

Maryland State Department of Education

200 West Baltimore Street

Baltimore, MD 21201

**School Year 2016-2017**

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

**Appendices**

**Appendix A1**

**List of Qualifying LEAs with Focus Schools**

1. **Anne Arundel- 1**
2. **Baltimore City- 3**
3. **Baltimore County- 5**
4. **Calvert County – 1**
5. **Caroline County - 1**
6. **Charles County- 3**
7. **Frederick County - 5**
8. **Harford County- 2**
9. **Howard County- 7**
10. **Montgomery County- 7**
11. **Prince George’s County- 4**
12. **Queen Anne’s County - 1**
13. **Saint Mary’s County- 1**
14. **Talbot County-1**

**Total Number of Schools: 42**

**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)*
 |
| Providing evidence-based interventions for the lowest-performing students or those who are at risk of needing Tier III support.  | * Purchase of program materials
* Substitutes or stipends for teachers whom attend the training
 |
| 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. (Must be coupled with professional development) | * 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.

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| **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**

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**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** | **Title I Part A Allocation** |
| *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 | $41,000  |
| **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** | **Title I Part A Allocation**  |
| --- | --- | --- | --- |
| *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 | $15,000  |
| **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: (LEA)**

**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 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
* Whether it is a continuing school or not
* 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 grade level(s) that are affected
* 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 findings 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
* that the majority of strategies will be implemented during the school year
* how the strategy addresses the identified root causes
* the targeted population
* 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 1-2** | **Complete, Detailed, and Clearly Articulated** | **Clarification****Needed** | **Missing or****Incomplete** |
| The section should include:1. How, by the end of the 2016-2017 school year, the school will determine whether the proposed strategies are helping to close the identified achievement gap.
2. Identify the interim measures that the school will use to determine whether it is closing the identified achievement gap.

  |  |  |  |
| 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:  |