



**1003(g) School  
Improvement Grant  
SY 2014-2015  
Application**

**DCPS – Ballou High School**

## 1003(g) School Improvement Grant

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### Overview

Program: Title I, Part A: 1003(g) School Improvement Grant (SIG)

Purpose: School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State Education Agencies (SEA) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools.

Under the final requirements published in the Federal Register on October 28, 2010, school improvement funds are to be focused on each State's "Priority" or "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving five percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are low achieving as the State's other Tier I schools ("newly eligible" Tier I schools).

Tier II schools are the lowest-achieving five percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools).

An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). In the Priority or Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround

model, restart model, school closure, or transformation  
model. <http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>

Program Contact: Dr. LeeTosha Henry  
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**Contact Information**

\* Denotes required field

**Application Approval / Disapproval Copy Email Addresses**

- Check to add up to five (5) email addresses to receive copies of automated approval/disapproval notices. Only the Superintendent or Authorized Representative will receive an email notification and does not need to be included in this list. Any other users who should receive notification should be listed.

Data Universal  
Number System   
(DUNS)

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Award  
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Expiration Date

**SIG Funds Coordinator Contact:**

Last Name\*   
Title\*   
Street Adress\*   
City\*   
Phone\*    Extension   
Email\*

First Name\*   
State\*  Zipcode\*    
Fax\*

- Has the Local Educational Agency Completed CRR Registration?

**Consultation**

As appropriate, the LEA is required to consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Priority Schools. The LEA must check the box below to indicate agreement with the statement below and then list stakeholders the LEA consulted and the dates on/during which consultation occurred.

Individual(s) or Group(s) Consulted:

Relationship: (ex: parent, board member, funder, etc.)

Date(s) of Consultation: (mm/dd/yyyy)

Date:  Date:  Date:  Date:  Date:

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Date(s) of Consultation: (mm/dd/yyyy)

Date:       Date:       Date:       Date:       Date:

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## Leading Indicators

To inform and evaluate the effectiveness of the interventions identified in the final requirements for School Improvement Grants, OSSE and the U.S. Secretary of Education will collect data on several metrics. While some data is already provided in another way, several new metrics are listed below. For each, indicate whether the LEA already has a system for tracking this data. Then, either describe the system that is already in place or describe the system the LEA will put in place within 30 days of receiving a School Improvement Grant based on this application.

Metric	Do you currently collect/maintain data on this metric?	Describe your current or future system of data collection for this metric.
Number of minutes within the school year	Yes <input checked="" type="radio"/> No <input type="radio"/>	DCPS has an internal real-time tracking system called DC STARS (Student Tracking and Reporting System) that tracks the amount of time that students spend at school throughout the school year (in-seat attendance and truancy). We are able to track student attendance data for individual students and whole school. The program is able to disaggregate student data by daily attendance (Elementary Schools) and course period attendance (Secondary Schools)
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	Yes <input checked="" type="radio"/> No <input type="radio"/>	DCPS has an internal real-time tracking system called DC STARS (Student Tracking and Reporting System) that tracks student scheduling and course enrollment throughout the district during the school year. We are able to track this data for individual students and whole school. As the primary student information system, it also records students marks/grades for the school year.
College enrollment Rate	Yes <input checked="" type="radio"/> No <input type="radio"/>	The Office of College and Career Readiness verifies the graduation requirements for all students and certifies the students as graduates every year. DCPS submits the certified graduate list to OSSE, who in turn sends it over to the National Student Clearing House. This organization clears all students that are enrolled in college and verifies it for school districts.
Distribution of teachers by performance level on LEA's teacher evaluation system	Yes <input checked="" type="radio"/> No <input type="radio"/>	DCPS uses an evaluation system called IMPACT for the nearly 6,500 school-based personnel in the DC Public Schools. We use the system to outline clear performance expectations that are tailored to staff members' specific job responsibilities; to provide staff members with multiple opportunities to engage in conversations with their managers about strengths and areas for growth; and provide data that helps instructional coaches, mentors, and other support personnel be more effective in their work.
Teacher Attendance Rate	Yes <input checked="" type="radio"/> No <input type="radio"/>	DCPS uses a system called People Soft to keep track of all personnel attendance.

## Capacity

If the LEA is NOT applying to serve each Priority School, the LEA must explain below why it lacks sufficient capacity to serve each Priority School. OSSE will evaluate the sufficiency of the LEA's claim, which will be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible. Below, the LEA must demonstrate this by describing elements of capacity that are lacking. Under the final requirements for School Improvement Grants, an LEA must serve all Priority Schools unless it lacks sufficient capacity to do so.

Meanwhile, an LEA must also demonstrate that it has the capacity to serve all of the schools it does include in its application for funds.

Through these school-specific responses, the LEA will demonstrate that it has the capacity to use school improvement funds to provide adequate resources and related support to each Priority School identified in this application in order to implement fully and effectively the selected intervention in each of those schools.

Please describe the number and Credentials of Staff Dedicated to Implementation.

Staff Member Name: Devin Howard

Staff Member Title: Project Manager

Staff Member Credentials: Masters in Public Administration from Ohio University

Staff Member Name: Theresa West

Staff Member Title: Director of School Turnaround & Performance

Staff Member Credentials: Masters in Public Policy from American University

Staff Member Name: Lakimbre Brown

Staff Member Title: Instructional Superintendent

Staff Member Credentials: Doctorate in Educational Leadership; National Board Certified Teacher and Coach

Staff Member Name: Daniel Shea

Staff Member Title: Instructional Superintendent

Staff Member Credentials: Masters in Reading, K-12 from Maryland University

Please describe the use of Other Funds to Directly Support Implementation.  
(229 of 5000 maximum characters used)

Ballou High School will be receiving support from Title 1, Part A to continue its work with the Ninth Grade Academy from the previous school year. The transformation intervention model will be implemented at Ballou High School.

Please describe the LEAs ability to Recruit New Principals for the Turnaround and Transformation Models or the Availability of EMOs to Enlist for the Restart Model.  
(762 of 5000 maximum characters used)

DC Public Schools has an extensive process to recruit and attain the best school leaders in the country. The district has created promotional videos as well as participates in recruitment activities and events to attract our principals. The Principal Effectiveness Team focuses heavily on recruiting schools leaders who have experience and success in effectively leading instruction, managing talent and operations, as well as family engagement. The district makes an effort to attain principals that have experience within Turnaround Schools in order to ensure that we are able to handle school leadership transitions at our failing schools. The recruitment process starts in December and Principals are assigned schools to schools by June of every school year.

Please describe any barriers and/or Evidence of Support from Teachers, the Board of Education, School Staff, and/or Parents  
(1237 of 5000 maximum characters used)

Ballou High Schools is faced with having to reconcile teacher buy in due to the many challenges that they face with their student population. They current have a large number of SPED students enrolled within the school, causing there to be breakdowns within instructional delivery due to culture and climate issues. With the initiatives outlined within the grant, we have seen great success with the introduction of the Ninth Grade Academy within our high schools, which supports our goal to increase its capacity and services within Ballou's 9th and 10th grade. The school and the parents will be supportive of this expansion, because the focus is to improve student achievement, high school graduation, as well as lower drop-out rates for the 9th and 10th grade students - our most vulnerable population. Also, the initiative provides more personnel and instructional support to enhance the student learning experience. Another barrier is that the school is lacking technology equipment to support the students with interventions and differentiated learning needs. The staff, students, and parents will be supportive in increasing the number of available computers and technology in order for it to be more accessible to every student.

Please describe any other Elements of Capacity.  
(728 of 5000 maximum characters used)

Both schools will be supported through central office through the Office of School Turnaround and Performance (OSTP) and the Office of Federal Programs and Grants (OFPG). The OSTP team will support the schools directly by conducting implementation meeting with Principals and school staff; monitoring grant activities throughout the school year; as well as providing schools with any technical assistance being fiscal, personnel, or

programmatic. The OFPG Team will work with OSTP to ensure that schools are meeting their rates each quarter as well as helping with any grant related amendments or clarifications. There will be clear and regular communication between the two teams and the schools through the grant period.

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## Plans for Implementation Overview

Each LEA is required to provide information in the LEA application describing actions it has taken, or will take, to do each of the following:

1. Design and implement interventions consistent with the final requirements.
2. Recruit, screen, and select external providers, if applicable, to ensure their quality.
3. Align other resources with the interventions.
4. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.
5. Sustain the reforms after the funding period ends.

Osse will evaluate the LEA's commitment to take these actions based on action plans the LEA must provide below. Include dates the action did or will take place and the names of responsible staff. Then the LEA must also include a narrative description of the action steps it has taken or will take, which must align with the detailed action plan.

**Plans for Implementation: Designing and Implementing**

Provide a detailed action plan for designing and implementing interventions with the final requirements.

Not Applicable

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
06/01/2014	09/01/2017	The turnaround intervention model will be implemented at Patterson Elementary School	Dir., Off of School Turnaround and Perf.
06/01/2014	09/01/2017	The transformation intervention model will be implemented at Ballou High School	Dir., Off of School Turnaround and Perf.
06/01/2014	08/01/2014	DCPS will work with schools to identify vendors for instructional programs and PD for Yr 1	SIG Manager
06/01/2014	08/01/2014	DCPS will work with School Leaders and Partners to plan Year 1 calendar of milestones and tasks	SIG Manager
06/01/2014	08/01/2014	DCPS will order all supplies and materials for the beginning of the school year SY14-15	SIG Manager
10/01/2014	06/01/2015	DCPS will conduct Site Visits to review implementation progress and spend down goals	SIG Manager
06/15/2015	08/01/2015	DCPS conduct a needs assessment on implementations progress and close-out all fiscal for SY 14-15	SIG Manager
06/15/2015	08/01/2015	DCPS work with schools to identify vendors for instructional programs and PD for Yr 2	SIG Manager
06/15/2015	08/01/2015	DCPS will work with School Leaders and Partners to plan Year 2 calendar of milestones and tasks	SIG Manager
06/15/2015	08/01/2015	DCPS will order all supplies and materials for the beginning of the school year SY15-16	SIG Manager

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
10/01/2015	06/01/2016	DCPS will conduct Site Visits to review implementation progress and spend down goals	SIG Manager
06/01/2016	08/01/2016	DCPS conduct a needs assessment on SIG implementations progress and close-out all fiscal for SY 15-16	SIG Manager
06/01/2016	08/01/2016	DCPS will work with schools to identify vendors for instructional programs and PD for Year 1	SIG Manager
06/01/2016	08/01/2016	DCPS will work with School Leaders and Partners to plan Year 1 calendar of milestones and tasks	SIG Manager
06/01/2016	08/01/2016	DCPS will order all supplies and materials for the beginning of the school year SY16-17	SIG Manager
10/01/2016	06/01/2017	DCPS will conduct Site Visits to review implementation progress and spend down goals	SIG Manager
01/01/2017	09/01/2017	DCPS conduct a needs assessment on SIG implementations progress and close-out all fiscal for SY 16-17	SIG Manager
01/01/2017	09/01/2017	DCPS will establish a Sustainability Plan for all SIG Schools	SIG Manager

Provide a narrative description, with additional detail where appropriate, of the actions listed above. (1030 of 5000 maximum characters used)

DCPS will design and implement interventions consistent with the final requirements and will ensure that school improvement interventions are implemented prior to the start of the 2014-15 school year. With funding provided by the Office of the State Superintendent of Education, DCPS will provide interventions to the Priority Schools in the District - Patterson Elementary School and Ballou High School. Each of the targeted schools were selected because of their status as a Priority school being among the lowest-performing five percent of Title I schools in the state over the past three years within the District. The interventions to be employed by DCPS in the above-mentioned schools will be the transformation model. For each school, DCPS has analyzed the needs of the students and administrators through a comprehensive and thorough needs assessment. At each site, DCPS has the capacity to use school improvement funds to provide adequate resources. Within this application, detailed plans for each school are provided.

**Plans for Implementation: Recruiting and Screening**

Provide a detailed action plan for recruiting, screening, and selecting external providers, if applicable, to ensure their quality.

Not Applicable

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
01/01/2014	06/01/2014	DCPS's needs/requirements are defined	Dir., Off of Turnaround and School Perf.
05/01/2014	06/01/2014	Milestones and workplans for each school are designed internally	Dir., Off of Turnaround and School Perf.
06/01/2014	08/01/2014	DCPS analyzes the marketplace as a part of a procurement planning phase	Dir., Off of Turnaround and School Perf.
06/01/2014	08/01/2014	Potential vendors are identified	Dir., Off of Turnaround and School Perf.
06/01/2014	08/01/2014	An appropriate source selection strategy is established	Dir., Off of Turnaround and School Perf.
10/01/2014	09/01/2015	Criteria for source evaluation is defined	Dir., Off of Turnaround and School Perf.
09/01/2014	06/01/2015	Conduct Site Visits for vendors & partners ensuring quality implementation & assess progress	SIG Manager

Provide a narrative description, with additional detail where appropriate, of the actions listed above. (1006 of 5000 maximum characters used)

The District of Columbia Public Schools' Office of Contracts and Acquisitions determines the action plan for recruiting, screening, and selecting external providers to ensure their quality. Appropriate staff determine the need for an external provider and then contact the Office of Contracts and Acquisitions for procedures before beginning the recruiting process. A workplan is created with measurable objectives and outcomes for a set period of time. The workplan, which is designed internally, outlines milestones of the intended project. Appropriate DCPS staff work to analyze potential vendors in the marketplace to fulfill the needs initially determined. After consideration, potential vendors are identified. The appropriate staff designing the project in tandem with the Office of Contracts and Acquisitions will determine a selection strategy to be applied to all of the applying vendors. Criteria for evaluation are determined prior to assessing the strengths and weaknesses of each vendor.

**Plans for Implementation: Aligning Other Resources**

Provide a detailed action plan for aligning other resources with the interventions.

Not Applicable

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
02/01/2014	08/01/2014	Workplans outlining turnaround & transformation models & create spend plans.	Dir., Off of School Turnaround and Perf.
08/01/2014	09/01/2017	School principals, in collaboration with LEA administrators, will establish workplan steps.	Dir., Off of School Turnaround and Perf.

Provide a narrative description, with additional detail where appropriate, of the actions listed above. (449 of 5000 maximum characters used)

Workplans for Patterson and Ballou have been established at the LEA level. This proposal explains the interventions chosen to address the needs of each school. Tabs A of the following sections explain the needs assessment at each school and the reason the transformation and turnaround intervention was linked to the schools. A workplan for each of the schools has been decided upon based on their needs and strategic decisions of LEA administrators.

**Plans for Implementation: Modifying the LEA's Practices or Policies**

Provide a detailed action plan for modifying the LEA's practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.

Not Applicable

**Plans for Implementation: Sustaining the Reforms**

Provide a detailed action plan for sustaining the reforms after the funding period ends. (Descriptions of sustainability can include a plan for continued funding, hiring practices, professional development, and any other areas that will sustain a SIG turnaround model/interventions.)

Not Applicable

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
02/01/2010	06/01/2014	LEA established a Federal Programs and Grants Division Unit to garner additional funds.	Dir., Federal Programs and Grants
01/01/2017	09/01/2017	The Grants Development Team will raise funds to support special initiatives within specific DCPS	Dir., Federal Programs and Grants
01/01/2017	09/01/2017	DCPS will establish a Sustainability Plan for all SIG Schools	SIG Manager

Provide a narrative description, with additional detail where appropriate, of the actions listed above. (1122 of 5000 maximum characters used)

Under the direction of Dr. Ingrid Naughton, the Grants Development Team operates within Federal Programs and Grants at the LEA level. This unit was established to design and implement grant systems. Its purpose is to garner funds to support the DCPS mission for student success. The Grants Development Team achieves its purpose by streamlining the grant application process through clear policies and procedures, offering support to DCPS schools and offices seeking grants, producing high-quality proposals that respond to both funder requirements and DCPS needs, and maximizing fiscal resources by implementing a cohesive grant development strategy. The Grants Development Team reviews specific sources for grant opportunities to meet needs identified by appropriate DCPS personnel. The Grants Development Team is available to help write, edit, and prepare all grant proposals and ensures compliance with all aspects of the proposal guidelines prior to submission. This team will work continuously to support the two lowest achieving schools within DCPS to sustain funding after the three years of each grant period ends.

### School Information

Below, please indicate the full name of the school/campus that the LEA proposes to support with 1003(g) funds and provide all requested information.

Name of participating School/Campus:	<input type="text" value="Ballou HS"/>
National Center for Education Statistics (NCES) ID Number:	<input type="text" value="110003000084"/>
School/Campus Address:	<input type="text" value="3401 4th Street SE"/>
School/Campus City:	<input type="text" value="Washington"/>
School/Campus State:	<input type="text" value="DC"/>
School/Campus Zipcode:	<input type="text" value="20032"/> <input type="text"/>
School/Campus Intervention Model Selected:	<input type="text" value="Transformation"/>

**School Needs Assessment**

Required Dates of Needs Assessment

Dates During Which the Needs Assessment Were Performed: (mm/dd/yyyy)

Date:

Date:

Date:

Date:

Summary of Current Interventions based on Current Needs:

Please provide a brief overview of the interventions currently in place within the school that address the Seven Turnaround Principles. (1378 of 5000 maximum characters used)

During school year 2012-2013, the Ballou Academic Leadership Team developed an IndiStar plan that addressed the seven turnaround principles. The interventions embedded in this plan were re-evaluated and updated with stakeholder input from Ballou teachers and parents over the summer. By Turnaround Principle, these interventions include: Principle 1- Focus on instructional leadership including the collection of data and feedback mechanisms for continually improving instruction; Principle 2- Provide additional instruction time for all teachers focused on effective instruction; Principle 3- Provide additional time focused on teachers developing and using common assessment data to inform and differentiate instruction; Principle 4- Implement research-based interventions for all students two or more grade levels behind in ELA or mathematics; Principle 5- Use formative assessment design and data analysis to improve and differentiate instruction; Principle 6- Address other non-academic factors that impact student achievement, such as students' social, emotional, and health needs by way of additional counseling, access to additional ancillary services, or other supports; and Principle 7-Develop or expand functions of family and community engagement staff to focus engagement on academics. Please see Ballou's Priority school plan in IndiStar for additional detail.

In the space below, please provide a thorough description of the process of the needs assessment for this school/campus. (4622 of 5000 maximum characters used)

All DCPS schools begin their needs assessment cycle in May of the particular school year. Following the budget season, all Principals review their instructional and staffing priorities for the upcoming school year with their Instructional Superintendents. During Leadership Academy in June, Principals, with their Academic Leadership Team and School Turnaround Specialist, review end of year data, excluding DC CAS, to complete a root cause analysis. End of year data includes formative assessments such as DIBELS, TRC, Paced Interim Assessments as well as student engagement indicators such as in seat attendance, truancy and suspension. Academic Leadership Teams also review IMPACT evaluation data when discussing staffing changes for the following year. During the root cause analysis, Academic Leadership Teams review the alignment of their instructional priorities against identified root causes to develop strategies to overcome any barriers to implementation. These strategies are documented in the Comprehensive School Plan or IndiStar Plan for Priority and Focus schools. After school teams receive the DC CAS results, Academic Leadership Teams begin adjusting their five-year goals with their Instructional Superintendent and School Turnaround Specialist, specifically focusing on adjustments for the next school year. In doing so, these teams re-visit the initial root cause analysis and include additional root causes that may have arisen as a result of DC CAS data analysis. After establishing draft goals and a draft Comprehensive School Plan, Academic Leadership Teams review both with teachers and identify any additional root causes that may prohibit effective implementation and goal attainment. All school teams share their Comprehensive School Plan or IndiStar Plan and goals with the Local School Advisory Team and Parent Teacher Association (where applicable) and receive signed approval for the upcoming school year. All formal needs assessments and school plans are expected to be finalized by September 30th and updated over the course of the school year. The Instructional Superintendent continues to work with the Academic Leadership Team to prepare to meet with the Chancellor and Chief of Schools to formally finalize school goals for the upcoming school year. Achievement goals are finalized by the Chancellor and memorialized in the School Leader IMPACT system where they will be used to evaluate the Principal at the end of the year. Over the course of the school year, the Instructional Superintendent and School Turnaround Specialist informally review the status of implementation and progress towards goals on a monthly basis through classroom observation and review of formative data. These informal reviews are followed by two formal site visits led by the School Turnaround Specialist with the support of the Instructional Superintendent. The two formal site visits include school stakeholder interviews and classroom observation to evaluate the implementation and effectiveness of school improvement strategies. All visits include formal recommendations developed by the School Turnaround Specialist and Instructional Superintendent. Finally, Instructional Superintendents formally evaluate School Leaders twice a year through the School Leader IMPACT evaluation where the Instructional Superintendent utilizes the Comprehensive School Plan or IndiStar Plan, informal and formal site visits to evaluate the progress of the school towards its goals. For the purposes of this SIG application, the Ballou Academic Leadership Team, School Turnaround Specialist and Instructional Superintendent reviewed the elements of the SIG models during an informal site visit in March. The team utilized school performance data, as of March, in addition to Ballou's most recent formal site visit findings and recommendations to complete the 52 SIG indicators in IndiStar. For the purposes of the SIG intervention model, the Ballou Leadership Team identified the need to improve the quality and depth of instructional leadership, specifically through their observation and feedback process. Additionally, the Ballou Leadership Team want to replicate the success of the ninth grade academy structure in the tenth grade and continue to implement the instructional and school culture norms and expectations across each grade level over the course of the next three years enhanced by the use of technology. Finally, the Ballou Leadership Team strongly advocated for an intensive focus on improving teachers' ability to analyze data and tailor instruction to individual student need.

## Seven Turnaround Principles Overview

### Principle 1: School Leadership

#### **An intervention strategy that consists of the following:**

- a. Evaluate, in-depth, the performance of the current leadership
- b. Implement changes in leadership, where appropriate
- c. Focus on instructional leadership including the collection of data and feedback mechanisms for continually improving instruction
- d. Partner with a Reward School or obtain a leadership mentor to analyze existing leadership models and develop a revised leadership plan
- e. Provide flexibility in the areas of scheduling, budget, staffing and curriculum

### Principle 2: Effective Use of Staffing Practices and Instruction

#### **An intervention strategy that consists of the following:**

- a. Review and retain effective staff that have the ability to be effective in a turnaround effort
- b. Develop a recruitment plan that screens out ineffective teachers from transferring into these schools
- c. Ensure that all administrators in the school have the skills to effectively evaluate instruction and give quality feedback to teachers
- d. Develop an overall recruitment and retention plan for the principal and leadership team
- e. Provide additional instruction time for all teachers focused on effective instruction
- f. Partner with outside master educators to conduct observations as part of a comprehensive evaluation process that supports reliable observations
- g. Other promising strategies that meet this turnaround principle and are sufficient to achieve change and demonstrate progress

### Principle 3: Effective Use of Time

#### **An intervention strategy that consists of the following:**

- a. Increase instructional time for students who need more time to meet the rigorous goals of the CCSS
- b. Provide additional time focused on learning strategies for effectively working with students with disabilities or ELLs
- c. Provide additional time focused on teachers developing and using common assessment data to inform and differentiate instruction
- d. Focus on effective use of instructional time, including effective transitions and teacher collaborations
- e. Other promising strategies that meet this turnaround principle and are sufficient to achieve change and demonstrate progress

### Principle 4: Curriculum, Assessment and Intervention System

#### **An intervention strategy that consists of the following:**

- a. Implement CCSS and aligned model curriculum and unit assessments
- b. Implement research-based interventions for all students two or more grade levels behind in ELA or mathematics
- c. Other promising strategies that meet turnaround principle and demonstrate progress

### Principle 5: Effective Use of Data

#### **An intervention strategy that consists of the following:**

- a. Use data to inform instruction including, where appropriate, the placement of a full-time data specialist in the school focused on implementing a system for teachers to develop and use common assessment data funded by school-level Title I funds
- b. Provide time for collaboration on the use of data to inform instruction
- c. Use formative assessment design and data analysis to improve and differentiate instruction
- d. Build the principal's capacity to collect and analyze data for improving instruction and the skills necessary to develop a schedule and system for increasing teacher ownership of data
- e. Develop or expand data collection systems to allow for customized, real-time data analysis
- f. Other promising strategies that meet turnaround principle and demonstrate progress

### Principle 6: School Culture and Climate

#### **An intervention strategy that consists of the following:**

- a. Place, where appropriate, a climate and culture specialist in the school funded with school-level Title I funds to work with the leadership, staff, and families to develop or adopt a plan for creating a climate conducive to learning and a culture of high expectations

- b. Address other non-academic factors that impact student achievement, such as students social, emotional, and health needs by way of additional counseling, access to additional ancillary services, or other supports
- c. Build capacity for all staff and leadership to implement a comprehensive plan for creating a climate conducive to learning and a culture of high expectations
- d. Use relevant data and to inform appropriate actions for continually improving the climate and culture of the school
- e. Other promising strategies that meet turnaround principle and demonstrate progress

**Principle 7: Effective Family and Community Engagement**

**An intervention strategy that consists of the following:**

- a. Develop or expand functions of family and community engagement staff to focus engagement on academics
- b. Build capacity for family and community engagement staff designed to increase their skill level in developing academically focused engagement opportunities for families and the community
- c. Build capacity around development and implementation of effective, academically-focused family and community engagement, particularly for students with disabilities and ELLs and their families
- d. Other promising strategies that meet turnaround principle and demonstrate progress

(Please note: The four (4) digit number in parentheses (i.e., 1671) indicates Indistar's internal controls assigned for each indicator. his four (4) digit number is used to track the indicator and also connects to the Wise Ways, which are research briefs to support indicators of effective practices).

**Principle 1: School Leadership**

School Leadership is an intervention strategy that consists of the following:

D01: The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (1671)	Limited Development
D02: There is an established procedure for documenting the evaluation process. (1675)	Full Implementation
D03: The principal provides timely, clear, constructive feedback to teachers. (1676)	Limited Development
D07: The LEA ensures that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice. (1699)	Full Implementation
C03: The principal is a change leader. (1664)	Limited Development
C04: The principal effectively and clearly communicates the message of change. (1665)	Limited Development
C06: The principal, after reviewing the data, seeks quick wins. (1667)	Limited Development
C07: The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions. (1668)	Limited Development
C08: The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (1712)	Limited Development
F10: The principal aligns professional development with classroom observations and teacher evaluation criteria. (1713)	Limited Development
Overall Rating of the school's current progress for Principle 1	Limited Development

Please provide additional comments in the space below describing your overall rating of principle 1 (optional)  
(670 of 5000 maximum characters used)

The Ballou Academic Leadership Team utilizes the tools and instruments of the DCPS IMPACT evaluation system to regularly evaluate the Ballou teaching staff. Through the DCPS IMPACT evaluation process, teachers are evaluated five times a year, both formally and informally by Principals and Master Educators. Over the course of the school year, informal observation and feedback from the Ballou Academic Leadership Team has been less consistent and frequent. Consequently, student achievement has also been inconsistent over the past five years with approximately 30%-40% of Ballou tenth grade students achieving Below Basic levels on the DC CAS in both Reading and Math.

## Principle 2: Effective Staffing Practices and Instruction

Effective Staffing Practices and Instruction is an intervention strategy that consists of the following:

E03: The LEA/School has identified and established non-monetary staff incentives for performance. (1684)	Limited Development
E04: The LEA/School has created several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems). (1685)	Full Implementation
E05: The LEA/School has established and communicated clear goals and measures for employees performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning. (1686)	Full Implementation
E06: The LEA has negotiated expedited processes for performance-based dismissals in transformation schools. (1688)	Full Implementation
E08: The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees. (1691)	Full Implementation
D04: The evaluation process is linked with the LEA's collective and individual professional development programs. (1677)	Full Implementation
D05: The LEA/School assesses the evaluation process periodically to gauge its quality and utility. (1678)	Full Implementation
E01: The LEA/School has created a system for making awards that is transparent and fair. (1679)	Full Implementation
E02: The LEA/School has implemented a communication plan for building stakeholder support, for the system of awards. (1681)	Full Implementation
E07: The LEA has a team available to help principals as they deal with underperforming employees to minimize principals time spent dismissing low performers. (1690)	Full Implementation
F01: The LEA/School provides professional development that is appropriate for individual teachers with different experience and expertise. (1692)	Limited Development
F02: The LEA/School offers an induction program to support new teachers in their first years of teaching. (1693)	Limited Development
F03: The LEA/School aligns professional development with identified needs based on staff evaluation and student performance. (1694)	Limited Development
F04: The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (1695)	Limited Development
F06: The LEA/School sets goals for professional development and monitors the extent to which it has changed practice. (1698)	Limited Development
F08: The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (1700)	Limited Development
G01: The LEA/school has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation. (1646)	Full Implementation
G02: The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (1670)	Full Implementation
I01: The school has established a team structure among teachers with specific duties and time for instructional planning. (1711)	Full Implementation
I04: All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (1719)	Limited Development
K01: All teachers demonstrate sound homework practices and communication with parents. (1720)	Limited Development
Overall Rating of the school's current progress for Principle 2	Limited Development

Please provide additional comments in the space below describing your overall rating of Principle 2 (optional)  
(423 of 5000 maximum characters used)

Similar to the informal observation and feedback process, Ballou staff regularly participate in district-led professional development series, however, there have been limited opportunities for staff to engage in job-embedded professional development sessions. With the support of the Instructional Coaches, some Ballou staff members have participated in learning cycles to receive direct coaching feedback and development.

**Principle 3: Effective Use of Time**

Effective Use of Time is an intervention strategy that consists of the following:

J04: The LEA/School has allocated funds to support extended learning time, including innovative partnerships. (1706)

Limited Development

I02: All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (1715)

Limited Development

I05: All teachers employ effective classroom management. (1721)

Limited Development

F05: The LEA/School structures professional development to provide adequate time for collaboration and active learning. (1696)

Limited Development

J01: The principal is familiar with research and best practices associated with efforts to increase learning time. (1703)

Limited Development

J06: The LEA/School creates and sustains partnerships to support extended learning. (1708)

Full Implementation

J07: The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (1709)

Limited Development

Overall Rating of the school's current progress for Principle 3

Limited Development

Please provide additional comments in the space below describing your overall rating of Principle 3 (optional)  
(442 of 5000 maximum characters used)

Ballou currently implements evening credit recovery opportunities for students to earn credits previously unearned during afterschool hours. Ballou also works with various community partners to support the academic and socio-emotional needs of students during afterschool hours. Due to lack of consistency in instructional programming and planning, there is also a lack of consistency in student time on task and differentiated instruction.

**Principle 4: Curriculum, Assessment and Intervention System**

Curriculum, Assessment and Intervention System is an intervention strategy that consists of the following:

H03: All teachers, working in teams, prepare standards-aligned lessons. (1718)

Limited Development

I03: All teachers, working in teams, differentiate and align learning activities with state standards. (1716)

Limited Development

H02: All teachers assess student learning frequently using standards-based classroom assessments. (1717)

Limited Development

Overall Rating of the school's current progress for Principle 4

Limited Development

Please provide additional comments in the space below describing your overall rating of Principle 4 (optional)  
(566 of 5000 maximum characters used)

Ballou teachers regularly completely lesson plans but the lesson plans are not regularly monitored or reviewed by the Ballou Academic Leadership Team nor are lessons effectively executed. The ninth grade teacher team meets on a daily basis to collaboratively plan and align lesson plans to the district-level Common Core unit plans with the support of the school-level Ninth Grade Academy Coordinator. The ninth grade teacher team has also regularly designed formative assessments to complement their unit plans to be able to differentiate instruction accordingly.

**Principle 5: Effective Use of Data**

Effective Use of Data is an intervention strategy that consists of the following:

J08: The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (1710)

Full Implementation

C05: The principal collects and acts on data from a variety of sources and in a timely manner. (1666)

Limited Development

H01: The principal ensures that teachers align instruction with standards and benchmarks. (1714)

Limited Development

Overall Rating of the school's current progress for Principle 5

Limited Development

Please provide additional comments in the space below describing your overall rating of Principle 5 (optional)  
(749 of 5000 maximum characters used)

Ballou teachers regularly administer formative Common Core aligned formative assessments in both Reading and Math four times a year. Ballou teachers review formative assessment data and adjust lesson plans accordingly. This process is not regularly monitored or reviewed by the Ballou Academic Leadership Team and the effectiveness of its implementation is unclear. The ninth grade teacher team has implemented this process most consistently and effectively through the support of the school-level Ninth Grade Academy Coordinator and the District-level Ninth Grade Academy Director. The ninth grade teacher team has also regularly designed formative assessments to complement their unit plans to be able to differentiate instruction accordingly.

**Principle 6: School Culture and Climate**

School Culture and Climate is an intervention strategy that consists of the following:

F09: The LEA/School creates a professional learning community that fosters a school culture of continuous learning. (1701)

Limited Development

IIC13: The school addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs by way of additional counseling, access to ancillary services, or other supports.

Full Implementation

Overall Rating of the school's current progress for Principle 6

Limited Development

Please provide additional comments in the space below describing your overall rating of Principle 6 (optional) (593 of 5000 maximum characters used)

Through local funds and district-level efforts, the Ballou staff has increased capacity to support students' socio-emotional needs, including social workers and Special Education teachers. Attendance and behavior are still areas of concern with strategic supports and strategies in place to continue to improve the quality and coordination of services for students' non-academic needs. To improve the rigor of the instructional program, the Ballou Academic Leadership Team has recognized the importance of establishing and strengthening its culture of professional learning amongst teachers.

## Principle 7: Effective Family and Community Engagement

Effective Family and Community Engagement is an intervention strategy that consists of the following:

J02: The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners. (1704)

Full Implementation

J03: The principal creates enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication. (1705)

Limited Development

J05: The LEA assists school leaders in networking with potential partners and in developing partnerships. (1707)

Limited Development

K02: The LEA/School has assigned transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation. (1647)

No Development/Implementation

K04: The LEA/School has engaged parents and community in the transformation process. (1649)

Limited Development

K05: The LEA/School helps stakeholders overcome resistance to change. (1652)

Limited Development

Overall Rating of the school's current progress for Principle 7

Limited Development

Please provide additional comments in the space below describing your overall rating of Principle 7 (optional)  
(400 of 5000 maximum characters used)

Over the past few school years, the Ballou Academic Leadership Team has prioritized establishing supports for students socio-emotional needs and improving relationships with parents and community. As the Leadership Team and staff continue to strengthen the rigor of the instructional programming and curriculum, Ballou will need to re-focus the goals of its partnerships and family outreach efforts.

Provide data from the most recent DC-CAS results for this school/campus and set goals for each of the three school years of the period of availability for School Improvement Grants.

**Reading**

Percent Proficient in 2013	Percent Advanced in 2013	Prof./Advanced in 2013
12 %	1.0 %	13 %

Please clearly state LEA READING goals for each SY in the spaces provided below:

2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
45%	50%	61%

Please clearly describe how the LEA will monitor progress against stated READING goals in an effort to reach your annual goals for each school year in the spaces? What indicators will you use to monitor progress and how often (i.e., Number of Minutes within the school year, number and percentage of students completing advanced coursework, early college high schools, or dual enrollment classes, etc.)

The goals listed above have been established between the Chancellor, Chief of Schools, Instructional Superintendent and Principal to meet five-year strategic goals embedded in School Leader IMPACT. All DCPS high schools are required to administer formative assessments throughout the school year. These assessments include the Scholastic Reading Inventory for ninth and tenth graders (three times a year) and the Common Core aligned paced interim assessment (four times a year). These formative assessments are used to monitor progress throughout the year in addition to course pass rates and CollegeBoard data. These reading goals are also embedded in the School Leader's evaluation and are included in formal evaluations conducted by the Instructional Superintendent and Chancellor.

**Mathematics**

Percent Proficient in 2013	Percent Advanced in 2013	Prof./Advanced in 2013
17 %	2 %	19 %

Please clearly state LEA MATH goals for each SY in the spaces provided below:

2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
42%	47%	59%

Please clearly describe how the LEA will monitor progress against stated MATH goals in an effort to reach your annual goals for each school year in the spaces? What indicators will you use to monitor progress and how often (i.e., Number of Minutes within the school year, number and percentage of students completing advanced coursework, early college high schools, or dual enrollment classes, etc.)

The goals listed above have been established between the Chancellor, Chief of Schools, Instructional Superintendent and Principal to meet five-year strategic goals embedded in School Leader IMPACT. All DCPS high schools are required to administer formative assessments throughout the school year. In Mathematics, this includes the Common Core aligned paced interim assessment (four times a year) which is used to monitor progress throughout the year in addition to course pass rates and CollegeBoard data. These mathematics goals are also embedded in the School Leader's evaluation and are included in formal evaluations conducted by the Instructional Superintendent and Chancellor.

**High School Only**

**Graduation Rates**

Percent Proficient in 2013	Percent Advanced in 2013	Prof./Advanced in 2013
48 %	51 %	99 %

Please clearly state HIGH SCHOOL GRADUATION goals for each SY in the spaces provided below:

2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
50%	55%	60%

Please clearly describe how the LEA will monitor progress against stated graduation rate in an effort to reach your annual goals for each school year in the spaces? What indicators will you use to monitor progress and how often (i.e., Number of Minutes within the school year, number and percentage of students completing advanced coursework, early college high schools, or dual enrollment classes, etc.)

The goals listed above have been established between the Chancellor, Chief of Schools, Instructional Superintendent and Principal to meet five-year strategic goals embedded in School Leader IMPACT. Graduation rate goals are embedded in the School Leader's evaluation and are included in formal evaluations conducted by the Instructional Superintendent and Chancellor. Graduation rate projections are reviewed on a quarterly basis after each term through the DCPS student information system report known as the "Adjusted Graduation Cohort Report" where individual student requirements are summarized to assist high schools in assigning the appropriate support to each student expected to graduate.

**Capacity of LEA and School/Campus and Sufficiency of Funds to Implement Turnaround Model/Intervention**

Capacity to Fully and Effectively Implement the Selected Intervention(s)

The LEA must demonstrate that it has the capacity to use SIG funds to provide adequate resources and related support to each Priority school identified in this application in order to implement fully and effectively the selected turnaround model/intervention(s) in each of those schools. Below, the LEA must demonstrate this by describing elements of capacity supporting this finding.

Indicate the number and credentials of staff dedicated to implementation of the proposed SIG turnaround model/intervention.

Staff Member Name: Daniel Shea  
Staff Member Title: Instructional Superintendent  
Staff Member Credentials: Masters

Staff Member Name: Theresa West  
Staff Member Title: Director School Turnaround and Performance  
Staff Member Credentials: Masters

Staff Member Name: Jocelyn Basley  
Staff Member Title: Deputy Chief of Federal Programs and Grants  
Staff Member Credentials: Masters

Staff Member Name: Devin Howard  
Staff Member Title: SIG Grant Manager  
Staff Member Credentials: Masters

Staff Member Name: Frank Little  
Staff Member Title: School Turnaround Specialist  
Staff Member Credentials: Masters

Staff Member Name: Chrisanne LaHue  
Staff Member Title: Director of Ninth Grade Academies  
Staff Member Credentials: Masters

Staff Member Name: David Rose  
Staff Member Title: Deputy Chief of Humanities  
Staff Member Credentials: Masters

Please describe the steps that will be taken to retain or replace teachers and school leaders in an effort to meet the requirements of the school's selected SIG model.  
(696 of 5000 maximum characters used)

Beginning in the spring of 2014, the Chief of Schools and Instructional Superintendent, with the support of the Office of Human Capital and Office of School Turnaround and Performance, will recruit and screen candidates for the Principal position at Ballou HS. Staff to support the implementation of proposed SIG model/intervention include: 1) Daniel Shea, Instructional Superintendent; 2) Theresa West, Director School Turnaround and Performance; 3) Jocelyn Basley, Deputy Chief of Federal Programs and Grants; 4) Devin Howard, SIG Grant Manager; 5) Frank Little, School Turnaround Specialist; 6) Chrisanne LaHue, Director of Ninth Grade Academies; and 7) David Rose, Deputy Chief of Humanities

Please describe with "other" funds will be directly dedicated to support(ing) the implementation of the proposed SIG turnaround model/intervention.  
(255 of 5000 maximum characters used)

Ballou utilized Title I, Part A funds to support the implementation of a ninth grade academy instructional model during school year 2013-2014. DCPS plans to continue funding for this program through the life of the SIG grant through Title I, Part A funds.

Please describe the LEAs proposed plan for recruiting new principals for the Turnaround and Transformation Models or the availability of EMOs to enlist for the Restart Model, if applicable.  
(820 of 5000 maximum characters used)

DCPS recruits principals by targeting individuals who have: 1) already turned around a Title I school; 2) met AYP regularly; and 3) received awards based on merit. The DCPS Office of Human Capital especially recruits those principals who have had successes in Virginia, Maryland, the Boston area, and New York City. The application process for principals opens annually in January. It is a four-step process, which includes: 1) interviews held with Instructional Superintendents and highly qualified principals at DCPS; 2) second Interviews, also with Instructional Superintendents and highly qualified principals at DCPS; 3) interviews with Chancellor Kaya Henderson and 4) a Community Panel with parents and community organizers. Rubrics are set for all four of these interviews and do not vary from one to the next.

Please describe what effort(s) has the LEA put forth to decrease barriers and garner evidence of Support from Teachers, the Board of Education, School Staff, and/or Parents in their plan to implement the proposed SIG turnaround model/intervention.  
(1246 of 5000 maximum characters used)

As part of the principal recruitment process, parents and community members are invited to a forum to meet potential new leaders. The outcome of this meeting determines whether select individuals are appropriate for the school and its community. This part of the process eliminates any barriers that might prevent the principal from succeeding in leading the school. Additionally, this strengthens support from teachers, school staff, and parents. School leaders are fully supported through implementation of the school's intervention model. The Office of School Turnaround and Performance provides targeted technical assistance to schools through the SIG Grant Manager, Turnaround Schools who serves as an advocate for schools to ensure effective implementation, inclusive of allocation of human capital and fiscal resources, leveraging support from inter-agency and external stakeholders, and progress monitoring consultant and school-level support against identified targets for school improvement. A primary task of the SIG Project Manager is to work with the Instructional Superintendent to mitigate barriers to the success of school turnaround and transformation efforts, helping to create clear pathways to achieve performance targets.

Please describe in detail how the LEA will recruit, screen, and select external providers, if applicable, to ensure their quality.  
(14 of 5000 maximum characters used)

Not Applicable

Please describe in detail how the LEA will align other resources with the interventions.  
(361 of 5000 maximum characters used)

Over the past five school years, Ballou has focused on improving and stabilizing school culture and ensuring the appropriate supports for its special needs students. Beginning in school year 2014-2015, Ballou will strengthen instructional leadership to ensure consistency across grade levels in terms of instructional and school culture norms and expectations.

Please describe any areas where practices or policies have or will be modified where necessary to be able to implement the interventions fully and effectively.  
(14 of 5000 maximum characters used)

Not Applicable

Please describe in detail how the LEA plans to sustain the reforms after the funding period ends.  
(825 of 5000 maximum characters used)

The goal of the supports and interventions included in the SIG application is to establish consistent and effective instructional leadership and delivery to drive student achievement. At the end of the funding period, the academy instructional model should be embedded across all grade levels. Additionally, there should be a greater concentration of effective and highly effective teachers as a result of professional development funded through the SIG grant. During the last year of the grant, the Office of School Turnaround and Performance will conduct a needs assessment to assess the level of implementation and will work with the Ballou Leadership Team to identify elements of the SIG grant that may need to be sustained. These elements will be prioritized for funding through local funds or Title I, Part A funds.

**Sufficiency of Funds to Implement Turnaround Model/Intervention**

Sufficiency of Funds to Fully and Effectively Implement the Selected Intervention.

The LEA must provide a separate narrative statement demonstrating that the amount of SIG funds requested for this school/campus is sufficient to fully and effectively implement the selected turnaround model/intervention(s)

(675 of 5000 maximum characters used)

To meet Ballou's student achievement goals over the next three years, Ballou has established the need for a team academy structure enhanced by blended instruction to improve the rigor of instructional programming and intervention and differentiated instruction. Ballou high school requests \$2,151,567.14 over the course of three years to successfully implement the transformation intervention model. The total amount comprises \$279,262.85 in pre-summer, \$692,101.43 in the first year, \$722,101.43 in the second year, and \$458,101.43 in the third year. The proposed amount is sufficient to effectively implement the transformation intervention model at Ballou high school.

Other Funds Dedicated to Implementation

This could include Title I, Part A funds; SIG funds provided under Section 1003(a); local funds; or other funds.

Below, provide a detailed description of other funding sources that will be dedicated to supporting implementation of the selected turnaround model/intervention(s).

Please note: each participating Priority school must receive all of the local funds it would receive in the absence of the SIG 1003(g) funds.

(3 of 5000 maximum characters used)

N/A

**School's Student Profile Data**

In the space below, please provide actual and projected student enrollment data for the entire school.

<b>School Enrollment</b>	<b>Actual Data</b>				<b>Projected Data</b>	
	SY 2011-2012	SY 2012-2013	SY 2013-2014	SY 2014-2015	SY 2015-2016	SY 2016-2017
<b>Total student enrollment</b>	<input type="text" value="910"/>	<input type="text" value="798"/>	<input type="text" value="678"/>	<input type="text" value="655"/>	<input type="text" value="TBD"/>	<input type="text" value="0"/>

## Intervention Alignment

In the space provided below, please describe how SIG funds will be deployed in support of interventions and how each intervention will be aligned to the needs assessment and turnaround principle.

Name of Intervention(s):

Detailed Description of Intervention(s): (409 of 5000 maximum characters used)

Turnaround Principle:

- Leading Indicators used to Monitor Intervention(s): (select all that apply)
- Number of minutes within the school year
  - Number and percentage of students completing advanced coursework
  - College Enrollment Rate
  - Teachers by performance level on LEA's teacher evaluation system
  - Teacher attendance rate

Rationale for intervention: (498 of 5000 maximum characters used)

Resources applied to support Intervention(s): (1549 of 5000 maximum characters used)

Name of Intervention(s):

Detailed Description of Intervention(s): ([count] of 5000 maximum characters used)

Turnaround Principle:

- Leading Indicators used to Monitor Intervention(s): (select all that apply)
- Number of minutes within the school year
  - Number and percentage of students completing advanced coursework
  - College Enrollment Rate
  - Teachers by performance level on LEA's teacher evaluation system
  - Teacher attendance rate

Rationale for intervention: ([count] of 5000 maximum characters used)

Resources applied to support Intervention(s): Salaries and BenefitsPre-Implementation: \$10,000.00/ InstructionYear 1: \$133,718.00 / Support Services - To lead school-based tenth grade academy professional development and planning.Year 2: DCPS has decided to base Years 2 and 3 budget on promising practices garnered from Pre-implementation through year 1. The current consensus is that Turnaround is based on strong instructional human capital supporting the instructional model funded by the grant, therefore we have decided to allocate the remaining grant funding in personnel (\$285, 207.81 for Years 2 and 3) which will ensure fidelity of the grant and assist with shades of sustainability of key practices and structures. In the interim, during the DCPS' budget season, we will explore additional funding options to support non-personnel items that support human capital positions as it relates to the grant.Year 3: DCPS has decided to base Years 2 and 3 budget on promising practices garnered from Pre-implementation through year 1. The current consensus is that Turnaround is based on strong instructional human capital supporting the instructional model funded by the grant, therefore we have decided to allocate the remaining grant funding in personnel (\$285, 207.81 for Years 2 and 3) which will ensure fidelity of the grant and assist with shades of sustainability of key practices and structures. In the interim, during the DCPS' budget season, we will explore additional funding options to support non-personnel items that support human capital positions as it relates to the grant.

Name of Intervention(s): Blended Learning Coordinator

Detailed Description of Intervention(s): Blended Learning Coordinator develops instructional model and content to develop clear implementation plan

Turnaround Principle: Curriculum, Assessment and Intervention System

- Leading Indicators used to Monitor Invention(s): (select all that apply)
- Number of minutes within the school year
  - Number and percentage of students completing advanced coursework
  - College Enrollment Rate
  - Teachers by performance level on LEA's teacher evaluation system
  - Teacher attendance rate

Rationale for intervention: The quality of instructional planning and delivery is currently inconsistent across grade levels and content areas. The Blended Learning Coordinator will be responsible for establishing the appropriate blended learning instructional model and training teachers to ensure consistent high quality instructional planning and delivery with the implementation of new curriculum. The Blended Learning Coordinator will also provide informal observational feedback as part of the Academic Leadership Team. (Priority): ID10 and IF02/(SIG): F10; Achievement Indicators: % of students proficient/advanced on DC CAS Reading, % of students proficient/advanced on DC CAS Math, % of students graduating within four years, % of students promoted to next grade level

Resources applied to support Intervention(s): Salaries and BenefitsPre-Implementation: \$5,000.00/ InstructionYear 1: \$133,718.00 / Support Services - To lead school-based blended learning professional development and planning. Year 2: DCPS has decided to base Years 2 and 3 budget on promising practices garnered from Pre-implementation through year 1. The current consensus is that Turnaround is based on strong instructional human capital supporting the instructional model funded by the grant, therefore we have decided to allocate the remaining grant funding in personnel (\$285, 207.81 for Years 2 and 3) which will ensure fidelity of the grant and assist with shades of sustainability of key practices and structures. In the interim, during the DCPS' budget season, we will explore additional funding options to support non-personnel items that support human capital positions as it relates to the grant.Year 3: DCPS has decided to base Years 2 and 3 budget on promising practices garnered from Pre-implementation through year 1. The current consensus is that Turnaround is based on strong instructional human capital supporting the instructional model funded by the grant, therefore we have decided to allocate the remaining grant funding in personnel (\$285, 207.81 for Years 2 and 3) which will ensure fidelity of the grant and assist with shades of sustainability of key practices and structures. In the interim, during the DCPS' budget season, we will explore additional funding options to support non-personnel items that support human capital positions as it relates to the grant.

Name of Intervention(s): Admin Premium

Detailed Description of Intervention(s): Admin premium will be used to pay teachers for after school activities that will directly support the focus of 10th grade academy, blended learning, and improving the overall school instruction. The average rate of admin premium is \$34 dollars per hour. The number of sessions and teacher participants will be determined at the discretion of the Principal.

Turnaround Principle: Effective Use of Staffing Practices

- Leading Indicators used to Monitor Invention(s): (select all that apply)
- Number of minutes within the school year
  - Number and percentage of students completing advanced coursework
  - College Enrollment Rate
  - Teachers by performance level on LEA's teacher evaluation system
  - Teacher attendance rate

Rationale for intervention: ([count] of 5000 maximum characters used) As the Ballou Academic Leadership Team's instructional leadership team improves, there will be a need for teachers to participate in professional development and/or planning outside of the regular school day. These sessions will be led by the Ballou Academic Leadership Team and partners.

Resources applied to support Intervention(s): ([count] of 5000 maximum characters used) "Pre-Implementation: Year 1: \$25,000.00 / Instruction: As the Ballou Academic Leadership Team's instructional leadership team improves, there will be a need for teachers to participate in professional development and/or planning outside of the regular school day. These sessions will be led by the Ballou Academic Leadership Team. Year 2: DCPS has decided to base Years 2 and 3 budget on promising practices garnered from Pre-implementation through year 1. The current consensus is that Turnaround is based on strong instructional human capital supporting the instructional model funded by the grant, therefore we have decided to allocate the remaining grant funding in personnel (\$285, 207.81 for Years 2 and 3) which will ensure fidelity of the grant and assist with shades of sustainability of key practices and structures. In the interim, during the DCPS' budget season, we will explore additional funding options to support non-personnel items that support human capital positions as it relates to the grant. Year 3: DCPS has decided to base Years 2 and 3 budget on promising practices garnered from Pre-implementation through year 1. The current consensus is that Turnaround is based on strong instructional human capital supporting the instructional model funded by the grant, therefore we have decided to allocate the remaining grant funding in personnel (\$285, 207.81 for Years 2 and 3) which will ensure fidelity of the grant and assist with shades of sustainability of key practices and structures. In the interim, during the DCPS' budget season, we will explore additional funding options to support non-personnel items that support human capital positions as it relates to the grant.

Name of Intervention(s): Blackboard, ANet, EdStar, Ignite, Harry Wong, Kagan Consulting, Adams Educating

Detailed Description of Intervention(s): ([count] of 5000 maximum characters used) Develop or expand data collection systems to allow for customized, real-time data analysis Implementation Indicators: (Priority): IID04; Achievement Indicators: % of students proficient/advanced on DC CAS Reading, % of students proficient/advanced on DC CAS Math, % of students graduating within four years, % of students promoted to next grade level

Turnaround Principle: Effective Use of Data

- Leading Indicators used to Monitor Intervention(s): (select all that apply)
- Number of minutes within the school year
  - Number and percentage of students completing advanced coursework
  - College Enrollment Rate
  - Teachers by performance level on LEA's teacher evaluation system
  - Teacher attendance rate

Rationale for intervention: ([count] of 5000 maximum characters used) The implementation of a data platform will streamline the use of multiple instructional software programs to maximize students' time on task and to aide teachers in their use of data from multiple sources. The implementation of a data platform will streamline the use of multiple instructional software programs to maximize students' time on task and aide teachers in their use of data from multiple sources. Uncommon Schools Driven by Data and Ignite Learning Partners: these two strands of professional development will be sequenced appropriately by the Academic Leadership Team after their first observation period at the beginning of the year. These professional development strands were prioritized as a result of instructional observations over the course of the past two years. While teachers should improve their general instructional practice, the professional development series were identified to improve the implementatin level of differentiation and personalized instruction to students across ability levels. ASCD for Professional Development: As the Ballou Academic Leadership Team's instructional leadership team improves, there will be a need for teachers to participate in professional development and/or planning outside of the regular school day. These sessions will be led by the Ballou Academic Leadership team.

Resources applied to support Intervention(s): ([count] of 5000 maximum characters used) Professional Services Pre-implementation: \$53,500.00/ Instruction - During the summer/pre-planning period of the grant prior to SY 14/15 Ballou HS will spend \$53,500.00 in contractual services to support the schools instructional goals. During the summer pre-implementation period, the total amount is based on: \$6,000.00 (Blackboard) + \$10,000.00 (Vendor to plan and design blended learning instructional model) + \$8,000.00 (Uncommon Schools Driven by Data) + \$10,000.00 (EdStar) + \$9,500.00 (ASCD) + \$10,000.00 (Ignite Learning Partners) = \$53,000.00. All contractual services are based on negotiated terms of related services, continuity of services with the District, and limited time to support school during the pre-planning period. Year 1: \$72,000.00/ Support Services - During Year 1 of the grant (SY 14/15) Ballou HS will spend \$72,000 in contractual services to support the school's instructional goals. This will include professional development relating to data-driven instruction and blended learning. Year 2: DCPS has decided to base Years 2 and 3 budget on promising practices garnered from Pre-implementation through year 1. The current consensus is that Turnaround is based on strong instructional human capital supporting the instructional model funded by the grant, therefore we have decided to allocate the remaining grant funding in personnel (\$285, 207.81 for Years 2 and 3) which will ensure fidelity of the grant and assist with shades of sustainability of key practices and structures. In the interim, during the DCPS' budget season, we will explore additional funding options to support non-personnel items that support human capital positions as it relates to the grant. Year 3: DCPS has decided to base Years 2 and 3 budget on promising practices garnered from Pre-implementation through year 1. The current consensus is that Turnaround is based on strong instructional human capital supporting the instructional model funded by the grant, therefore we have decided to allocate the remaining grant funding in personnel (\$285, 207.81 for Years 2 and 3) which will ensure fidelity of the grant and assist with shades of sustainability of key practices and structures. In the interim, during the DCPS' budget season, we will explore additional funding options to support non-personnel items that support human capital positions as it relates to the grant.

Name of Intervention(s): Smart Boards/Hi-Tech Solutions, iPads, iPad carts, laptops (Dell Equipment)

Detailed Description of Intervention(s): ([count] of 5000 maximum characters used) Implement CCSS and aligned model curriculum and unit assessments Implementation Indicators: IIA01 and IIA02; Achievement Indicators: % of students proficient/advanced on DC CAS Reading, % of students proficient/advanced on DC CAS Math, % of students graduating within four years, % of students promoted to next grade level, % of teachers effective and highly effective

5000 maximum characters used)

Turnaround Principle:

Curriculum, Assessment and Intervention System

Leading Indicators used to Monitor Intervention(s): (select all that apply)

- Number of minutes within the school year
- Number and percentage of students completing advanced coursework
- College Enrollment Rate
- Teachers by performance level on LEA's teacher evaluation system
- Teacher attendance rate

Rationale for intervention: ([count] of 5000 maximum characters used)

Ballou teachers have identified the need for additional instructional tools to provide high-quality instruction to all students. Teachers currently have limited access to the appropriate technology to enhance instructional delivery. Prometheon boards will promote more student interaction and participation and decrease the amount of teacher-centered instruction. Dell laptops: to improve the quality of differentiated instruction and the use of data, the Ballou Academic Leadership team will increase the computer to student ratio to support the use of instructional software for instruction and real-time data.

Resources applied to support Intervention(s): ([count] of 5000 maximum characters used)

EquipmentPre-implementation: \$164,095.35/ Instruction - During the summer/pre-planning period of the grant prior to SY f14/15 Ballou HS will spend \$164,095.35 on smart board, iPads, iPad carts, and laptops to support the use of additional online instructional software. During the pre-planning period of the grant SY 14/15, the total amount is based on \$23,000 x 5 (Dell Equipment) + \$4,070 x 5 (Hi-Tech Solutions) = \$135,000.00. Year 1: \$40,000.00/ Support Services - During Year 1 of the grant, Ballou HS will spend \$40,000 on Dell laptops to support blended instruction and the use of innovative teaching techniques. Year 2: DCPS has decided to base Years 2 and 3 budget on promising practices garnered from Pre-implementation through year 1. The current consensus is that Turnaround is based on strong instructional human capital supporting the instructional model funded by the grant, therefore we have decided to allocate the remaining grant funding in personnel (\$285, 207.81 for Years 2 and 3) which will ensure fidelity of the grant and assist with shades of sustainability of key practices and structures. In the interim, during the DCPS' budget season, we will explore additional funding options to support non-personnel items that support human capital positions as it relates to the grant. Year 3: DCPS has decided to base Years 2 and 3 budget on promising practices garnered from Pre-implementation through year 1. The current consensus is that Turnaround is based on strong instructional human capital supporting the instructional model funded by the grant, therefore we have decided to allocate the remaining grant funding in personnel (\$285, 207.81 for Years 2 and 3) which will ensure fidelity of the grant and assist with shades of sustainability of key practices and structures. In the interim, during the DCPS' budget season, we will explore additional funding options to support non-personnel items that support human capital positions as it relates to the grant.

Name of Intervention(s):

Instructional Software

Detailed Description of Intervention(s): ([count] of 5000 maximum characters used)

Supplies and Materials for Instructional Software

Turnaround Principle:

Curriculum, Assessment and Intervention System

Leading Indicators used to Monitor Intervention(s): (select all that apply)

- Number of minutes within the school year
- Number and percentage of students completing advanced coursework
- College Enrollment Rate
- Teachers by performance level on LEA's teacher evaluation system
- Teacher attendance rate

Rationale for intervention: ([count] of 5000 maximum characters used)

Ballou High School needs particular software to support the instructional model (blended learning).

Resources applied to support Intervention(s): ([count] of 5000 maximum characters used)

Pre-implementation: \$46,667.50/ Instruction - During the summer/pre-planning period of the grant prior to SY 14/15 Ballou HS will spend \$46,667.50 for instructional software and materials to support the literacy focus including paper, white boards, and reading books. Year 1: \$5,000.00/ Instruction - During Year 1 of the grant (SY 14/15) Ballou HS will spend \$5,000 in supplies and materials for instructional software. Year 2: DCPS has decided to base Years 2 and 3 budget on promising practices garnered from Pre-implementation through year 1. The current consensus is that Turnaround is based on strong instructional human capital supporting the instructional model funded by the grant, therefore we have decided to allocate the remaining grant funding in personnel (\$285, 207.81 for Years 2 and 3) which will ensure fidelity of the grant and assist with shades of sustainability of key practices and structures. In the interim, during the DCPS' budget season, we will explore additional funding options to support non-personnel items that support human capital positions as it relates to the grant. Year 3: DCPS has decided to base Years 2 and 3 budget on promising practices garnered from Pre-implementation through year 1. The current consensus is that Turnaround is based on strong instructional human capital supporting the instructional model funded by the grant, therefore we have decided to allocate the remaining grant funding in personnel (\$285, 207.81 for Years 2 and 3) which will ensure fidelity of the grant and assist with shades of sustainability of key practices and structures. In the interim, during the DCPS' budget season, we will explore additional funding options to support non-personnel items that support human capital positions as it relates to the grant.

Name of Intervention(s):	Leadership Conferences
Detailed Description of Intervention(s): ([count] of 5000 maximum characters used)	The Ballou Academic Leadership Team members will attend professional conferences relating to blended learning, common core instruction and general pedagogy.
Turnaround Principle:	Effective Use of Staffing Practices
Leading Indicators used to Monitor Intervention(s): (select all that apply)	<input type="checkbox"/> Number of minutes within the school year <input type="checkbox"/> Number and percentage of students completing advanced coursework <input type="checkbox"/> College Enrollment Rate <input checked="" type="checkbox"/> Teachers by performance level on LEA's teacher evaluation system <input type="checkbox"/> Teacher attendance rate
Rationale for intervention: ([count] of 5000 maximum characters used)	As was the intent for turnaround leaders to visit schools who have demonstrated promising practices, to that end, the leadership feels that DCPS school leaders need to be exposed to these practices as this work cannot be done in silos.
Resources applied to support Intervention(s): ([count] of 5000 maximum characters used)	"Pre-implementation: Year 1: \$25,000.00/ Other Expenses - The Ballou Academic Leadership Team members will attend professional conferences relating to blended learning, common core instruction and general pedagogy. Year 2: DCPS has decided to base Years 2 and 3 budget on promising practices garnered from Pre-implementation through year 1. The current consensus is that Turnaround is based on strong instructional human capital supporting the instructional model funded by the grant, therefore we have decided to allocate the remaining grant funding in personnel (\$285, 207.81 for Years 2 and 3) which will ensure fidelity of the grant and assist with shades of sustainability of key practices and structures. In the interim, during the DCPS' budget season, we will explore additional funding options to support non-personnel items that support human capital positions as it relates to the grant. Year 3: DCPS has decided to base Years 2 and 3 budget on promising practices garnered from Pre-implementation through year 1. The current consensus is that Turnaround is based on strong instructional human capital supporting the instructional model funded by the grant, therefore we have decided to allocate the remaining grant funding in personnel (\$285, 207.81 for Years 2 and 3) which will ensure fidelity of the grant and assist with shades of sustainability of key practices and structures. In the interim, during the DCPS' budget season, we will explore additional funding options to support non-personnel items that support human capital positions as it relates to the grant.
Name of Intervention(s):	Transportation and Fees for Visits
Detailed Description of Intervention(s): ([count] of 5000 maximum characters used)	Address other non-academic factors that impact student achievement, such as students' social, emotional, and health needs by way of additional counseling, access to additional ancillary services, or other supports. Implementation Indicators: (Priority and SIG): IIIA33; Achievement Indicators: In Seat Attendance, Truancy Rate, % of students promoted to next grade level
Turnaround Principle:	School Culture and Climate
Leading Indicators used to Monitor Intervention(s): (select all that apply)	<input checked="" type="checkbox"/> Number of minutes within the school year <input checked="" type="checkbox"/> Number and percentage of students completing advanced coursework <input type="checkbox"/> College Enrollment Rate <input type="checkbox"/> Teachers by performance level on LEA's teacher evaluation system <input type="checkbox"/> Teacher attendance rate
Rationale for intervention: ([count] of 5000 maximum characters used)	A core component of a team structure is for students to participate in activities outside of the academic day that focuses on social skill building and student collaboration. These elements will strengthen the academic components of the team structure because student conflict and disruptions should be minimized as a result
Resources applied to support Intervention(s): ([count] of 5000 maximum characters used)	OtherPre-implementation: Year 1: \$7,000.00/ Student Transportation - The cost will include transportation and fees for trips. Based on the total amount, the transportation will cost \$7,00.00. Year 2: DCPS has decided to base Years 2 and 3 budget on promising practices garnered from Pre-implementation through year 1. The current consensus is that Turnaround is based on strong instructional human capital supporting the instructional model funded by the grant, therefore we have decided to allocate the remaining grant funding in personnel (\$285, 207.81 for Years 2 and 3) which will ensure fidelity of the grant and assist with shades of sustainability of key practices and structures. In the interim, during the DCPS' budget season, we will explore additional funding options to support non-personnel items that support human capital positions as it relates to the grant. Year 3: DCPS has decided to base Years 2 and 3 budget on promising practices garnered from Pre-implementation through year 1. The current consensus is that Turnaround is based on strong instructional human capital supporting the instructional model funded by the grant, therefore we have decided to allocate the remaining grant funding in personnel (\$285, 207.81 for Years 2 and 3) which will ensure fidelity of the grant and assist with shades of sustainability of key practices and structures. In the interim, during the DCPS' budget season, we will explore additional funding options to support non-personnel items that support human capital positions as it relates to the grant.

Name of Intervention(s): SIG Program Manager

Detailed Description of Intervention(s): Focus on instructional leadership including the collection of data and feedback mechanisms for continually improving instruction. Implementation Indicators: (Priority): ID10 and IF02/(SIG): F10; Achievement Indicators: % of students proficient/advanced on DC CAS Reading, % of students proficient/advanced on DC CAS Math, % of students graduating within four years, % of students promoted to next grade level.

Turnaround Principle: School Leadership

- Leading Indicators used to Monitor Intervention(s): (select all that apply)
- Number of minutes within the school year
  - Number and percentage of students completing advanced coursework
  - College Enrollment Rate
  - Teachers by performance level on LEA's teacher evaluation system
  - Teacher attendance rate

Rationale for intervention: Provide support to implement turnaround model.

Resources applied to support Intervention(s): Salaries and Benefits Pre-Implementation: Year 1: \$52,337.38 / Administration: To support school implementation the turnaround model. Year 2: DCPS has decided to base Years 2 and 3 budget on promising practices garnered from Pre-implementation through year 1. The current consensus is that Turnaround is based on strong instructional human capital supporting the instructional model funded by the grant, therefore we have decided to allocate the remaining grant funding in personnel (\$285, 207.81 for Years 2 and 3) which will ensure fidelity of the grant and assist with shades of sustainability of key practices and structures. In the interim, during the DCPS' budget season, we will explore additional funding options to support non-personnel items that support human capital positions as it relates to the grant. Year 3: DCPS has decided to base Years 2 and 3 budget on promising practices garnered from Pre-implementation through year 1. The current consensus is that Turnaround is based on strong instructional human capital supporting the instructional model funded by the grant, therefore we have decided to allocate the remaining grant funding in personnel (\$285, 207.81 for Years 2 and 3) which will ensure fidelity of the grant and assist with shades of sustainability of key practices and structures. In the interim, during the DCPS' budget season, we will explore additional funding options to support non-personnel items that support human capital positions as it relates to the grant.