning that addresses those needs. Formative assessments are used:
 - to monitor student progress
 - to measure teacher effectiveness and determine teacher placement and assignment
 - for analysis to determine the level of content and cognitive alignment to the VDOE curriculum framework

Content teachers work together to develop common assessments and review them for rigor and fidelity. Teachers, through formative assessment, determine students' needs, plan instruction to meet those needs and provide the small group instruction and collaborative learning that address those needs. Based on this data, instructional decisions are made by the classroom teacher, the Transformation Leadership Team and the school administrator. The formative assessments are used by the Central Support Team in making instructional decisions along with recommendations to the school administrator. District benchmark assessments are administered each nine weeks in order to determine strengths and weaknesses of students and programs. A detailed analysis of the data is done and reviewed with teachers to support individualized instruction to meet student needs.

4. A triangulated approach to student outcome data is directly attached to Standard 7 of the Teacher Evaluation System. The goal of this standard is to assist teachers in the process of reflection, strategic planning and implementation of strategies in order to provide students with effective and efficient lessons. Teachers have a heightened sense of focus relative to student data, student achievement, and the progress of all students in their classrooms.

Teacher progress toward meeting their goal is monitored and technical support is provided. Lesson plans are submitted electronically to administration and the Title I team of teachers. The principal and the assistant principal divide the plans, by grade levels, for the purpose of review and the provision of feedback that will drive the delivery of instruction. The grade levels are monitored for two weeks before switching, which provides both parties an opportunity to view instruction vertically. The Title I team reviews the plans for an alignment between essential knowledge and relative and rigorous activities. The Transformation Leadership Team members will continue to conduct peer review of lesson plans during departmental meetings, grade level meetings and work collaboratively to ensure lesson plans are aligned. External partnership is in the process of selection.

V. External Support

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

1. The community partners support the school by developing programs that are designed to strategically meet the needs of the students, staff and administration. The supporting programs are developed and maintained by focusing on the most pressing challenges. To these ends the support of the following partnerships are aligned as follows:

Curriculum Supports-Academic

Atlantic 10 Women's Basketball Championship School Day
Dancing Classrooms
VCU Mary and Frances Youth Center Young Aces Open
Richmond Ballet Minds in Motion
YMCA of Greater Richmond Learn to Swim

Donations & Food- Academic, Social & Behavioral

Children, Inc.

In School Supports-Social & Behavioral

Full Circle Grief Counseling
Richmond Hill Micah Association

Out of School Time

Greater Richmond Fit4Kids After School

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

Running Club

2. Swansboro Elementary has selected Catapult, Newton Alliance as its external provider. The Scope of Work for the period of December 1, 2015- September 30, 2016 will include the following:

- Focused and effective instruction: must be well-planned, standards-based, rigorous and engaging.
- Mentoring for administrators
- Coaching for reading and math
- Strengthened parent involvement and community support and,
- Provision of reporting support

It is expected that Catapult will provide coordinators to oversee the overall turnaround effort and to serve as liaisons between the division and the External Lead Turnaround Partners (ELTP). The Senior Educational Specialists will provide professional development, leadership development, and evaluation services at the school and division levels. Mentors will be provided for the coach the building administrators. A reading and math specialist will be on staff full time to focus on improving the delivery of instruction.

The Leadership Team will continue to enhance the PBIS efforts already established. PBIS will assist in improving the school climate to create an environment that is more conducive to learning. It is a system that will be easily integrated into the work of the Catapult and the overall programming at Swansboro Elementary School.

3. Parents are increasing their communication with the school and are taking an interest in the progress being made by the students, teacher and administration. The parents of the students participating in a community based program offers input by completing an annual needs assessment developed by Communities In Schools. At the end of each school year, the data will be collected and used for the next year's program development. Catapult has a strong track record in engaging parents and communities in the school improvement process. Parents will continue to be involved in the planning and monitoring of school improvement initiatives by participating on the School Improvement Team and providing support on how to improve academic performance will increase this year as a heightened focus will be placed on this endeavor at the onset of the school year. They will be informed bi-monthly of the progress on major school initiatives.

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.

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

- (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. All teachers within our division are assigned to classes within their area of licensure or otherwise demonstrated area of expertise. Principals, in conjunction with a member from the HR department carefully examine the backgrounds, evaluation findings, and track records of each member of the staff and thoughtfully and collaboratively construct the school schedule to match teachers with the classes or course sections in which they (and their students) are most likely to be successful. Adjustments and corrections are made according to student performance, and professional development is provided to strengthen teacher skill-sets as aligned with the needs of the students. The Principal and the Assistant Principal build classrooms according to the needs of students.
2. The teacher evaluation system has served as a framework for teachers, causing them to be more reflective in teaching and learning. At the start of each academic year and as driven by data, the school administrator goal sets with the teacher. An established measure for monitoring student progress and teacher effectiveness is implemented. A mid-year review of the teacher's goal and progress is completed and if necessary additional assistance is provided by school based team and the central office Instructional Support Team. Also, to the extent possible, the skill sets of instructional specialists or internal and/or external partners are used to enhance and supplement the quality of feedback and support. The principal and members of OSI will continue to participate in technical assistance opportunities during the school year.
3. Successful teachers at Swansboro Park Elementary are identified by their work as denoted by classroom visits, the seven teacher performance standards, student assessment data and participation in events which work to positively influence the school culture. The Principal's agenda, faculty and staff luncheons, faculty and staff outings, public acknowledgements/accolades expressed verbally in meetings and certification are among the few acknowledgements implemented within the reward system. The implementation of various incentive programs based on student and teacher progress are also used.
4. Teachers in need of support are identified based upon classroom data, the seven teacher performance standards, student assessment data and teacher conferences. Formative assessments and strategy implementations are also used to evaluate the success or lack of success of a teacher. Professional development opportunities are designed and or assigned to teachers according to student academic performance data. The approach to planning teacher professional development /goals for the school year will be driven by the individual needs of teachers, efforts to change teacher behaviors, and to improve the quality of instruction to increase student performance. Data gathered from teacher evaluations and classroom observations will be analyzed to focus on individual needs of teachers. This tailored approach of developing professional development goals will include an opportunity for teachers to self-reflect on their development and express their thoughts on areas where they would like to further development. All decisions and conversations will be held using various student data points to support the planning of teacher professional goals. Differentiated professional development and coaching will continue to be a part of the recipe to maintain a high

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

performance school culture designed to improve teacher skills and development and content knowledge with the ultimate goal of improving student learning.

5. Persons in administrative positions are evaluated annually. Specifically, principals at the priority schools are evaluated by the Executive Director of Elementary Schools using the district's evaluation document. The evaluation document is narrative and requires professional judgment on the part of the evaluator. The evaluator, trained with professional knowledge (formal study) and skills (practical experience), is responsible for assessing the performance of the principal against outcomes specified by the state, school division, and site. The evaluation is a two-fold process that involves both formative and summative evaluations. Formative evaluation includes on-going communication with feedback and assistance between the evaluator and the evaluatee. More specifically, formative evaluation is continuous and cyclical. It focuses on improving the overall educational program. This process culminates with summative evaluation which serves as an end, an annual judgment of the administrative performance. It focuses on improvement of individual performance. The entire process represents a collaborative effort in which the evaluator and the evaluatee design the focus of the evaluation, gather supportive data and draw conclusions based on the given data. The evaluation procedure is both formal and informal. The formal procedure includes the following three steps: the initial conference, the interim review, and the annual evaluation. The Executive Director does goal setting with the Principal and completes a formal observation process through an internal monthly accountability procedure-Instructional Support Team. Through the Instructional Support Team, the principal demonstrates instructional leadership capabilities.
6. **Not applicable.**

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 will be a collaborative process for matters relating to the school improvement effort, which includes stakeholders from the district and school level as well as the external partners. The administrator has established a Transformation Leadership Team that participates in all decisions related to school improvement efforts, the school vision, and the Indistar Plan. The team is comprised of the principal, assistant principals, content and grade level representatives, guidance counselors, district representative/content specialist, Exceptional Education, Title I representative, parent and literacy and math coaches. The indicators drive the work of the Transformation Leadership Team and tasks outlined in the Indistar plan. Twice a month, the team meets to discuss progress towards completing tasks in the plan. School Improvement requires buy-in by all parties supported by an understanding that all team

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

members are valued and expected to make a positive contribution in the change process. The LTP and the district will establish norms that serve as a systemic approach to gathering data, meeting with administration, observing classroom instruction, and giving timely structured feedback to teachers. The LTP and district will meet regularly to discuss plans, establish next steps and recommendations for school administration and staff. The approach by the LTP and district when working with schools will involve assisting with identifying strengths as well as areas for refinement. This approach will allow each administrator to feel included in the process and valued as the school leader.

2. Existing barriers include division discipline policies and Human Resource policies that focus on recruitment and hiring. Further, there is a need for additional technology to support Tiered Intervention Programs. The Associate Superintendent for Academic Services, the Executive Director of School Improvement, and the Federal Program Director are working together to support needed technology. In an effort to remove barriers, the participants on the Transformation Leadership Team discuss the positive aspects of removing the barrier. The division representatives are present to hear and participate in the discussion. If it is agreed upon that it is truly a barrier that cannot be removed by the site administrator, the division team then determines which office is best able to address the removal of the barrier. The designated division team member returns and discusses the matter with their division team to determine if they can remove the barrier. If it is determined that they do not have the authority as an office to remove the barrier, the matter is then brought to cabinet and the final decision rest with that body, as a policy may need to be adjusted or amended. Thus far the barriers that have been discussed are being addressed by the site, the ELTP and the division offices. Policy has not been changed at this point. One example of such a division meeting occurred on February 27, 2015 with the Office of School Improvement and Innovation to discuss the needs of the buildings pertaining to ELTP progress and related concerns.

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 School Improvement Team, External Lead Partners and the Transformation Leadership Team, will meet to determine the services that should be maintained and/or eliminated after such federal funds and supports ends. Funding will be sought by the LEA as needed to maintain any supports (fiscal/human) that the teams deem appropriate in an effort to continue to promote student achievement. Multiple data sources will be utilized to help make decisions on a continuum. We also will continue to receive access to content related academic resources. The principal's leadership team, central administration, and the partners will be involved in this process.
2. In preparation for the phase out of funds, supports and services, the Transformation

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

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 (via asset mapping) 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 provide support for programs and materials that had a positive impact on student achievement by seeking additional grant funds and leveraging existing resources.

3. Based on analysis of data, the LEA and school will determine the specific level of technical and financial assistance needed from the state. Schools in improvement will benefit from state support that offers professional development webinars, extended learning experiences, and professional growth conferences for teachers to ultimately increase student learning.

SECTION 2: REQUIRED ELEMENTS, PART 1

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

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

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

Not Applicable

- (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)

Swansboro Reading			
	2012-2013	2013-2014	2014-2015
All Students	56	48	52
Asian	TS	TS	TS
Economically Disadvantaged	54	47	100
Gap Group 1 (Disabled, LEP or Disadvantaged)	55	48	55
Gap Group 2 (formerly Black)	55	47	52
Gap Group 3 (formerly Hispanic)	TS	0	0

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

Limited English Proficient	TS	TS	TS
Students with Disabilities	56	14	33
White	67	50	50
Swansboro Math			
All Students	55	64	51
Asian	TS	TS	TS
Economically Disadvantaged	54	64	83
Gap Group 1 (Disabled, LEP or Disadvantaged)	55	64	43
Gap Group 2 (formerly Black)	55	63	50
Gap Group 3 (formerly Hispanic)	TS	0	50
Limited English Proficient	TS	TS	TS
Students with Disabilities	58	33	27
White	33	100	50

- (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.*

Total number of minutes in the school year required to attend:

Daily= 360 minutes * 170 days=61,200 minutes/day {the master schedule was altered thus allowing for an additional 5 minutes per day which equaled 62,050 minutes/day (+850 minutes for 2014-15)}

Afterschool =120 minutes*48 days=5,760 minutes/day {November –May at 2 days/week}

Summer School =240 minutes*19 days =4,560 minutes/day {June-July 4 days/week}

Maximum number of minutes for 2014-15 = 72,370 minutes/day

It is anticipated that an additional day of Saturday Academy will occur in 2015-2016 = 180 minutes * 1 day = 180 minutes/day. Also the division has implemented an additional 90 minutes per week of PD for teachers= 90 mins/week * 36 weeks = 3,240 minutes.

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

Total Enrollment	257
Male	116
Female	141
Asian	0
Black	250

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

Hispanic	4
White	3
Students with Disability	31
English Language Learner	2
Economically Disadvantaged	255
Migrants	0
Homeless	14

- (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).

The data according to the VDOE Report Cards and preliminary 2014-15 SOL data yields the following: Annual reading scores reveal a sharp decline in performance in third grade from 2012-13 to 2013-14 with a 9% gain from 2013-14 to 2015-16. Third grade performance in reading is now going in the right direction once again (75%, 46%, 54% respectively). Fourth grade reading is showing a steady decline from 2012-13 to 2014-15 (54%, 52%, 43% respectively). Fifth grade reading is showing the greatest promise with movement in the positive direction (39%, 45%, 58% respectively). From 2013-14 to 2014-15 the grade level experienced double-digit gains in reading. Mathematics has evidenced the same downward trends with respect to grade level performance over a three year period in grades 3 (60%, 56%, 51%) and 4 (78%, 80%, 46%); however, grade 4 showed much greater decline - a 24% decline from 2013-14 to 2014-15. Grade 5 (30%, 53%, 57%) mathematics performance has a slight upward trend. It is with increased targeted intervention and strengthened tier I instruction through the provision of feedback and professional development that the school will move forward to meet or exceed the FAMO targets.

- (6) Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess. Description should provide insight into the capacity and functionality of the facility to serve students.

1. Date building was built: 1913
2. # of Classrooms: 18
3. Description of library media center: The media center has 4191 books in circulation at the end of the 2014-15 school year. There are 9 computers for student use (6 Thin Clients and 3

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

- IMACs) and one Smartboard with built in projector for instructional support.
4. Cafeteria: The cafeteria seats 228 students (19 tables that seat 12 students each). There is one serving line used to service students daily for breakfast and lunch.
 5. Physical education area: Swansboro has gym space and one playground that is shared by the grade levels to support physical education and/or recess.

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

Each classroom has 1-2 laptops. There are 50 free standing desk top computers. Each classroom has an LCD projector; however they are between three and five years of age. There are five document cameras in the facility. Six laptop carts with 30 computers are assigned to testing grades for student utilization [Each 5th grade classroom utilizes a cart; each 4th grade classroom has an assigned cart; 3rd grade shares 2 carts among 3 classrooms]. Smartboards are present in 8 classrooms. Therefore there is a need to provide additional Smartboards to promote equity.

(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:	23	92
Teachers Not Highly Qualified:	2	8

SET 2:

Category	Number of Teachers	Percentage of All Teachers
Teachers with Less Than 3 Years in Grade/Subject:	12	48
Number of Teachers with a Provisional License:	2	8

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

Kindergarten (2)

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

Grade 1 (3)
Grade 2 (2)
Grade 3 (3)
Grade 4 (1)
Grade 5 (1)

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

Years	# Instructional Staff
0	4
1	6
2	2
3	3
4	0
5	2
6	1

Years	# Instructional Staff
7	1
8	1
9	0
10	1
11	0
12	0
13	0

Years	# Instructional Staff
14	0
15	0
16	0
17	2
21	1
22	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
4250	4001	94%

SECTION 2: REQUIRED ELEMENTS, PART 2

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

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

*An LEA proposing to use SIG funds to implement the *Restart* model in the school must 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

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

education management organization (EMO) that it has selected to operate or manage the school or schools.

The district followed the process outlined by VDOE to select our Lead Turnaround Partner. The principal and district representatives attended October 14, 2016 Cohort VI Priority Technical Assistance where six External Lead Turnaround Partners (ELTP) presented to various school divisions. The principal invited division representatives, community partners, school staff and parents to attend the presentation of three ELTP's selected from the October technical assistance. The meeting was held on October 29, 2015 where feedback was obtained and used in the selection process. This group's top ELTP was Catapult Learning. The principals made a recommendation for service. The final selection of Catapult Learning was presented to the Superintendent and the school board on November 16, 2015. Once the ELTP was selected, a needs assessment was slated to be conducted in order to analyze the operational needs of the school and to make the recommendation for services.

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

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

The OSI² team and district designees will support the school in the following ways: monitor LTP staff and interventions; participate in the school's transformational team meetings; strategically align deployment of resources based on data-driven need; continue to research instructional best practices; develop and provide leadership and instructional development. The OSI² will:

1. determine level of oversight, support strategic allocation of resources, identify additional supports that are required by district, Title IA, etc.
2. provide oversight support, and strategic resource allocation (human, material, etc.) to schools
3. provide onsite monitoring by OSI² staff, Executive Directors of Elementary and Secondary or Director of Curriculum and Instruction, to ensure the school is effectively and efficiently addressing the leading and lagging indicators.
4. monitor the utilization of the longitudinal data system to monitor interventions, attendance, discipline, grades, benchmarks, student academic growth, teacher observations and proficiency

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

ratings, instructional time (extended learning time and additional core minutes), teacher feedback provided on lesson planning and observations, parental involvement activities, etc.

4. review and provide feedback on the school improvement plan and feedback to teachers, required VDOE reports and district-level quarterly data analysis meetings to principals
5. promote a collaborative partnership among VDOE facilitator, LTP, district and school with a focus on accountability (includes attendance at VDOE-required trainings, regularly scheduled checkpoint meetings with the ELTP).
6. ensure that parents serve on a variety of committees and that various modalities of communication are disseminated to parents in order to foster parent engagement in the decision-making process.

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

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

The district will ensure implementation of the LTP's intervention model and external facilitators by establishing a district-level turnaround office. The newly created Office of School Improvement and Innovation (OSI²), composed of an Executive Director, two Program Managers, Data Instructional Specialist, Grants Manager, will:

1. tier all priority schools (to determine level of oversight, support strategic allocation of resources, identify additional supports that are required by district, Title IA, etc.)
2. provide oversight (based on tier), support, and strategic resource allocation (human, material, etc.) to schools
3. provide onsite monitoring by OSI² staff, Executive Directors of Elementary and Secondary or Director of Curriculum and Instruction, to include:
 - a) attending monthly or bi-weekly Transformation Leadership Team (TLT) meetings
 - b) using the longitudinal data system to monitor interventions, attendance, discipline, grades, benchmarks, student academic growth, teacher observations and proficiency ratings, instructional time (extended learning time and additional core minutes), teacher feedback provided on lesson planning and observations, parental involvement activities, etc.
4. review and provide feedback on the school improvement plan and feedback to teachers, required VDOE reports and district-level quarterly data analysis meetings to principals
5. promote a collaborative partnership among VDOE facilitator, LTP, district and school with a focus on accountability (includes attendance at VDOE-required trainings, regularly scheduled checkpoint

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

meetings with LTP).

Timeline:

December 2015: ELTP/OSI² will review contract, deliverables and expectations and establish metrics of measurable impact, set goals

January 2016-June 2016: ELTP implementation of services

June 2016-July 2016: ELTP will support job-embedded professional development and data driven training based on evidence collected from observations during the summer school session. They are slated to provide 4 hours of training per week.

June 2016- September 2016: ELTP implementation, targeted professional development, goal-setting for 2016-2017

October 2016-June 2017: ELTP implementation of services

Monthly meetings with ELTP and OSI² review of support and measures of growth, recommendations and suggestions

June/July 2017: ELTP reviews results of impact for second year, revisit service contract

September 2016 -2017: attend AARPE training and conduct required follow-up

Weekly: Onsite monitoring by OSI² staff/designees to schools

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

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

Not Applicable

SECTION 3: EXPLANATION OF LACK OF CAPACITY TO IMPLEMENT

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

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

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

1. Describe the steps the LEA has taken to secure the continued support of the local school board for the reform model chosen.	Not Applicable
2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.	Not Applicable
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).	Not Applicable
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.	Not Applicable

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

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

- 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:
- Establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
 - Document and describe each action to be implemented, who is responsible and date by which action will be completed;
 - Collect meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
 - Set leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and
 - Complete an analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school.
- (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
Office of School Improvement
LEA Application for SIG Funds

- 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.

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

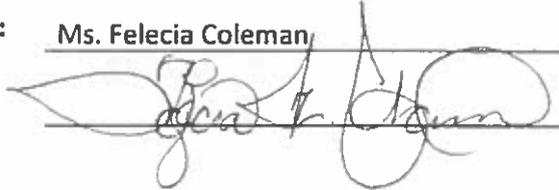
Assurance: The local educational agency (LEA) assures that School Improvement Grant 1003(a) and/or 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under Virginia's *ESEA Flexibility Waiver* and unwaived requirements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

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

School Division (LEA): Richmond City Public School System

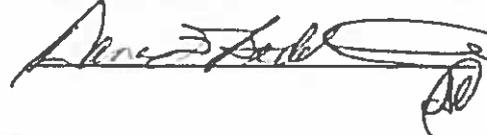
Priority School: Swansboro Elementary School

Principal's Typed Name: Ms. Felecia Coleman

Principal's Signature: 

Date: 11/24/2015

Superintendent's Typed Name: Dr. Dana Bedden

Superintendent's Signature: 

Date: 12/10/15

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

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

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

Virginia Department of Education
 Office of School Improvement
 School Improvement Grant Application
 School Year 2015-2016

BUDGET COVER PAGE

Division (LEA) Name: Richmond City Schools

Cohorts I-V Priority Schools	School Year 2015-2016	School Year 2016-2017	School Year 2017-2018
School Name: Swansboro	\$ 400,970.52	\$ 454,808.36	\$ 268,067.80
School Total by Year	\$ 400,970.52	\$ 454,808.36	\$ 268,067.80

I hereby certify that, I have reviewed the information contained within this budget proposal and to the best of my knowledge, the information contained within is correct.

[Signature]
 Signature of Superintendent or Qualified Designee

2/8/16
 Date

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

BUDGET SUMMARY FOR: Swansboro 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	\$ 208,325.17	\$ 219,408.50	\$ 71,373.33	\$ 499,107.00
2000	Employee Benefits	\$ 26,693.25	\$ 31,126.58	\$ 19,801.89	\$ 77,621.72
3000	Purchased Services	\$ 136,127.03	\$ 174,847.00	\$ 173,219.00	\$ 484,193.03
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ 26,825.07	\$ 26,426.28	\$ 3,673.58	\$ 56,924.93
6000	Supplies & Materials	\$ 3,000.00	\$ 3,000.00	\$ -	\$ 6,000.00
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 400,970.52	\$ 454,808.36	\$ 268,067.80	\$ 1,123,846.68

School Improvement Grant Application

School Year 2015-2016

Budget Request for: Swansboro 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
OSII Staff Salaries	OSI&I (5 persons = 1 Executive Director (12 mos), 2 Program Managers (12 mos), 1 Instructional Data Specialist (12 mos), 1 Grants Manager (12 mos) divided between 11 Priority Schools for 9 months)=\$365,750.00/ \$40,638.89 per month	\$ 33,250.00	\$ 44,333.33	\$ 44,333.33	\$ 121,916.66
Teacher Stipends	Transformational Leadership Team Stipends 10@\$1000 = total \$10,000 Process Manager: 1 teacher @ (\$3,000.00) to manage indistar, develop (with principal) agendas and disseminate minutes, ensure timely submission of reports (cannot receive the \$1,000.00)	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 39,000.00
Teacher Stipends for PD	Teacher Stipends for LTP-supported professional development in relation to school improvement efforts outside of contract hours (25 teachers for 9 hours for LTP training / planning (January 2016 - September 2016) @ \$40 /hour= \$9,000 and 12 teachers (2 per grade level) for 16 hours for LTP training/planning of school-wide initiatives for Fall 2016 during summer 2016 @ \$40 = \$7,680 Total: \$16,680.00	\$16,680.00	\$ 16,680.00	\$ -	\$ 33,360.00
Teacher Stipend for Summer School 2016	Summer Program (See RPS Priority School Summer Programs, Training and Initiatives): [25 regular/special education (25 teachers *\$40/hr*6 hrs/day [inclusive of 1 hr/day of PD from LTP]*19 days) = \$114,000; 2 PD sessions @ 8 hours days/day for 25 teachers at the same rate of pay = \$16,000; 1 instructional aide (1 aide* \$15.85/hr. *4.5 hrs/day* 19 days) =\$1355.17] Total: \$131,355.17	\$131,355.17	\$ 131,355.17	\$ -	\$ 262,710.34
Stipends for Substitute Teachers during teacher Planning/PD Days	Substitute teachers for 6 full days of data analysis, coaching/modeling, professional development and planning throughout the year (5 substitutes *6 grade levels (K-5) *6 planning/PD days @ \$78/day) = \$14,040.00	\$ 14,040.00	\$ 14,040.00	\$ 14,040.00	\$ 42,120.00
Total Compensation		\$ 208,325.17	\$ 219,468.50	\$ 71,373.33	\$ 499,107.00

Personal Services
supported from other
funding sources:

Other Expenses: \$296,850

Executive Admin for OSII Office: \$60,000; Reading (2) and Math Coaches (1) (Title I @ 43,200 x 3 = \$131,600); Afterschool remediation (District \$20,000);
Professional development teacher stipend (Title II \$5,250) 35 x 2 days @ \$75/day; Tutors (Title I: \$80,000) (non-degree \$15/hr and degree \$21 hrs/wk for
20 weeks) = \$296,850

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 OSII Staff Salaries	OSII (5 persons = 1 Executive Director (12 mos), 2 Program Managers (12 mos), 1 Instructional Data Specialist (12 mos), 1 Grants Manager (12 mos) divided between 1.1 Priority Schools for 9 months)=\$365,750.00/ \$40,638.89 per month/calculated at 40% of salary).	\$ 13,300.00	\$ 17,733.33	\$ 17,733.33	\$ 48,766.66
FICA for Teacher Stipends	Transformational Leadership Team Stipends: 10@\$1,000 = total \$10,000 Process Manager: 1 teacher @ (\$3,000.00) to manage Indistar, develop (with principal) agendas and disseminate minutes, ensure timely submission of reports (cannot receive the \$1,000.00)	\$ 994.50	\$ 994.50	\$ 994.50	\$ 2,983.50
FICA for Teacher Stipends for PD	Teacher Stipends for LTP-supported professional development in relation to school improvement efforts outside of contract hours (25 teachers for 9 hours for LTP training / planning (January 2016 - September 2016) @ \$40 /hour= \$9,000 and 12 teachers (2 per grade level) for 16 hours for LTP training/planning of school-wide initiatives for Fall 2016 during summer 2016 @\$40 = \$7,680 Total: \$16,680.00	\$ 1,276.02	\$ 1,276.02	\$ -	\$ 2,552.04
FICA for Teacher Stipend for Summer School 2016	Summer Program (See RPS Priority School Summer Programs, Training and initiatives): (25 regular/special education (25 teachers @\$40/hr*6 hrs/day [inclusive of 1 hr/day of PD from LTP]* 19 days) = \$114,000; 2 PD sessions @ 8 hours days/day for 25 teachers at the same rate of pay = \$16,000; 1 instructional aide (1 aide* \$15.85/hr. *4.5 hrs/day* 19 days) =\$1,355.17) Total: \$131,355.17	\$ 10,048.67	\$ 10,048.67	\$ -	\$ 20,097.34
FICA for Stipends for Substitute Teachers to allow for teacher PD	Substitute teachers for 6 full days of data analysis, coaching/modeling, professional development and planning throughout the year (5 substitutes * 6 grade levels (K-5) * 6 planning/PD days @ \$78/day) = \$14,040.00	\$ 1,074.06	\$ 1,074.06	\$ 1,074.06	\$ 3,222.18
Employee Benefits supported from other funding sources:	Total Employee Benefits	\$ 26,693.25	\$ 31,126.58	\$ 19,801.89	\$ 77,621.72
<p>Other Expenses: \$84,691.63 Executive Admin for OSII Office: (Benefits \$24,000; Title I); Reading (2) and Math Coaches (1) (Benefits \$52,640; Title I); Afterschool remediation FICA \$1,530; District); Professional development teacher stipend (FICA \$401.63; Title III); Tutors (FICA \$6,120; Title I) = \$84,691.63</p>					

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 VDOE Contractor AS prescribed by the Office of School Improvement	Catapult LTP Services per VDOE approved SOW: 12 months, 40 hours at \$605.00 student x 256 students = \$154,880.00/ year (\$12,906.67/ mo) Start date January 2016 = Contractor orientation, Reports/data review, Continuous monitoring the alignment of the division, LTP, and the school(300 hrs *\$61.13=\$18,339)	\$116,160.03	\$154,880.00	\$154,880.00	\$ 425,920.03
Summer School Curriculum Embedded Field Trips	Science Museum (Gr 4/5) \$17 x 60 students = (\$1,020.00); Gr K-2 VA Rep Theater presentation 2 days/5 schools (approx. 380 students) \$/5 elementary schools = (\$608 each school) = \$1,628. Field trips will align with summer reading and math instructional content.	\$ 1,628.00	\$ 18,339.00	\$ 18,339.00	\$ 55,017.00
Total Purchased Services		\$ 136,127.03	\$ 174,847.00	\$ 173,219.00	\$ 484,193.03
Purchased Services supported from other funding sources:		Other Expenses: \$23,500 Professional Development (Title IIA: \$5,000); Title I Institute Professional Development (Title I: \$4,000); Other professional development offsite (Title I: \$8,000); Istation (K-2) (Title I: \$6,500)			

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
Internal Services supported from other funding sources: Insert response here:		Total Internal Services \$ -	\$ -	\$ -	\$ -

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:			