**Title I 1003(a) School Improvement Grant-Focus School(s) Application**



**School Year 2015-2016**

Maryland State Department of Education

200 West Baltimore Street

Baltimore, MD 21201

**There will be two windows in which LEAs may submit applications:**

**Window 1: By August 14, 2015**

**Window 2: By September 1, 2015**

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**PROGRAM DESCRIPTION**

|  |  |  |
| --- | --- | --- |
| **Name of Grant Program:** | Title I 1003(a) School Improvement Grant-Focus School(s) Application | |
| **Authorization:** | No Child Left Behind Act of 2001, of the Elementary and Secondary Education Act, Title I, Part A, Subpart 1/ESEA Flexibility Waiver | |
| **Deadline for Receipt of Application**  **Focus Vision**  **Background**  **Purpose**  **Eligible Applicants:**  **Total Funds Available:**  **Estimated LEA Allocations:**  **Technical Assistance Webinar:**  **LEA Oversight:** | There will be two windows in which LEAs may submit applications:  **Window 1: August 14, 2015 -** Applications received by this date will be reviewed during the week of August 17-20.  **Window 2: September 1, 2015 –** Applications received by this date will be reviewed during the week of September 8-11.  The Focus grants are meant to assist Focus Schools in implementing and sustaining strategies and services that lead to improved outcomes to narrow the achievement gaps for the identified subgroups. The expectation for grant recipients is a strong systemic commitment to the design, implementation, and evaluation of strategies and services to close identified achievement gaps. These grants are founded on the belief that the change necessary to significantly narrow achievement gaps is not a general, English Language Learner, or special education issue. Closing the gaps will take more than any single innovation or intervention, program might deliver. It will be a systemic change. It will include a review of the reasons behind the gap, including a study of the underlying issues, a clear understanding of what is meant by providing access to the curriculum for all students, and a collaborative approach that identifies evidence-based practices.  Maryland’s approved ESEA Flexibility waiver request waives the requirement to identify schools for improvement, corrective action, or restructuring and instead requires Maryland to identify Priority, Focus, and Approaching Target Schools. To meet its obligations under ESEA section 1003(a), Maryland has determined that it will allocate a portion of these funds to schools identified as Focus Schools. Maryland’s approved ESEA Flexibility Renewal changes the amount of funding that Focus Schools will receive. Awards will range from $30,000 to $120,000 annually based on need and strength of proposed interventions.  ESEA flexibility does not require interventions to be focused exclusively on the students that compose the subgroup or subgroups that caused the school to be identified. *However, for those Focus Schools identified because of the achievement gap with the students with disabilities or English Learners subgroups,* ***it should be evident in the application that the strategies should disproportionately benefit those students.*** The school/LEA may not use these funds for an intervention for all students in a school, or all students in a grade.  For those Focus Schools identified because of the achievement gap with a racial or ethnic subgroup, ***an LEA should consider the needs of the lowest-performing students in targeting interventions and supports***  ***— based on an assessment of the specific academic needs of the school and its students — regardless of the particular subgroup or subgroups to which the students belong.***  **cus**  Funds will be available annually to LEAs that currently have schools identified as Focus Schools under Maryland’s Approved ESEA Flexibility Plan.  Up to $4,920,000 **(LEA funds are subject to adjustments based on any adjustment in funds for Title I, Part A.)**  Maryland will award 1003(a**)** funds to its Focus Schools on a needs basis. Grant funding will range from $30,000 to $120,000 per school per year.  MSDE will provide a technical assistance webinar on the Focus Grant application on **July 30, 2015.** LEAs will receive information about accessing this webinar in the near future.  It is recommended that each LEA that has one or more Focus Schools convene a team of central office staff members from appropriate offices to oversee the implementation of the selected interventions as well as the strategies that the LEA will implement in their Focus Schools. This team would assign staff to provide technical assistance to schools identified as Focus Schools as the schools develop and implement their intervention plans. The team could coordinate the support, as well as, monitor and assess progress or each Focus School, and support the coordination of differentiated support for teachers and staff in each Focus School. | |
| **Allowable Costs:** | These funds must be used to support strategies in Focus Schools that are part of a systemic, ongoing effort, and are designed to assist those schools in closing the identified achievement gap, and in addressing the root cause(s) for why that gap exists.  See Appendices **A3-1 and A3-2 for allowable and unallowable activities**.  **NOTE:** Professional development activities should be ongoing.  Attendance at conferences, rental of facilities, and the purchase of food (with the exception of parent training as appropriate) will not be allowed with these funds.  NOTE: Costs incurred prior to the approval of the application will not be funded through this grant. | |
|  | All documentation must be maintained for **all** expenditures at the district/school level for at least three years (EDGAR 80.42 (2)(b)(3)(c)).  This documentation must include, as appropriate, sign-in sheets, agendas, notes, evaluations, and other documents that will assist in the monitoring and audit process. | |
|  | **Grant Period: July 1, 2015– October 31, 2016** | |
|  | |  | | --- | | **Reporting Requirements:**  Grantees must submit:   * Interim Progress Report – February 27, 2016 * Final Progress Report – January 31, 2016 * Final Financial Report – January 31, 2017 |   **Submission Procedures:**  **The grant application may be downloaded from the MSDE Title I website at** www.marylandpublicschools.org.  Proposals must contain the following information, assembled in the order indicated:   1. Cover Sheet 2. Assurances 3. Narrative Components  Section I - LEA OverviewSection II – Individual School Narrative  1. Budget and Budget Narrative   Table C1 Signed C-125  Table C2 Consolidated LEABudget Narrative Document  Table C3 School Budget Narrative  Table C4 Contracting with Consultants   1. The General Education Provisions Statement | |
|  | **LEAs will submit electronic copies of their completed applications. Once approved, LEAs will submit hard copies of their application to:** |

Maryland State Department of Education

Division of Student, Family, and School Support - 4th Floor

Program Improvement and Family Support Branch

200 West Baltimore Street

Baltimore, Maryland 21201-2595

**Attention: Nola Cromer**

**PROPOSAL REVIEW:**

Each subgrantee will undergo a risk assessment established by MSDE prior to the awarding of Federal funds.

**MONITORING:**

MSDE will monitor the implementation of the LEA’s implementation of interventions in its Focus Schools through onsite and/or desk monitoring. Monitoring may be scheduled at various times of the year, and may include review of documentation related to: the LEA’s Process for Ensuring Implementation of Interventions/Strategies, Expenditure of Funds, Assessment of Effectiveness and Impact of Activity, and/or Evidence of LEA Support. LEAs will be expected to provide evidence related to the identified area(s).

The Maryland State Department of Education does not discriminate on the basis of age, ancestry, color, creed, gender identify and expression, genetic information, marital status, disability, national origin, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs. For inquiries related to departmental policy, please contact:

Equity Assurances Compliance Branch

Maryland State Department of Education

200 West Baltimore Street

Baltimore, Maryland 21201-2595

Voice: (410) 767-0426

TTY/TDD: (410) 333-6442

FAX: (410) 767-0431

**Title I 1003(a) School Improvement Grant**

**Focus School(s) Application**

**Application Cover Sheet**

**School Year 2015-2016**

|  |  |
| --- | --- |
| **local School system:** |  |
| **Contact person & Title:** |  |
| **Address:** |  |
| **Telephone number:** |  |
| **email:** |  |
| **fax number:** |  |
| **DUNS NUMBER:** |  |

|  |  |  |
| --- | --- | --- |
|  | | |
| School Name | | **Amount of Funding Requested** |
|  | | $ |
|  | | $ |
|  | | **$** |
|  | | **$** |
|  | | $ |
|  | | **$** |
|  | | **$** |
|  | | **$** |
|  | | **$** |
|  | | **$** |
|  | | **$** |
|  | | **$** |
|  | | **$** |
| **TOTAL AMOUNT OF FUNDING REQUESTED** | **$** | |

**MSDE PROJECT CONTACT:**

Title I 1003(a) School Improvement Grant for Focus Schools

Nola Cromer, Specialist

Office: (410) 767-0293

Email: Nola.Cromer@maryland.gov

**GENERAL ASSURANCES for Title I 1003(a) School Improvement Grant – Focus School Application**

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.
2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failures to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
5. Entities receiving federal funds of $750,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
8. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant,including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

|  |  |
| --- | --- |
|  |  |
| **Superintendent of Schools/Head of Grantee Agency** | **Date** |

1. **LEA Overview**

These grants are founded on the belief that the changes necessary to significantly narrow achievement gaps is not a general, English Language Learner, or special education issue. Closing the gaps will take more than any single innovation, intervention, program, or service might deliver. It will be a systemic change. It will include a review of the reasons behind the gap, including a deep study of the underlying issues, a clear understanding of what is meant by providing access to the curriculum for all students, and a collaborative approach that identifies evidence-based practices.

MSDE considers collaboration between and among various offices in the LEA as instrumental in assisting Focus Schools make progress towards closing the achievement gap. Consequently, MSDE strongly recommends that each LEA that has one or more Focus Schools convene a team that of staff from appropriate offices to oversee the implementation of the selected interventions as well as the strategies that the LEA will implement in their Focus Schools.

1. **Please list the staff from the LEA, including the specific office for each member, who will provide specific, focused technical assistance to Focus Schools.**

|  |  |
| --- | --- |
| **Name** | **Office** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

1. **Please identify the specific supports will the offices above provide to Focus Schools.**
2. **How will the LEA coordinate the support, as well as, monitor and assess progress or each Focus School?**
3. **Please describe the LEA’s process, including the frequency, for monitoring the interventions to determine if they are closing the identified gap?**
4. **Individual School Narrative**

**Section A**

1. **School Name and ID Number:**
2. **Grade Levels:**
3. **Achievement Gap Subgroup:**

**Highest Performing: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lowest Performing: \_\_\_\_\_\_\_\_\_\_\_**

1. **Amount of Funding Requested:**

|  |  |
| --- | --- |
| **Needs Assessment**  A needs assessment is a systematic review of information collected from a variety of sources, analyzed to determine the problem.  Analysis of data related to:   * the achievement of the identified subgroup, or * in the case of Focus Schools identified for a racial or ethnic subgroup, the lowest-performing students in the school | **Address**   * **What data were collected to look at the achievement of the subgroup?** * **Identify who is affected by the problem, including grade level(s).** * **How does the achievement of the identified subgroup compare to the achievement of other students**? |
| **Provide an analysis of the data that the school reviewed:** | |

|  |  |
| --- | --- |
| **Root Cause(s)**  The most basic, underlying, specific reason(s) for the presence of an effect or result.  (See Appendix A2 for **Hints for Determining the Root Cause)** | **Address**   * What are main factors that have impacted student achievement for this subgroup? |
| **Comments:** | |

**Strategies to be implemented:**

|  |
| --- |
| **Strategy 1:** |
| **Rationale: How does this strategy address the root cause(s) identified above?** |
| **Justification for Continuing: If this strategy was implemented during 2014-2015, provide information on how this strategy was effective in closing the achievement gap for the identified subgroup (or, in the case of a racial or ethnic subgroup) the lowest performing subgroup in the school.** |
| **Targeted Population:** |
| **Person(s) responsible for implementation:** |
| **Specific timeframe for implementation:** |
| **Assessment(s) to be used to monitor the effect of this strategy:** |
| **Resources needed to implement this strategy that will be funded with this grant:** |

|  |
| --- |
| **Strategy 2:** |
| **Rationale: How does this strategy address the root cause(s) identified above?** |
| **Justification for Continuing: If this strategy was implemented during 2014-2015, provide information on how this strategy was effective in closing the achievement gap for the identified subgroup (or, in the case of a racial or ethnic subgroup) the lowest performing subgroup in the school.** |
| **Targeted Population:** |
| **Person(s) responsible for implementation:** |
| **Specific timeframe for implementation:** |
| **Assessment(s) to be used to monitor the effect of this strategy:** |
| **Resources needed to implement this strategy that will be funded with this grant:** |

|  |
| --- |
| **Strategy 3:** |
| **Rationale: How does this strategy address the root cause(s) identified above?** |
| **Justification for Continuing: If this strategy was implemented during 2014-2015, provide information on how this strategy was effective in closing the achievement gap for the identified subgroup (or, in the case of a racial or ethnic subgroup) the lowest performing subgroup in the school.** |
| **Targeted Population:** |
| **Person(s) responsible for implementation:** |
| **Specific timeframe for implementation:** |
| **Assessment(s) to be used to monitor the effect of this strategy:** |
| **Resources needed to implement this strategy that will be funded with this grant:** |

|  |
| --- |
| **Strategy 4:** |
| **Rationale: How does this strategy address the root cause(s) identified above?** |
| **Justification for Continuing: If this strategy was implemented during 2014-2015, provide information on how this strategy was effective in closing the achievement gap for the identified subgroup (or, in the case of a racial or ethnic subgroup) the lowest performing subgroup in the school.** |
| **Targeted Population:** |
| **Person(s) responsible for implementation:** |
| **Specific timeframe for implementation:** |
| **Assessment(s) to be used to monitor the effect of this strategy:** |
| **Resources needed to implement this strategy that will be funded with this grant:** |

|  |
| --- |
| **Strategy 5:** |
| **Rationale: How does this strategy address the root cause(s) identified above?** |
| **Justification for Continuing: If this strategy was implemented during 2014-2015, provide information on how this strategy was effective in closing the achievement gap for the identified subgroup (or, in the case of a racial or ethnic subgroup) the lowest performing subgroup in the school.** |
| **Targeted Population:** |
| **Person(s) responsible for implementation:** |
| **Specific timeframe for implementation:** |
| **Assessment(s) to be used to monitor the effect of this strategy:** |
| **Resources needed to Implement this strategy that will be funded with this grant:** |

**Section B**

**Measures of Progress**

All schools must complete items 1-4.

1. Identify how, by the end of the 2015-2016 school year, the school will determine the impact of the proposed strategies on Reading achievement for the identified subgroup, or, in the case of schools identified because of an ethnic or racial subgroup, for the lowest-achieving students.
2. Identify the interim measures that the school will use to determine whether it is on track to meet its long term goals for student performance in Reading.
3. Identify how by the end of the 2015-2016 school year, the school will determine the impact of the proposed strategies on Math achievement for the identified subgroup, or, in the case of schools, identified because of an ethnic or racial subgroup, for the lowest-achieving students.
4. Identify the interim measures that the school will use to determine whether it is on track to meet its long term goals for student performance in Math.

**III. Budget and Budget Narrative**

Budget Narrative

The project’s budget should cover the project in detail and include any other funding sources. It should demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other sources funding. All strategies/activities described with in the project narrative must appear in the budget narrative. There should be no items in the budget narrative that do not appear in the project narrative.

Supplies and Materials

Reflect the unit cost, the number units to be purchased, if applicable, and total cost.

Equipment

Reflect the unit cost, the number units to be purchased, if applicable, and total cost.

Contracted Costs

Describe each service or activity, including the number of days, cost per day, and indicate the provider.

Salaries and Wages

Indicate the salary, or cost per day and the number of days.

Show how the expense was calculated for each line item and total each category. Reviewers will use this information to determine if your budget is reasonable and cost effective.

**Table C1**

**School Budget Narrative**

This is provided as a template. The LEA/school may choose to submit information below in an Excel spreadsheet.

| **Line Item** | **Description** | **Total** | **Other Funding Sources** |
| --- | --- | --- | --- |
| *Salaries & Wages* |  |  |  |
| **Total Salaries and Wages** | |  |  |
| *Fixed Charges* |  |  |  |
| **Total Fixed Charges** | |  |  |
| **Total Salaries and Wages *and* Fixed Charges** | |  |  |
| *Contracted Services* |  |  |  |
| **Total Contracted Services** | |  |  |
| *Supplies & Materials* |  |  |  |
| **Total Supplies and Materials** | |  |  |
| *Other Charges* |  |  |  |
| **Total Other Charges** | |  |  |
| *Equipment* |  |  |  |
| **Total Equipment** | |  |  |
| **School Grand Total** | |  |  |

**Table C2**

**Contracting Document**  **Please complete this form for each consultant /contractor who will be contracted for this grant period.**

*When planning to contract with a consultant or other entity, provide* ***all*** *of the information below for each:*

|  |
| --- |
| Consultant / Company Firm Name / Address / Phone / E-mail / Website |
| Consultant /contractor Name(s) / Address / Phone / E-mail / Website |
| Has the consultant/contractor been contacted for their availability of services?  \_\_\_ Yes \_\_\_\_ No |
| Has the consultant tentatively agreed to provide the services to the school?  \_\_\_ Yes \_\_\_ No |
| Has the LEA gone through its bid process, if applicable? If the school/LEA responds No or “NA”, please provide additional information.  \_\_\_ Yes \_\_\_ No \_\_\_N/A |
| Describe what constitutes the services that the consultant/contractor will provide. Include the following:  Type of services to be delivered (direct services to students, training sessions, classroom coaching, online sessions, parent involvement workshops, etc.)  For professional development services, describe how those services will be “job embedded”:  Provide the dates: |
| Explain how the consultant/contractor’s services are aligned to district and school instructional programs, and aligned to the reason why the school was identified as a Focus school. |
| Professional developers are required to use the National Learning Forward Professional Development standards:  <http://learningforward.org/standards-for-professional-learning#.VZ_r6vlViko>  **The LEA/school must maintain all sign-in sheets, agendas, evaluations, and notes from all professional development. MSDE will monitor this documentation.** |

**.**

**The MSDE Proposed C-1-25 Budget Form**

Proposed Budget C-1-25 contains the itemized budget form that must be submitted with the RFP. If you are having difficulties categorizing your budget, consult with the financial officer in your local school system.

**This form must be signed by both your district’s Finance Officer and the Superintendent.**

Only the most current grant budget forms will be accepted, so please use the forms found on MSDE’s website.

1. http://marylandpublicschools.org/MSDE
2. http://marylandpublicschools.org/MSDE/aboutmsde/highlights
3. http://marylandpublicschools.org/MSDE/divisions/superintendent/grants/overview.htm
4. http://marylandpublicschools.org/MSDE/divisions/superintendent/grants/Budget+Information

Or

Go to the http://marylandpublicschools.org/MSDE website

Click More Highlights (on the left side under Highlights) Click Grants

**Insert C-125**

**http://www.marylandpublicschools.org/MSDE/divisions/superintendent/grants/Budget+Information**

**Table C3**

**Consolidated LEA Budget Narrative**

*To be completed by the LEA for all participating school budget totals*

This is provided as a template. The LEA/school may choose to submit information below in an Excel spreadsheet.

| **Line Item** | **Description** | **Total** | **Other Title I Funding Sources** |
| --- | --- | --- | --- |
| *Salaries & Wages* |  |  |  |
| **Total Salaries and Wages** | |  |  |
| *Fixed Charges* |  |  |  |
| **Total Fixed Charges** | |  |  |
| **Total Salaries and Wages *and* Fixed Charges** | |  |  |
| *Contracted Services* |  |  |  |
| **Total Contracted Services** | |  |  |
| *Supplies & Materials* |  |  |  |
| **Total Supplies and Materials** | |  |  |
| *Other Charges* |  |  |  |
| **Total Other Charges** | |  |  |
| *Equipment* |  |  |  |
| **Total Equipment** | |  |  |
| **Grand Total** | |  |  |

**V. The General Education Provisions Act (GEPA), Section 427**

Each applicant must develop and describe the steps such applicant proposes to take to ensure equitable access to, and equitable participation in the project by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

**APPENDICES**

**Appendix A1**

**List of Qualifying LEAs with Focus Schools**

1. **Anne Arundel-1**
2. **Baltimore City-13**
3. **Baltimore County-4**
4. **Carroll County-1**
5. **Charles County-3**
6. **Dorchester County-1**
7. **Harford County-1**
8. **Howard County-4**
9. **Kent County-1**
10. **Montgomery County-2**
11. **Prince George’s County-5**
12. **Saint Mary’s County-2**
13. **Talbot County-1**
14. **Washington County-1**
15. **Wicomico County-1**

**Total Number of Schools: 41**

**Appendix A2**

**Hints for Determining the Root Cause**

Many times, in helping to determine the root cause, or the main factors that have impacted student achievement for the identified subgroup, it may be helpful to use ***“The Five Whys.”***  When a problem presents itself, ask "Why did this happen?" Then, don't stop at the answer to this first question. Ask "Why?" again and again until you reach the root cause. This exercise can be surprisingly insightful in helping you figure out what is really going on, and can help you avoid "quick fix" solutions

**Example:** Our school has been identified as a Focus School because of the achievement gap with our special education students. In reviewing the data, the school discovered that over 75 percent of our students with IEPs are functioning far below grade level in reading.

Pose a question: Why are the majority of students with IEPs functioning below grade level in reading?

* Ask “why?” this condition exists.
* Each time the question “Why?” is answered, ask “Why?” of that statement.
* Continue asking “Why?” until you feel comfortable you have determined the root cause.
* Seek to verify your “root cause” with evidence.

|  |
| --- |
| **Possible Categories of Primary Concerns and/or Root Causes:**   * **Poor Programming –** This issue reveals that there is a program and/or practice occurring within the school that directly leads to one or more concerns that the school may have related to the achievement of students. * **Procedural Issue –** This issue describes a school or LEA policy or procedure or lack of policy or procedure that directly leads to one or more concerns that the school may have related to the achievement of students. * **Expertise Problem –** This issue means that staff does not have the expertise to implement strategies that will address one or more concerns that the school may have related to the achievement of students. * **Curriculum Problem –** This issue shows that the curriculum is absent or weak – standards, materials, instruction and assessment are not aligned. * **Limited Areas of Support –** This issue means that the school is providing weak or no programs of support for students who are struggling. * **Professional Development Problem -** This issue reveals that the staff has not had the appropriate professional development to meet the challenge the specific subgroup of students, or the lowest-performing students – lack of follow-up to training provided, little or no coaching, lack of time for staff reflection. * **Lack of Professional/Collaborative Learning Community -** There are limited formalized opportunities for staff to interact for a focus on instruction. |

**Appendix A3-1**

**1003(a) School Improvement Grant for Focus Schools**

**Allowable Expenditures**

These funds must be used to support strategies in Focus Schools that are part of a systemic, ongoing effort, and are designed to assist those schools in closing the identified achievement gap, and in addressing the root cause(s) for why that gap exists.

| **Activities aimed at improving student achievement and closing the achievement gap** | **Examples of Allowable Expenditures** |
| --- | --- |
| Providing tiered interventions strategically designed to address the needs of the lowest-performing students, for example, periodic screening of those students and a customized implementation of intervention; or, a thorough diagnostic assessment of those students, and a more customized implementation of intervention and one-to-one support for these students. | * Salaries of interventionists * Purchase of screening instruments if not provided to other schools (*Please note: If the LEA provides a screening instrument to other schools, using these funds to purchase the same instrument may be supplanting)* |
| Creating and implementing multiple, collaborative structures for the ongoing collection and analysis of data, and providing professional development around the use of data. | * Substitutes * Consultants, if needed * Stipends for teachers, if needed |
| Hiring additional, highly-trained teachers to implement a co-teaching model in one or more grades. | * Salaries and benefits of teachers |
| Hiring additional highly-trained staff that has been trained in instructional methodologies, differentiation, scaffolding, acceleration strategies, and progress monitoring to provide small group and/or one-to-one support to the lowest-performing students. | * Salaries and benefits of teachers |
| Purchasing and providing professional development on programs that provide accelerated learning for the lowest-performing students. | * Purchase of program(s) * Substitutes * Consultants, if needed * Stipends for teachers, if needed |
| Facilitating collaborative planning combined with an extensive teaming structure that bring together teachers of students with disabilities and English Learners with regular education teachers with a focus on the specific academic need of the lowest- performing students through ongoing analysis of data and the provision of instructional strategies in direct response to these needs. | * Consultant, if needed * Materials |
| Adopting Web-based tool, such as INDISTAR, for use with school improvement teams to inform, coach, sustain, track, and report improvement activities. | * Consultants * Stipends- Teachers * Substitutes * Cost of INDISTAR or other web-based tool |
| Enhancing the technology of the school to allow teachers effective ways to reach different types of learners and assess student understanding through multiple means. | * Technology with professional development also provided |
| Providing ongoing differentiated coaching about meeting the needs of the lowest-achieving students, to individual teachers which is informed by classroom observations, student assessments, and teacher need. | * Salary of coach or consultant * Substitutes if needed |
| Facilitating Professional Learning Communities (PLCs) that discuss/research meeting the needs of the lowest-achieving students. | * Consultants * Stipends- Teachers * Substitutes * Books or materials |
| Providing professional development for teachers on interpreting and analyzing trend data to guide decision making when planning reform efforts for school improvement. | * Consultants, if needed * Stipends- Teachers * Substitutes |
| Providing activities and supports to the families of students with disabilities, English Learners, or the lowest-achieving students to engage families as partners in the decisions for their children, inform families about current, evidence-based practices, and provide access to resources to assist them in helping their children to be successful in school. | * Consultants, if needed * Child care, if needed * Materials |

All documentation must be maintained for **all** expenditures at the district/school level for at least three years (EDGAR 80.42 (2)(b)(3)(c)).  This documentation must include, as appropriate, sign-in sheets, agendas, notes, evaluations, and other documents that will assist in the monitoring and audit process.

**Appendix A3-2**

**1003(a) School Improvement Grant for Focus Schools**

**Unallowable Expenditures**

**NOTE:** Professional development activities should be ongoing.

Attendance at conferences, rental of facilities, and the purchase of food (with the exception of parent training as appropriate) will not be allowed with these funds.

**NOTE**: Costs incurred prior to the approval of the application will not be funded through this grant.

|  |
| --- |
| **General cost of government** for states, local governments, and Indian tribes, the general costs of government are unallowable (except as provided in section 200.474 Travel costs) |
| **Housing costs,** housing allowances, and personal living expenses are only allowable as a direct cost and must be approved in advance by the Federal awarding agency. |
| **Insurance costs** when reasonable and necessary are generally allowable, see section 200.447 for specifics. Insurance to protect against defects in the institution’s materials or workmanship are unallowable. Losses which could have been covered by insurance are unallowable unless expressly allowed by the sponsor. |
| **Intellectual Property costs,** patent costs, copyrights, and related disclosures and filings are generally unallowable unless required by the Federal award. |
| **Interest** on borrowed capital, temporary use of endowment funds, or the use of an institution’s own funds are unallowable. |
| **Lobbying costs** are unallowable unless specifically authorized by statute to be undertaken with funds from sponsored agreements. |
| **Losses** on other sponsored agreements or contracts are unallowable. |
| **Membership costs** in any country club or social or dining club or organization are unallowable. Cost of memberships in organizations whose primary purpose is lobbying is unallowable. |
| **Organization costs** such as incorporation fees, brokers’ fees, fees to promoters, organizers, or management consultants, attorneys, accountants, or investment counselor, whether or not employees of the non-Federal entity are unallowable except with prior approval of the Federal awarding agency. |
| **Participant support costs** as defined in section 200.75 are allowable only with the prior approval of the Federal awarding agency. |
| **Proposal costs** on preparing bids, proposals, or applications on potential Federal and non-Federal awards or projects, including the development of data necessary to support the bids or proposals should be treated as indirect costs (F&A) and allocated currently to all activities of the non-Federal entity. No proposal costs of past accounting periods are allocable to the current period. |
| **Recruiting costs** for help wanted advertising, special emoluments, fringe benefits, and salary allowances incurred to attract professional personnel that do not meet the test of reasonableness or do not conform with the established practices of the non-Federal entity are unallowable. |
| **Reallocation costs** related to: fees and costs with acquiring a new home; loss on sale of former home; mortgage payments on a home being sold and income taxes related to relocation costs are unallowable. |
| **Rental costs** under “sale and leaseback” arrangements and “less-than-arm’s length” leases are only allowable up to the amount that would be allowed had the entity continued to own the property. |
| **Selling and marketing costs** of products or services of the institutions are unallowable except as a direct cost when approved by the awarding agency when necessary for the performance of the award. |
| **Student activity costs** are unallowable unless specifically provided for in the Federal award. |

**Appendix A4**

### 

**Suggestions for Completing an Approvable Budget Narrative**

* 1. **Salaries & Wages:**
* Reviewers must find consistency within the plan. If there are 25 teachers who will receive professional development, the application should not list materials for 35 people.
* **A detailed financial breakdown is required**. Always provide the number of participants x the cost x the # of sessions = total. Providing “some” of the information will only cause the plan to be returned for revision.
* Sending staff to conferences should be limited to a small number, one per grade, team leaders, or essential staff of the school. The grant will fund ***reasonable and necessary*** requests for staff to attend conferences. Attending staff should be aware that they will provide follow-up to staff upon their return. Their required presentation of conference information to staff should be written into the plan.
* Calculations must be checked and rechecked before reaching MSDE.
  1. **Contracts:**
* The LEA must ensure that contracts go through the bidding process, if applicable.
* Persons listed under “Contracts” must complete the “Contracting with Consultants” form.
* Consultants should have a track record for providing quality training.
  1. **Supplies and Materials:**
* Schools listing boxes of duplicating paper, construction paper, chart paper, index cards, Post-its, rulers, hole punchers, student workbooks, etc. as items for purchase will send a red flag that the grant funds may be used inappropriately. The grant funds are not to stock the school with supplies.
* Local funds or Title I, Part A should be used to purchase such supplies and materials to be used for delivering instruction.
* The grant will purchase ***reasonable and necessary*** supplies and materials for implementing strategies in their professional development plan.
  1. **Other Charges:**

**Equipment:**

Only purchases that are associated with activities outlined in the professional development plan will be allowable.

* The plan must provide an explanation of how purchasing Promethean Boards, clickers, tape recorders, flash drives, laptops, overheads, iPods, color printers, etc. are needed for training and/or instructional activities. The purchase of these items will be approved on a case-by-case basis. The plan must also describe how teachers and other staff will be trained to use equipment being purchased.
* The plan must provide a description of how the purchase relates to the training needs of the school.

**Appendix A5**

***SAMPLE***

### School Budget Narrative

|  |  |  |  |
| --- | --- | --- | --- |
| **Line Item** | **Description** | **Total** | **Other Title I Funding Sources** |
| *Salaries & Wages* | *Example:*  **Saturday training** for teachers  $24.00 (stipend per hour) x 6 hours x 24 teachers x 4 training sessions = $13,824 | $13,824 | $0 |
| **Total Salaries and Wages** | | **$13,824** | **$0** |
| *Fixed Charges* | **FICA** | $928 |  |
| **Total Fixed Charges** | | **$928.84** | **$0** |
| **Total Salaries and Wages and Fixed Charges** | | **$14,752.84** | **$0** |
| *Contracted Services* | **.5 FTE Coach (Retired Educator)** for individualized professional development and coaching (*See Contract with Consultant for specific information*)  [Note – before hiring this teacher, the school has checked with the LEA’s Human Resources Department, and received an approval for this hire] | $41,000 | Title I, Part A  $41,000 from reservation for low-performing schools |
| **Total Contracted Services** | | **$41,000** | **$41,000** |
| *Supplies & Materials* | Book for PLC – “Raising the Bar for Special Education Students” - $27.13/each x 32 staff = $868 | $868.16 | $0 |
| **Total Supplies and Materials** | | **$868.16** | **$0** |
| *Other Charges* |  |  |  |
| **Total Other Charges** | |  | **$0** |
| *Equipment* | $\_\_ cost per item x #\_\_ of items being purchased  $\_\_ cost per item x #\_\_ of items being purchased | $0  $0 | $0 |
| **Total Equipment** | | **$0** | **$0** |
| **Total** | | **$58,444** | **$41,000** |

**Appendix A6**

***Sample* Consolidated LEA Budget Narrative**

| **Line Item** | **Description** | **Total** | **Other Title I Funding Sources** |
| --- | --- | --- | --- |
| *Salaries & Wages* | *Example:*  *Stipends for Staff:*   * *Initial Professional Development*- East Elementary School - ($20.17/hr. x 6.5 hrs. x 11 staff members x 5 days) [Weekends]   *Substitutes:*   * *Initial Professional Development* – West Middle School – ($90/day x 4 substitutes x 2 days) | *Example:*  $7,211  $720 | $0 |
| *Fixed Charges* | *Example:*   * *FICA ($7,931 x .0765)* | $607 | $0 |
| **Total Fixed Charges** | | **$607** | **$0** |
| **Total Salaries and Wages *and*  Fixed Charges** | | **$8,538** | **$0** |
| *Contracted Services* | *Example:*  *Consultant fees-* East Elementary School  *Consultant fees – West Middle School* | $1,000 | *Title I, Part A*  $15,000 from reservation for low-performing schools |
| **Total Contracted Services** | | **$1,000** | **$15,000** |
| *Supplies & Materials* | *Example:*  *Materials to support the literacy development of LEP students –* West Middle School- (50 books at $19.85 each + $7.50 shipping)  *Book to accompany professional development for teachers –* East Elementary School – ($20.00/book x 15 teachers) “Implementing Tiered Instruction” | *Example:*  $1,000  $300.00 | $0 |
| **Total Supplies and Materials** | | **$1,300** | **$0** |
| *Other Charges* | *Example:*  Indirect Costs | *Example:*  3.23% of grant = $1,379 | $0 |
| **Total Other** | | **$1,379** | **$0** |
| *Equipment* | *Example:* | *Example:*  $0 | $0 |
| **Total Equipment** | | **$0** | **$0** |
| **Grand Total** | | **$12,217** | **$15,000** |

**Appendix 7**

**REVIEWER SUMMARY**

**School Improvement Grant – Section 1003(a) for Focus Schools**

**Reviewer: Local School System:**

**Date: Position/Title:**

1. **LEA Overview**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Complete, Detailed, and Clearly Articulated** | **Clarification**  **Needed** | **Missing/Incomplete** |
| * The LEA has listed the members from its central office that will assist its Focus Schools. |  |  |  |
| * The LEA Team includes staff from all appropriate offices. |  |  |  |
| Comments: | | | |
| 1. The LEA has indicated the specific supports that its offices will provide to its Focus Schools. |  |  |  |
| Comments: | | | |
| 1. The LEA has indicated how it will coordinate its support, monitor and assess progress for each Focus School. |  |  |  |
| Comments: | | | |
| 1. The LEA has indicated how and how frequently it will monitor the interventions to determine if the interventions are helping to close the achievement gap. |  |  |  |
| Comments: |  |  |  |

1. **Section A**

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions 1-4** | **Complete, Detailed, and Clearly Articulated** | **Clarification**  **Needed** | **Missing or**  **Incomplete** |
| The LEA has included for each Focus School:   * School name * School ID * School grade levels * Achievement Gap Subgroup * The Amount of Funding Requested |  |  |  |
| Comments: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions 5** | **Complete, Detailed, and Clearly Articulated** | **Clarification**  **Needed** | **Missing or**  **Incomplete** |
| Each school has:   * Indicated the data that were collected to look at the achievement of the subgroup. * Identified who is affected , including grade level(s) * Indicated how the achievement of the subgroup compares to the achievement of other students. |  |  |  |
| Comments: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Question 6** | **Complete, Detailed, and Clearly Articulated** | **Clarification**  **Needed** | **Missing or**  **Incomplete** |
| Each school has indicated what the main factors (root cause(s)) are that have impacted student achievement for this subgroup. Root causes are aligned to the finding from the data analysis. |  |  |  |
| Comments: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Question 7** | **Complete, Detailed, and Clearly Articulated** | **Clarification**  **Needed** | **Missing or**  **Incomplete** |
| Each school has identified:   * the evidence-based strategy(ies) that it will implement * how the strategy addresses the identified root causes * the targeted population * the person(s) for implementation * the specific timeline for implementation * the assessment(s) to be used to monitor the effectiveness of the strategy * the resources needed |  |  |  |
| Comments: | | | |

**Section B**

**Measures of Progress**

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions 1-4** | **Complete, Detailed, and Clearly Articulated** | **Clarification**  **Needed** | **Missing or**  **Incomplete** |
| The section should include:  Information about how, by the end of the 2015-2016 school year, the school will determine the impact of the proposed strategies on Reading achievement for the identified subgroup, or, in the case of schools identified because of an ethnic or racial subgroup, for the lowest-achieving students.  Information about the interim measures that the school will use to determine whether it is on track to meet its long term goals for student performance in Reading.  Information about how by the end of the 2015-2016 school year, the school will determine the impact of the proposed strategies on Math achievement for the identified subgroup, or, in the case of schools, identified because of an ethnic or racial subgroup, for the lowest-achieving students.  Information about the interim measures that the school will use to determine whether it is on track to meet its long term goals for student performance in Math. |  |  |  |
| Comments: | | | |

**School Budget Narrative**

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Complete, Detailed, and Clearly Articulated** | **Clarification**  **Needed** | **Missing or**  **Incomplete** |
| A consolidated budget narrative has been completed for *all* participating school budgets in the format requested in the application.   * The budget presents expenses that are related to the identified needs and root causes. |  |  |  |
| Comments: | | | |

**Consultant/Contractor Form**

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Complete, Detailed, and Clearly Articulated** | **Clarification**  **Needed** | **Missing or**  **Incomplete** |
| As applicable, each school has completed a consultant/contractor form for each consultant/contractor that it proposes to use. |  |  |  |
| Comments: | | | |

**Consolidated LEA Budget Narrative and Proposed Budget C-1-25**

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Complete, Detailed, and Clearly Articulated** | **Clarification**  **Needed** | **Missing or**  **Incomplete** |
| 1. A consolidated budget narrative has been completed for *all* participating school budgets in the format requested in the application. |  |  |  |
| 2. A C-1-25 signed by the **Budget Officer *and* the Superintendent** is provided. |  |  |  |
| Comments: | | | |

**General Education Provisions Act (GEPA), Section 427**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Complete, Detailed, and Clearly Articulated** | **Clarification**  **Needed** | **Missing or**  **Incomplete** |
| 1. Steps to ensure equitable access and participation in the project are included. |  |  |  |
| Comments: | | | |

**General Assurances**

|  |  |
| --- | --- |
| **Questions** | **Complete** |
| 1. The Superintendent signed the Assurances page. |  |