FOCUS School

Continuation of Funds Application

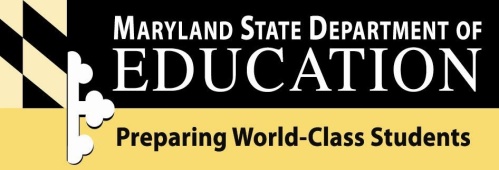
**Title I, Part A**

**School**

**Improvement**

**Grant Funds**

**Section 1003(a)**



**School Year 2014- 2015**

Maryland State Department of Education

200 West Baltimore Street

Baltimore, MD 21201

**Deadline for Submission**

**August 15, 2014**

**3:00 PM**

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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** | **August 15, 2014**  **Application package must be received by 3:00 p.m. at the Maryland State Department of Education on August 15, 2014. No email or fax transmittals will be accepted.** |
| **Purpose:** | Section 1003(a) of the Elementary and Secondary Education Act (ESEA), as amended, requires that State Education Agencies (SEAs) allocate funds to local education agencies (LEAs) to support Title I schools identified for improvement, corrective action, or restructuring. ESEA section 1003(a) further requires an SEA to distribute not less than 95 percent of the reserved funds to LEAs for use in schools identified for improvement, corrective action, or restructuring. However, 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.  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, strategies should disproportionately benefit those students.***  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*.** |
| **Eligible Applicants:** | Funds will be available annually to LEAs with schools identified as Focus Schools under Maryland’s Approved ESEA Flexibility Plan |
| **Total Funds Available** | **$2,935,150**  **(LEA funds are subject to adjustments based on any reduction in funds for Title I, Part A.)** |
| **Estimated LEA Allocations** | **Maryland will use 1003(a) funds to provide base funding of $45,000 + (enrollment x $50.00 PPA) for each Focus School.** |
| **Use of Funds:** | **Title I 1003(a) School Improvement Funds shall be used in accordance with the *No Child Left Behind Act of 2001, of the Elementary and Secondary Education Act, Title I, Part A, Subpart 1, Section 1116 (b)(4) and Maryland’s Approved ESEA Flexibility Plan.***  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.  **Please note:**   * This grant will not fund the rental of a facility nor will it fund catering. * The cost of food and beverages for professional development for teachers, principals, and other staff is unallowable under guidance from USED. * The cost of food for parent training may be allowable. The following will be the “rule of thumb” for purchasing food for parent meetings:   + - Light snacks:        $2 - $3 or less;     - Breakfast:             $3 - $5 or less;     - Lunch:                  $5- $8 or less; and     - Dinner:                 $8- $11 per person * All expenditures must be allowable and allocable, reasonable and necessary, and/or supplemental. * If attending a conference is necessary to achieve the goals and objectives of the grant, if the conference is specifically geared towards a school’s lowest-performing students, rather than being general in nature, and if the expenses are reasonable (see page 30 for further discussion of what constitutes reasonable), these funds may be used to pay for travel expenses to attend a conference. Schools requesting to use these funds to attend a conference must provide the following information as part of this application: * How the conference will address the specific reasons why the school was identified as a Focus school; * How the professional development presented at the conference will combine a variety of learning experiences, including, but not limited to, individual study, demonstrations, observation, practice, feedback, and reflection as well as opportunities for collaboration and problem solving among colleagues; and * How the school/LEA will provide extensive follow-up, including but not limited to classroom demonstrations, feedback on mastery of new knowledge, feedback on demonstration of new skills, peer coaching and mentoring, and opportunities for additional study. * How the school/LEA ‘s follow-up will match learning experiences with individual teacher needs, current knowledge and skills, and learning goals;   **Focus Schools may continue to implement or build upon strategies that were begun in school years 2012-2013 and/or 2013-2014 and found to be effective in helping to close the achievement gap for the identified subgroup, or, in the case of Focus Schools identified because of a racial or ethnic group, the lowest-performing students. These strategies may include, but are not limited to:**   * 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 interventions; or, a thorough diagnostic assessment of those students, and a more customized implementation of intervention and one-to-one support for these students. * Allocating staff, such as increased use of “interventionists” who have been trained in the core curriculum including content, instructional methodologies, differentiation, acceleration and enrichment strategies, and progress monitoring to provide one-on-one support to the lowest-performing students. * Creating and implementing multiple, collaborative structures for the ongoing collection and analysis of data, and providing professional development around the use of data. * 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. * 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. * Actively using a wide array of formative and summative assessments to continuously inform the specific instructional strategies as well as provide responsive interventions. * Providing programs that provide accelerated learning activities for the lowest-performing students. LEAs may use an outside entity or use their own staff. * Facilitating Professional Learning Communities (PLCs) that discuss/research meeting the needs of the lowest-achieving students. * Participating in Focus Network activities. * Purchasing technology to use to addresses specific student needs of the lowest-performing students (*note: the purchase must be coupled with professional development for teachers).* * Providing activities that focus on assisting parents of students with disabilities, English Learners, or the lowest-performing students to help their children to be successful in school. * Other innovative programs that the LEA identifies that address   student achievement may be allowable.  Technical assistance may be requested from the Breakthrough Center authorized in Section 1117 (B)(i)(ii)(iv). The Breakthrough Center may assist schools in:   * Developing recommendations for improving student performance. * Collaborating with parents, school staff, and LEA staff to design, implement, and monitor a plan that can be reasonably expected to improve student performance.   All SANE documentation must be maintained for **all** expenditures at the district/school level for at least three years (EDGAR 80.42 (2)(b)(3)(c)).  **The General Education Provisions Act (GEPA) Section 427** Each applicant must include a succinct description of the steps the applicant will take to ensure equitable access to, and participation in, this federally-assisted program for students, teachers, and other program beneficiaries regardless of gender, race, national origin, color, disability, or age. Based on the circumstances of the local school system, the applicant should determine whether these or other barriers may prevent students, teachers, or other program beneficiaries from access to, or participation in, this federally funded project or activity.  **Grant Period: July 1, 2014 – October 31, 2015**     |  | | --- | | **Reporting Requirements:**  Grantees must submit:   * Interim Progress Report – February 27, 2015 * Final Progress Report – December 31, 2015 * Final Financial Report – January 31, 2016 |   **Submission Procedures:**  MSDE will provide technical assistance regarding this application during the Focus Network Convening on **Thursday, May 15, 2014.** MSDE will also provide additional assistance upon request during the development of the application. **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 AContinuing and New StrategiesSection BObjectives and Milestones  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 |

**An unbound original and one copy stapled in the upper left corner should be submitted 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**

**Request for Proposal Cover Sheet**

**1003(a) focus Schools**

**SCHOOL YEAR 2014 – 2015**

**LOCAL SCHOOL SYSTEM: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**contact person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**POSITION/TITLE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**telephone / fax number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**e-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**MSDE PROJECT CONTACT:**

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

Nola Cromer, Specialist

Office: (410) 767-0293

Fax: (410) 333-8010

Email: [ncromer@msde.state.md.us](mailto:ncromer@msde.state.md.us) and ejohnson@msde.state.md.us

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

**GENERAL ASSURANCES**

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 will 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, failures of MSDE 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 $500,000 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 reason for the requested change. Budget alignments 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 maintaining 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 for 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**

**MSDE considers collaboration between and among various offices in the LEA as instrumental in assisting Focus Schools make progress towards closing the achievement gap.**

1. **What offices within the LEA will be involved in providing specific, focused technical assistance to Focus Schools? Please provide names of staff members, if possible.**

|  |  |  |
| --- | --- | --- |
| **Office** | **Staff Member** | **Title of Staff Member** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

1. **What types of guidance and technical assistance to support the Focus Schools in identifying and implementing strategies that will assist those schools in closing the achievement gap for the identified subgroup, or for the lowest-performing students will these offices provide?**
2. **How will the LEA determine or plan to determine that implementation of interventions in its Focus Schools is having or will have an impact on the lowest-performing students? How frequently will the LEA monitor the interventions?**
3. **For any areas in which the LEA has not seen a positive impact, what is the LEA’s plan to assist Focus Schools in achieving the desired impact?**
4. **For those areas in which the LEA is seeing a positive impact, what is the LEA’s plan to sustain this positive impact and to encourage continued review, assessment, and revisions when needed?**
5. **Individual School Narrative**

**Section A**

1. **School Name and ID Number:**
2. **Grade Levels:**
3. **Achievement Gap Subgroup:**
4. **School Allocation Amount:**
5. **How will various staff members within the school collaborate with one another to narrow the achievement gap or to assist the lowest-performing students achieve at higher levels?**
6. **How will the school engage parents, families, and the community in supporting efforts to narrow the achievement gap or to assist the lowest-performing students achieve at higher levels?**

1. **List each of the strategies that the school implemented during the 2013-2014 grant period, and provide a brief description of how the school knew whether the individual strategies implemented were effective in helping to close the achievement gap for the student group for which the school was identified, or in the case of a school that was identified because of a racial or ethnic group, how effective was this strategy in assisting the lowest-performing students achieve at higher levels?** *Schools may wish to refer to goals and milestones from their 2013 – 2014 1003(a) application, as well as other data that may have been used to determine effectiveness of strategies.*

|  |  |
| --- | --- |
| **Strategy:** |  |
| **How effective was this strategy in helping to close the achievement gap for the student group for which the school was identified, or, in the case of a school identified because of a racial or ethnic group, how effective was this strategy in assisting the lowest-performing students in the school? What did the LEA/school use to determine the effectiveness?** | |
| **Based on the information indicated above, will the school continue this strategy for the 2014-2015 school year?** | |
| **Timeframe:** | |
| **How will the effectiveness of this strategy be determined? The school should discuss what assessments will be used to determine if the selected strategy has been effective in helping the school make progress towards closing the achievement gap, or assisting the lowest-achieving students achieve at higher levels.** | |

|  |  |
| --- | --- |
| **Strategy:** |  |
| **How effective was this strategy in helping to close the achievement gap for the student group for which the school was identified, or, in the case of a school identified because of a racial or ethnic group, how effective was this strategy in assisting the lowest-performing students in the school? What did the LEA/school use to determine the effectiveness?** | |
| **Based on the information indicated above, will the school continue this strategy for the 2014-2015 school year?** | |
| **Timeframe:** | |
| **How will the effectiveness of this strategy be determined? The school should discuss what assessments will be used to determine if the selected strategy has been effective in helping the school make progress towards closing the achievement gap, or assisting the lowest-achieving students achieve at higher levels.** | |

|  |  |
| --- | --- |
| **Strategy:** |  |
| **How effective was this strategy in helping to close the achievement gap for the student group for which the school was identified, or, in the case of a school identified because of a racial or ethnic group, how effective was this strategy in assisting the lowest-performing students in the school? What did the LEA/school use to determine the effectiveness?** | |
| **Based on the information indicated above, will the school continue this strategy for the 2014-2015 school year?** | |
| **Timeframe:** | |
| **How will the effectiveness of this strategy be determined? The school should discuss what assessments will be used to determine if the selected strategy has been effective in helping the school make progress towards closing the achievement gap, or assisting the lowest-achieving students achieve at higher levels.** | |

|  |  |
| --- | --- |
| **Strategy:** |  |
| **How effective was this strategy in helping to close the achievement gap for the student group for which the school was identified, or, in the case of a school identified because of a racial or ethnic group, how effective was this strategy in assisting the lowest-performing students in the school? What did the LEA/school use to determine the effectiveness?** | |
| **Based on the information indicated above, will the school continue this strategy for the 2014-2015 school year?** | |
| **Timeframe:** | |
| **How will the effectiveness of this strategy be determined? The school should discuss what assessments will be used to determine if the selected strategy has been effective in helping the school make progress towards closing the achievement gap, or assisting the lowest-achieving students achieve at higher levels.** | |

1. **What NEW research-based strategies for assisting the school to close the achievement gap or to assist the lowest-achieving students achieve at higher levels will the school implement during the 2014 – 2015 school year?**

|  |  |
| --- | --- |
| **Strategy:** |  |
| **Rationale:** |  |
| **Timeframe:** |  |
| **How will the effectiveness of this strategy be determined? The school should discuss what evidence will be used to determine if the selected strategy has been effective in helping the school make progress towards closing the achievement gap, or assist the lowest-achieving students achieve at higher levels.** | |

|  |  |
| --- | --- |
| **Strategy:** |  |
| **Rationale:** |  |
| **Timeframe:** |  |
| **How will the effectiveness of this strategy be determined? The school should discuss what evidence will be used to determine if the selected strategy has been effective in helping the school make progress towards closing the achievement gap, or assist the lowest-achieving students achieve at higher levels.** | |

|  |  |
| --- | --- |
| **Strategy:** |  |
| **Rationale:** |  |
| **Timeframe:** |  |
| **How will the effectiveness of this strategy be determined? The school should discuss what evidence will be used to determine if the selected strategy has been effective in helping the school make progress towards closing the achievement gap, or assist the lowest-achieving students achieve at higher levels.** | |

1. **How are the activities funded with 1003(a) Focus Grant funds aligned with the school’s comprehensive schoolwide plan?**
2. **Who will monitor and evaluate the implementation of the strategies?** List the name of each person from the school, and the LEA staff who will be monitoring and evaluating the implementation of these strategies.

**Section B**

**Measures of Progress**

All schools must complete 1-4.

**Please note**: The 2014-2015 school year will be baseline year for the Partnership for Assessment of Readiness of College and Careers (PARCC) Assessment. Consequently, Focus Schools will not be able to evaluate the effectiveness of their strategies using this measure.

1. Identify how, by the end of the 2014-2015 school year, the school will determine the impact of the proposed strategies on Reading achievement for the identified subgroup, or 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.
3. Identify how by the end of the 2014-2015 school year, the school will determine the impact of the proposed strategies on Math achievement for the identified subgroup, or 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 demonstrate the extent to which the budget is reasonable, cost-effective, and integrates other Title I funding. All strategies/activities described with associated costs will appear in the budget narrative and must have a corresponding entry in the itemized budget (C-1-25) for that year.

Using the budget narrative template on page 14, group line items according to the following categories: *Salaries & Wages, Contracted Services, Supplies & Materials, Other Charges, Equipment, and Transfers*. For example “meeting expenses” can be broken down into materials and photocopying. There is no page limit for the budget. Describe in detail. The derivation of each cost must be shown. **Indirect Cost is allowable in the 1003(a) Grant for Focus Schools.** Be sure to use the current indirect cost rate for your LEA.

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.

**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 C2**

**Consolidated LEA Budget Narrative**

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

| **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** | |  |  |

**Table C3**

**School Budget Narrative**

| **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** | |  |  |
| **Total** | |  |  |

**Table C4**

**Contracting Document**  **Please complete 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?  Yes No N/A |
| Describe what constitutes the consultant/contractor’s fee. Include the following:  Number of hours per day and per week committed to the school: \_\_\_\_\_\_\_\_\_\_  Number of planning hours committed to the school: \_\_\_\_\_\_\_\_\_\_  Proposed start/end dates: \_\_\_\_\_\_\_\_\_\_ To \_\_\_\_\_\_\_\_\_\_\_  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”: |
| 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 MSDE Professional Development Planning Guide.  **Provide a statement confirming** that contracted professional developers will use the guide as they service the school. |

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

As required on page 5, describe the steps proposed 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**

***SAMPLE Plan***

1. **School Name and ID Number:** Federal Elementary School #5678
2. **Grade Levels:** Pre K to 5
3. **Achievement Gap Subgroup:** Special Education
4. **School Allocation Amount:** $42,300
5. **How are various staff members within the school collaborating with one another to narrow the achievement gap, or assist the lowest-performing students achieve at higher levels?**

The school has involved staff from all grade levels, and Special Education staff in bi-weekly Data Team meetings to examine the progress of all children, but, in particular, special education students, to ensure that the school identifies and puts in place interventions to assist children who are struggling.

1. **How are parents, families, and the community engaged in supporting efforts to narrow the achievement gap, or assist the lowest-performing students achieve at higher levels?**

The school, as part of its needs assessment, surveyed the parents of special education students. Many of these parents expressed that they would welcome support in terms of specific strategies that they could use in working with their children to ensure that their children are successful in school. During the 2013-2014 school year, the school provided monthly sessions for parents (one-on one, twitter sessions, small and large group).

1. **List each of the strategies that the school implemented during the 2013-2014 grant period, and provide a brief description of whether the individual strategies implemented were effective in helping to close the achievement gap for the student group for which the school was identified, or the lowest-achieving students.** *Schools may wish to refer to goals and milestones from their 2012 – 2013 1003(a) application, as well as other data that may have been used.*

|  |  |
| --- | --- |
| **Strategy:** | Professional development to extend UDL strategies with a focus on those special education students who are still struggling. |
| **How effective was this strategy in helping to close the achievement gap for the student group for which the school was identified, or, in the case of a school identified because of a racial or ethnic group, how effective was this strategy in assisting the lowest-performing students in the school? What did the LEA/school use to determine the effectiveness?**  The school used data from its benchmark assessments (LEA Benchmark Test) as well as MSA data. Education Elementary met all of its milestones for the 2013-2014 school year that all students and all student subgroups in grades 1-5 will increase their performance on the LEA Benchmark Test in Reading by 5 points each quarter. Based on MSA data, the school did not meet its objective that all students and all subgroups in the aggregate in Education Elementary will have met the AMO in reading, and cut the subgroup gap between Asian students and special education students by 8 points. The subgroup gap was cut by only 4 points. Administrator and staff surveys indicated that staff felt that the professional development did not provide sufficient individualized follow-up support to teachers. | |
| **Based on the information indicated above, will the school continue this strategy for the 2014-2015 school year?**  Yes. This strategy will be continued. | |
| **Timeframe:** The resource teacher will begin on August 25, 2014 and continue through June 12, 2015. | |
| **How will the effectiveness of this strategy be determined? The school should discuss what assessments will be used to determine if the selected strategy has been effective in helping the school make progress towards closing the achievement gap, or assisting the lowest-achieving students achieve at higher levels.**  The school will again use benchmark data as well as feedback from teachers and administrators to determine whether the strategy has been effective in assisting the school make progress towards closing the achievement gap. In addition, the school will use additional data such as DIBELS, and end of unit tests to provide ongoing, frequent data measures of student progress. | |

1. **What NEW research-based strategies for assisting the school to close the achievement gap or assist the lowest-achieving students will the school implement during the 2014 – 2015 school year?**

|  |  |
| --- | --- |
| **Strategy:** | Provide professional development for grade 3-5 teachers who have special education students in their classes, and special education teachers of those students. Professional development will be on using scaffolding and differentiating instruction. Teachers will learn how to use scaffolding to break up the learning into chunks, and then learn how to assist special education students who are still struggling, for example, by differentiating by modifying an assignment and/or making accommodations for a student, etc. |
| **Rationale:** | This professional development will provide selected staff with a blueprint for creating instructional goals, methods, materials, and assessments that will allow teachers to customize instruction and adjusted for individual needs, particularly for those special education students who are still struggling. |
| **Timeframe:** | August 26, 2014 – August 28, 2014 – Provide phase 1 of the training in late August – Individualized follow-up training will be provided in individual classrooms; Whole group follow-up will be provided every other month, October 2014-February 2015. |
| **How will the effectiveness of this strategy be determined? School should discuss what assessments will be used to determine if the selected strategy/activities has been effective in making progress towards closing the achievement gap.**  The effectiveness of the strategy will be determined by tracking student achievement and growth, particularly for special education students over a number of short and long-term measures including local assessments – Measures of Academic Progress (MAP), formative and summative assessments, and software-generated measures of student growth. | |

1. **How are the Focus grant funds aligned with the school’s schoolwide plan?**

The school is using its Title I, Part A allocation to upgrade the program for all students, particularly those who are performing below grade level. A portion of those funds will be used to hire a .5FTE resource teacher, who will provide job-embedded coaching and professional development on strategies for working with all students who are struggling. The Title I 1003(a) Focus grant funds will be used to extend the time of that resource teacher, in order for that staff member to provide additional specific assistance to classroom teachers who have special education students in their classes. In addition, Focus grant funds will be used to provide additional workshops for parents of special education students to provide specific strategies for how those parents can assist their children achieve at higher levels.

1. **Who will monitor and evaluate the implementation of the strategies?** List the name of each person from the school, and the LEA staff who will be monitoring and evaluating the implementation of these strategies.

Milestone Data – Mrs. Smith, Principal

Objectives – Mr. Trent, Assistant Principal

Monitoring the Implementation of the Strategies – (LEA) – Mr. Arundel; (School) – Miss Tandor, Lead, School Improvement Team

**Appendix B**

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

**Allowable Expenditures**

| **Professional Development (PD) and Other Activities aimed at improving student achievement and closing the achievement gap**  **\*PD must be aligned with State Professional Development Standards** | **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 after school |
| 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 support students with disabilities, English Learners, or the lowest-achieving students. | * 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 for parents of students with disabilities, English Learners, or the lowest-achieving students to assist them in performing at higher levels. . | * Consultants, if needed * Child care, if needed * Materials |
| Providing professional development to improve teaching and learning can be obtained by utilizing Maryland’s Statewide System of Support – **The Breakthrough Center**. | * Consultants (brokered through Breakthrough Center) * Materials to support PD for adult learners * Stipends – Teachers * Substitutes * Services rendered for Breakthrough Center Staff (i.e. mileage / contracted employees) |
| Participating in activities provided by the Focus Network. | * Attendance at Focus Network meetings, including mileage, and substitutes, if needed. |

* **Appendix C**

### 

**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:**

**Attendance at Conferences:** If attending a conference is necessary to achieve the goals and objectives of the grant, if the conference is specifically geared towards a school’s lowest-performing students (rather than being general in nature), and if the expenses are reasonable, these funds may be used to pay for travel expenses to attend a meeting or conference. To determine whether attendance at a conference is “necessary,” LEAs should consider whether the goals and objectives of the grant can be achieved without the conference and whether there is an equally effective and more efficient way (in terms of time and money) to achieve the goals and objectives of the grant. To determine whether the expenses are “reasonable,” LEAs should consider how the costs (e.g., lodging, travel, registration fees) compare with other similar events and whether the public would view the expenses as a worthwhile use of Federal funds.

**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 D1**

***Sample* Consolidated LEA Budget Narrative**

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

| **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 D2**

***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** | **$0** |
| **Total Salaries and Wages and Fixed Charges** | | **$14,752** | **$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* | Datawise Textbooks - $31.00/each x 28 staff members = $868 | $868 | $0 |
| **Total Supplies and Materials** | | **$868** | **$0** |
| *Other Charges* | Indirect Costs (3.23%) | $1,828.83 |  |
| **Total Other Charges** | | **$1,823.83** | **$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 E**

**SCORING RUBRIC SUMMARY**

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

**Reviewer: Local School System:**

**Date: Position/Title:**

**RUBRIC SCORING**

Directions: Review the responses to the questions in the school plan. Put a () in the Comprehensive Column if the response is thorough with sufficient detail. Provide a comment under the Clarification Column if the response needs minor clarification. If the response lacks specificity or is missing denote comments under the Missing/Incomplete Column. Complete the Scoring Rubric Summary Sheet.

1. **LEA Overview**

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions 1-5** | **Comprehensive** | **Clarification** | **Missing/Incomplete** |
| 1. Describe the LEA’s approach to select and provide guidance and technical assistance to support its Focus Schools in identifying and implementing strategies that will assist those schools in closing the achievement gap for the identified subgroup or the lowest-achieving students. 2. What types of guidance and technical assistance to support the Focus Schools in identifying and implementing strategies that will assist those schools in closing the achievement gap for the identified subgroup, or for the lowest-performing students will these offices provide? 3. How is the LEA determining or planning to determine that implementation of interventions in its Focus Schools is having or will have an impact on student groups for which the schools were identified or the lowest-achieving students? How frequently will the LEA monitor the interventions? 4. For any areas in which the LEA is not seeing a positive impact, what is the LEA’s plan to assist Focus Schools in achieving the desired impact? 5. For those areas for which the LEA is seeing a positive impact, what is the LEA’s plan to sustain this positive impact and to encourage continued review, assessment, and revisions when needed? |  |  |  |
| Comments: | | | |

1. **Section A**

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions 1-4** | **Comprehensive** | **Clarifications** | **Missing/Incomplete** |
| The information should include the following:   * School name, school ID and school grade levels * School Allocation * Achievement Gap Subgroup |  |  |  |
| Comments: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions 5-6** | **Comprehensive** | **Clarification** | **Missing/Incomplete** |
| * The school should have provided a description of how various staff members in the school will collaborate with one another to narrow the achievement gap or to assist the lowest-performing students. * The school has provided a description of how it will engage parents, families and other community members to narrow the achievement gap, or assist the lowest-performing students. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Question 7** | **Comprehensive** | **Clarifications** | **Missing/Incomplete** |
| The information should include the following:   * A list of strategies that were implemented during 2013-2014. * A description of whether each strategy was effective in closing the achievement gap, or assist the lowest-performing students, and information about what the school used to determine the effectiveness. * An indication as to whether the strategy will be continued for 2014-2015. * Timeframe when the continuing strategies will be implemented * Information on how the school will determine the effectiveness of the strategies (including the assessment(s) to be used) |  |  |  |
| Comments: | | | |
| **Question 8** | **Comprehensive** | **Clarifications** | **Missing/Incomplete** |
| The section should include information on each **NEW** strategy that will be implemented for the 2014-2015 school year. The school must provide:   * The rationale for choosing each strategy. * The timeframe for the implementation of each strategy. * Information on how the school will determine the effectiveness of the strategies (including the assessment(s) to be used)   **Focus Schools identified because of the achievement gap with the students with disabilities or English Learners subgroups, should describe how the strategies will disproportionately benefit those students.**  **Focus Schools identified because of the achievement gap with a racial or ethnic subgroup should describe how the strategies will target the needs of the lowest-performing students.** |  |  |  |
| Comments: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Question 9** | **Comprehensive** | **Clarifications** | **Missing/Incomplete** |
| The section should include information about how the activities funded with 1003(a) Focus Grant funds will be aligned with the school’s comprehensive schoolwide plan. |  |  |  |
| Comments: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Question 10** | **Comprehensive** | **Clarifications** | **Missing/Incomplete** |
| The section should include information about how the school or LEA will monitor the implementation of the strategies.   * The school should list the name of each person from the school and LEA who will be involved in monitoring and evaluating the strategies. |  |  |  |
| Comments: | | | |

**Section B**

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Comprehensive** | **Clarifications** | **Missing/Incomplete** |
| The section should include:   * Information about how, by the end of the 2014-2015 school year, the school will determine the impact of the proposed strategies on Reading achievement for the identified subgroup, or for the lowest-achieving students. * Information about the interim measures 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 2014-2015 school year, the school will determine the impact of the proposed strategies on Math achievement for the identified subgroup, or for the lowest-achieving students in Reading. * Information about the interim measures the school will use to determine whether it is on track to meet its long term goals for student performance in Math |  |  |  |
| Comments: | | | |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Comprehensive** | **Clarifications** | **Missing/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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Comprehensive** | **Clarifications** | **Missing/Incomplete** |
| 1. Steps to ensure equitable access and participation in the project are included. |  |  |  |
| Comments: | | | |

1. **General Assurances**

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Comprehensive** | **Clarifications** | **Missing/Incomplete** |
| 1. The Superintendent signed the Assurances page. |  |  |  |