District of Columbia
Office of the State Superintendent of Education

1003(g) School Improvement Grant

SY 2014-2015 Application

DCPS – Patterson Elementary School

1003(g) School Improvement Grant

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 Reserve 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

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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) 122095102

System of Award Management (SAM) Expiration Date 09/09/2014

SIG Funds Coordinator Contact:

Last Name* West

First Name* Theresa

Title* Director, OSTP

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City* Washington

State* DC

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☑ 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: School Goal Setting Meeting with Victorie Thomas

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

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

Date: 08/30/2013	Date:	Date:	Date:	Date:
Date:	Date:	Date:	Date:	Date:

Individual(s) or Group(s) Consulted: ESEA Progress Monitoring Meeting, Patterson ES

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

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

Date: 12/06/2013	Date:	Date:	Date:	Date:
Date:	Date:	Date:	Date:	Date:

Individual(s) or Group(s) Consulted: Parent and Community Focus Group, Quality School Review, Patterson ES

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

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

Date: 12/06/2013	Date:	Date:	Date:	Date:
Date:	Date:	Date:	Date:	Date:

Individual(s) or Group(s) Consulted: Teacher Focus Group, Quality School Review, Patterson ES

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

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

Date: 12/06/2013	Date:	Date:	Date:	Date:
Date:	Date:	Date:	Date:	Date:

Individual(s) or Group(s) Consulted: Local School Advisory Team, Patterson ES

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

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

Date: 02/04/2014	Date:	Date:	Date:	Date:
Date:	Date:	Date:	Date:	Date:

Individual(s) or Group(s) Consulted: Academic Leadership Team, Patteron ES

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

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

Date: 02/19/2014	Date: 03/10/2014	Date: 03/14/2014	Date: 03/25/2014	Date:
Date:	Date:	Date:	Date:	Date:

Individual(s) or Group(s) Consulted: Meeting with Kaya Henderson

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

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

Date: 02/28/2014	Date:	Date:	Date:	Date:
Date:	Date:	Date:	Date:	Date:

Individual(s) or Group(s) Consulted: Meeting with John Davis

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

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

Date: 02/25/2014	Date:	Date:	Date:	Date:
Date:	Date:	Date:	Date:	Date:

Individual(s) or Group(s) Consulted: Meeting with Lakimbre Brown, Daniel Shea

Relationship: (ex: parent, board member, funder, etc.) Superindent, Cluster 3 & Superindent, Cluster 9

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

Date: 03/03/2014	Date:	Date:	Date:	Date:
Date:	Date:	Date:	Date:	Date:

Individual(s) or Group(s) Consulted: City Year

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

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

Date: 02/15/2014	Date:	Date:	Date:	Date:
Date:	Date:	Date:	Date:	Date:

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 metics 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 ◉ No ○	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 ◉ No ○	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 ◉ No ○	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 ◉ No ○	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 ◉ No ○	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 sructinized carefully to enure 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 requirments for School Improvement Grants, an LEA must serve all Priority Schools unless it acks sufficient capactiy 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

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

Patterson Elementary School will be receiving support from Title 1, Part A for continued support from the previous school year to continue literacy instructional and intervention programs. 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.

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
(780 of 5000 maximum characters used)

Patterson Elementary School has ample evidence of support for the initiatives that are outlined throughout the application. For instructional needs at the school, one of its current barriers is that the teachers are in need of additional professional development and support in order to strengthen their instructional delivery in both ELA and math. The school staff is in need of additional personnel and instructional program support and will be supportive of this effort. In regards to socio-emotional needs, Patterson has received a growing number of students with 504s and other socio-emotional needs that the leadership, teachers, and parents want more support for handling the students and its caseloads. Overall, there will be support for initiatives outlined in this plan.

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 thing 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.

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 Year 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
06/01/2015	08/01/2015	DCPS will conduct a needs assessment of SIG school on implentations progress	SIG Manager
06/01/2015	08/01/2015	DCPS will close-out all financial business for SY 14-15	SIG Manager
06/01/2015	08/01/2015	DCPS will work with schools to identify vendors for instructional programs and PD for Year 2	SIG Manager
06/01/2015	08/01/2015	DCPS will work with School Leaders and Partners to plan Year 2 calendar of milestones and tasks	SIG Manager

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
06/01/2015	08/01/2015	DCPS will order all supplies and materials for the beginning of the school year SY15-16	SIG Manager
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 will conduct a needs assessment of SIG school on implentations progress	SIG Manager
06/01/2016	08/01/2016	DCPS will close-out all financial business 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 will conduct a needs assessment of SIG school on implentations progress	SIG Manager
01/01/2017	09/01/2017	DCPS will close-out all financial business for SY 16-17	SIG Manager

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
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	09/01/2014	Criteria for source evaluation is defined	Dir., Off of Turnaround and School Perf.
09/01/2014	06/01/2015	Conduct Site Visits for vendors and partners to ensure quality implementation and to 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 and transformation models	Dir., Off of School Turnaround and Perf.
02/01/2014	08/01/2014	Spend plans for each school site will be created	Dir., Off of School Turnaround and Perf.
08/01/2014	09/01/2017	School principals and LEA adminstrators, will establish workplan steps at each school	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 inteventions 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 deatailed 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 has established a unit to garner additional funds for the two lowest performing schools	Dir., Federal Programs and Grants
01/01/2017	09/01/2017	The Grants Development Team will raise funds to support special initiatives within specific Schools	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:	Patterson ES
National Center for Education Statistics (NCES) ID Number:	11003000158
School/Campus Address:	4399 South Capital Terrace SW
School/Campus City:	Washington
School/Campus State:	DC
School/Campus Zipcode:	20032
School/Campus Intervention Model Selected:	Turnaround

School Needs Assessment

Required Dates of Needs Assessment

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

Date:	09/30/2013	Date:	03/20/2014	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.
(1623 of 5000 maximum characters used)

During school year 2012-2013, the Patterson 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 new Patterson 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 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 comon assessment data funded by school-level Title I funds; 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- 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. Please see Patterson'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.
(4790 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 Patterson 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 Patterson's most recent formal site visit findings and recommendations to complete the 52 SIG indicators in IndiStar. There were two primary root causes for limited student achievement identified both at the end of last year and in March. First, there is a lack of effective implementation of high quality teaching practices, including differentiation and reading instruction. The Patterson staff noted that there was a need for more professional development as well as capacity and tools for instructional delivery. Second, the Patterson team identifed a need for more effective use of instructional time. Students were not spending significant time on task or completing tasks that meet their individual academic needs. As a result, the Patterson Academic Leadership Team, Instructional Superintendent and School Turnaround Specialist developed a SIG plan for a reading response to intervention approach to instruction under the SIG transformation model over the next three years.

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 demontrate 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)	Full Implementation
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)	Full Implementation
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)	Full Implementation
C04: The principal effectively and clearly communicates the message of change. (1665)	Full Implementation
C06: The principal, after reviewing the data, seeks quick wins. (1667)	Full Implementation
C07: The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions. (1668)	Full Implementation
C08: The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (1712)	Full Implementation
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 overal rating of principle 1 (optional) (1397 of 5000 maximum characters used)

Over the course of the past ten years, the Patterson school community has been led by nine school Principals. While there has been some staff turnover, the majority of Patterson's instructional staff remained at Patterson over the course of the various leadership tenures until reconstitution at the end of school year 2012-2013 following the appointment of Dr. Victorie Thomas as Principal. Similar to Patterson's tumultuous leadership changes, student achievement has fluctuated over the course of the past five years and student achievement declines have been most dramatic in Reading where Patterson's achievement levels went from 33% proficent and advanced in 2011 to 15% proficent and advanced in 2013. Subsequently, there was a lack of professional learning and collaboration at Patterson prior to the current school year as well as a focus on effective instruction and implementation of intervention, particularly in Reading. As of the early spring of the current school year, the Patterson Leadership Team has improved the quality of its professional learning community through the regular implementation of leadership team meetings, observation and coaching cycles and grade level planning. The evaluation process is also supported by the DCPS IMPACT evaluation process whereby teachers are evaluated five times a year, both formally and informally by Principals and Master Educators.

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)	No Development/Implementation
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)	No Development/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)	Full Implementation
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)
(1397 of 5000 maximum characters used)

At the end of school year 2012-2013, the Patterson Leadership Team reconstituted staff with the support of the Chief of Schools, Chief of Human Capital and Chancellor. Principal Thomas recruited effective teachers over the summer focusing on teachers' ability to lesson plan and effectively teach reading. The evaluation process is also supported by the DCPS IMPACT evaluation process whereby teachers are evaluated five times a year, both formally and informally by Principals and Master Educators. During the current school year, the Patterson Leadership Team has focused on regular job-embedded professional development through whole staff sessions led by the Principal and Assistant Principal as well as coaching cycles led by the new Instructional Coach that is more tailored to individual teacher needs. Through data analysis of DC CAS and end of year DIBELS and TRC data, the Patterson staff found that many of its students still struggled with basic reading skills. As a result, much of the professional development provided by both the District and Patterson Leadership Team this year has focused on effective implementation of the reading block and small group instruction. As of March 2014, the Patterson staff has improvd DIBELS fluency scores from 50% to 59% of students at benchmark and TRC comprehension scores from 34% to 38% of students proficient or above in comprehension.

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)	Full Implementation
J06: The LEA/School creates and sustains partnerships to support extended learning. (1708)	Limited Development
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)
(870 of 5000 maximum characters used)

The Patterson Academic Leadership Team has established expectations and standards for instructional planning and delivery. The informal observation process for ensuring consistency of instructional planning and delivery has evolved over the course of the year and has not been as consistent as needed. Teachers have regular instructional planning time, however, both the Patterson Academic Leadership Team and teachers have determined the need for additional collaborative planning time to collaboratively review student data and to develop high-quality unit plans and assessments. Through regular classroom observations by the Academic Leadership Team, Instructional Superintendent, School Turnaround Specialist and Turnaround for Children team, students are not spending enough time on task due to ineffective differentiation and whole class instructional delivery.

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)
(806 of 5000 maximum characters used)

The Patterson Academic Leadership Team has established expectations and standards for instructional planning and delivery. The informal observation process for ensuring consistency of instructional planning and delivery has evolved over the course of the year and has not been as consistent as needed. Teachers have regular instructional planning time, however, both the Patterson Academic Leadership Team and teachers have determined the need for additional collaborative planning time to collaboratively review student data and to develop high-quality unit plans and assessments. Teachers have also articulated the need for additional instructional tools and curriculum aligned to Common Core standards to be able to more effectively assess student learning and to develop differentiated lesson plans.

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)	Limited Development
C05: The principal collects and acts on data from a variety of sources and in a timely manner. (1666)	Full Implementation
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)
(662 of 5000 maximum characters used)

The Patterson Academic Leadership Team regularly reviews school performance data such as attendance, formative assessment data and teacher observations to determine areas of professional learning. Extended learning time programs have not been consistent over the course of the year to be able to effectively collect accurate data and evaluate effectiveness. The Patterson Academic Leadership Team has established expectations and standards for instructional planning and delivery. The informal observation process for ensuring consistency of instructional planning and delivery has evolved over the course of the year and has not been as consistent as needed.

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)	Full Implementation
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.	Limited Development
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)
(823 of 5000 maximum characters used)

The Patterson Academic Leadership Team and school staff has prioritized establishing core school culture values and classroom management norms with the support of Turnaround for Children. As a result, most student behavioral challenges are managed by Patterson staff. Patterson has also improved the quality of its Student Support Team and coordination of wraparound supports for students and families with intensive needs that cannot be met by Patterson staff. In terms of attendance, Patterson continues to face challenges as approximately 30% of Patterson students miss 10% or more instructional days. To improve attendance, the Patterson Leadership Team has prioritized improved parent engagement and education in addition to adding capacity to regularly complete home visits for students who are chronically absent.

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)	Full Implementation
J05: The LEA assists school leaders in networking with potential partners and in developing partnerships. (1707)	Full Implementation
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)	Limited Development
K04: The LEA/School has engaged parents and community in the transformation process. (1649)	No Development/Implementation
K05: The LEA/School helps stakeholders overcome resistance to change. (1652)	No Development/Implementation
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)
(624 of 5000 maximum characters used)

Principal Thomas has effectively recruited community partners to support Patterson students both academically and socio-emotionally. Partners include the Fishing School, local law firms and faith-based organizations. Principal Thomas has also worked with the Academic Leadership Team to plan regular opportunities for parents to engage with staff and share academic programming information. The Patterson Academic Leadership Team has been less successful in establishing regular parent advisory structures, such as a Parent Teacher Association, to regularly engage and evaluate school turnaround strategies and resources.

Annual Student Achievement Goals

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
11 %	4 %	15 %

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

2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
37%	49%	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 elementary schools are required to administer formative assessments throughout the school year. These assessments include DIBELS phonics assessment (three times a year), TRC text and reading comprehension assessment (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. 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 2013
19 %	5 %	24 %

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

2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
%42	%54	66%

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 elementary 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). The paced interim assessment is aligned to the DCPS scope and sequence for each grade level. 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 ☐

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

Capacity to Fully and Effectively Implement the Selceted 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 filly 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:	Victorie Thomas
Staff Member Title:	Principal of Patterson ES
Staff Member Credentials:	Doctorate of Education from Bowie State University.

Staff Member Name:	Selena Cruz
Staff Member Title:	Assistant Principal of Patterson ES
Staff Member Credentials:	Assitant Principal

Staff Member Name:	LaKimbre Brown
Staff Member Title:	Instruction Superintendent
Staff Member Credentials:	National Board Certified Teacher and Coach

Staff Member Name:	Kimberly Jackson
Staff Member Title:	School Turnaround Specialist
Staff Member Credentials:	School Turnaround Specialist

Staff Member Name:	Theresa West
Staff Member Title:	Director of School Turnaround and Performance
Staff Member Credentials:	Masters in Public Policy from American University

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.
(840 of 5000 maximum characters used)

Principal Victorie Thomas was appointed as Patterson's Principal at the beginning of school year 2012-2013. During the spring and summer of 2013, the Patterson Leadership team replaced 50% or more of its staff in preparation of the 2013-2014 school year. Over the course of the 2013-2014 school year, the Patterson Leadership team focused on intensive instructional coaching and job-embedded professional development. For the upcoming 2014-2015 school year, the Patterson Leadership team will be responsible for implementing the proposed SIG turnaround model/intervention. The Patterson Leadership team includes: Victorie Thomas (Principal), Selena Cruz (Assistant Principal), LaKimbre Brown (Instructional Superintendent), Kimberly Jackson (School Turnaround Specialist) and Theresa West (Director, School Turnaround and Performance).

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

Patterson utilized Title I, Part A funds to support a partnership with Turnaround for Children to implement strategies relating to improving school culture and climate and wraparound supports during school year 2013-2014. DCPS plans to continue this partnership 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.
(908 of 5000 maximum characters used)

The Patterson Leadership Team recruited new staff during the spring and summer of 2013. 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.
(738 of 5000 maximum characters used)

Over the past two school years, Patterson has focused on constructing an effective instructional leadership team and teaching staff. Patterson has also focused on implementing sound structures such as regular academic leadership team meetings, grade level planning meetings and job embedded professional development to create a culture of professional learning. Finally, the Patterson team has prioritized school culture and climate and effective coordination of socio-emotional supports through its work with Turnaround for Children. Beginning in school year 2014-2015, Patterson will build on these foundational elements to focus on rigorous staff development, increased learning time and reforming instruction through the SIG grant.

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.
(882 of 5000 maximum characters used)

The goal of the supports and interventions included in the SIG application is to build capacity and effectiveness of the instructional leadership and teaching staff currently in place at Patterson. At the end of the funding period, interventions such as the Assistant Principal of Literacy, Reading Specialist, Achievement Network, City Year and Turnaround for Children should no longer be necessary as teachers have effectively mastered instructional strategies and interventions to support students at all levels. 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 Patterson 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)

(776 of 5000 maximum characters used)

To meet Patterson's student achievement goals over the next three years, Patterson has established the need for a reading Response to an Intervention program that prioritizes more effective use of time and an improvement in the quality of instruction through additional staffing capacity and intensive professional development. Patterson Elementary School was awarded $1,297,873.56 over the course of three years to successfully implement the transformation intervention model. The total amount comprises of $271,995.85 during pre-implementation, $595,507.04 in the first year, $220,185.33 in the second year, and $210,185.33 in the third year. The proposed amount is sufficient to effectively implement the transformation intervention model at Patterson Elementary 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.

School Enrollment	Actual Data				Projected Data	
	SY 2011-2012	SY 2012-2013	SY 2013-2014	SY 2014-2015	SY 2015-2016	SY 2016-2017
Total student enrollment	320	330	356	374	000	000

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): Assistant Principal of Literacy

Detailed Description of Intervention(s): (129 of 5000 maximum characters used)

Focus on instructional leadership including the collection of data and feedback mechanisms for continually improving instruction.

Turnaround Principle: School Leadership

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

- [x] 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: (445 of 5000 maximum characters used)

The Assistant Principal of Literacy will strengthen the Patterson Leadership team's focus on effective literacy instruction for students at all reading performance levels through regular observation and instructional coaching. The Assistant Principal of Literacy will also be responsible for identifying indicators of effective literacy instruction and regularly providing professional development and coaching in areas in need of improvement.

Resources applied to support Intervention(s): (1747 of 5000 maximum characters used)

Salaries and BenefitsPre-Implementation: $10,000.00 /InstructionYear 1: $133,718.00 / Support Services - The Assistant Principal of Literacy will strengthen the Patterson Leadership team's focus on effective literacy instruction for students at all reading performance levels through regular observation and instructional coaching.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 ($220,185.33 for Year 2 $210, 185.33 and Year 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 ($220,185.33 for Year 2 $210, 185.33 and Year 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 design of literacy intiative with support of a contracted SME

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

Provide additional instruction time for all teachers focused on effective instruction. Use Scholastic Intensive Guided Reading Professional Development, City Year, ANet

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
- [x] Teachers by performance level on LEA's teacher evaluation system
- [x] Teacher attendance rate

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

Upon reconstitution of Patterson for school year 2013-2014, the Patterson Leadership team has focused on improving literacy small group instruction and modifying the schedule to provide more time for students in need of support. Teachers have identified the need for additional time and professional development relating to guided reading, unit planning and review of student data to improve instruction and intervention for their students. City Year: All Patterson teachers are regularly implementing the literacy block and guided reading programs to provide differentiated literacy instruction. City Year Corps members will work with the Patterson Academic Leadership Team to improve the quality of literacy block implementation and to maximize instructional time. City Year Corps members will also provide additional tutoring and mentoring to Patterson students. City Year Corps members will track the student achievement gains of students and regularly review progress with the Patterson Academic Leadership team.

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

Professional ServicesPre-implementation ($33,000.00) - During the summer/pre-planning period the grant prior to SY 14/15 Patterson ES will spend $33,000.00 in contractual services to support the instructional planning and design of its literacy initiative with support of a contracted subject matter expert. This total amount is based on: $12,000.00 (City Year/planning) + $10,000 (Scholastic PD) + $11,000.00 (A-Net/planning/leadership development) = $33,000.00. All contractual services are based on negotiated terms of related services, continuity of services with the District, and limited time to support schools during the pre-planning period which also includes i-ready.Year 1: $150,000/ Instruction - The contractual services will range from supports in blended learning, data analysis, and access to digital platforms for student learning, and instructional leadership. The contractual services will aide in Patterson ES accomplishing its goals of achieving proficiency in reading and math. The Patterson Academic Leadership Team and staff will work with a Data Specialist from Achievement Network to regularly plan and implement effective data meetings. Teachers will regularly participate in data meetings and prepare re-teach plans and formative assessments with the support of the Data Specialist.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 ($220,185.33 for Year 2 $210, 185.33 and Year 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 ($220,185.33 for Year 2 $210, 185.33 and Year 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): Administrative Premium

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

Administrative premium to support continued professional development around literacy strategies and math lesson planning related to common core. In addition, the admin premium will support professional development around blended learning. This will allow for additional instruction time for all teachers to focus on effective instruction. The Principal will determine the days for pd and number of participants.

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
- [x] Teachers by performance level on LEA's teacher evaluation system
- [x] Teacher attendance rate

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

Upon reconstitution of Patterson for school year 2013-2014, the Patterson Leadership team has focused on improving literacy small group instruction and modifying the schedule to provide more time for students in need of support. Teachers have identified the need for additional time and professional development relating to guided reading, unit planning and review of student data to improve instruction and intervention for their students.

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

Salaries and BenefitsPre-Implementation: N/AYear 1: $50,000.00 / Support Services - Patterson ES plans to enlist teachers to work on planning for literacy support and blended learning planning over the course of the fiscal year.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 ($220,185.33 for Year 2 $210, 185.33 and Year 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 ($220,185.33 for Year 2 $210, 185.33 and Year 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): Reading Specialist

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

Provide additional time focused on learning strategies for effectively working with students with disabilities or ELLs.

Turnaround Principle: Effective Use of Time

Leading Indicators used

- [ ] Number of minutes within the school year

to Monitor Invention(s): (select all that apply)

- [x] 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)

In 2013, 38% of Patterson students scored Below Basic on DC CAS in Reading and 58% of Special Education students scored Below Basic on DC CAS in Reading. Additionally, students in grades K-2 have lacked the appropriate phonological awareness and reading comprehension when entering third grade. The Reading Specialist will provide additional instructional time for students with the greatest need for literacy skill development and intervention. The Reading Specialist will have a caseload of students that he/she will be required to set literacy achievement goals with, assess on a regular basis, provide strategic literacy intervention and meet with student families regarding student progress and support.

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

Salaries and BenefitsPre-Implementation: $11,000.00 / InstructionYear 1: $104,725.83 / Instruction: The Reading Specialist will provide additional instructional time for students with the greatest need for literacy skill development and intervention.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 ($220,185.33 for Year 2 $210, 185.33 and Year 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 ($220,185.33 for Year 2 $210, 185.33 and Year 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): Dell Desktops

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

Implement CCSS and aligned model curriculum and unit assessments. Dell Desktops.

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
- [x] 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)

To improve the quality of differentiated instruction and the use of data, the Patterson 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)

Other ObjectsPre-implementation ($34,577.85) - During the pre-implementation period, Patterson ES will spend $12,077 on furniture. The tables will assist with blended learning in the classroom. Schools will set-up computers in the classroom to support students' utilization of online reources while the teacher works, uninterrupted, with other students during an active lesson. Duirng the pre-implementation period, Patterson ES will spend $22,500.85 on administrative premium to support professional development. In total, $35,577.85 will be spend during the pre-implementation period. Year 1: N/AYear 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 ($220,185.33 for Year 2 $210, 185.33 and Year 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 ($220,185.33 for Year 2 $210, 185.33 and Year 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): Supplies and Materials

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

Implement CCSS and aligned model curriculum and unit assessments

used)

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
- [x] 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)

Patterson 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. Promotheon boards will promote more student interaction and participation and decrease the amount of teacher-centered instruction.

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

Supplies and MaterialsPre-implementation ($35,889.00) - During the summer/pre-planning period of the grant prior to SY 14/15 Patterson ES will spend $35,889.00 in supplies and materials for instructional software and materials to support the literacy foucs including paper, white boards, reading books, etc. The software will be used to support math and ELA instruction and intervention for SY 14-15. These funds will also support technical assistance and training for teachers to be able to effectively utilize the software and trouble shoot technical issues. The costs are based on the purchase of two or more instructional online software packages, continuity of services with the District, and negotiated terms of agreement based on student population.Year 1: N/AYear 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 ($220,185.33 for Year 2 $210, 185.33 and Year 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 ($220,185.33 for Year 2 $210, 185.33 and Year 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): Furniture

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

Computer tables to assist with blended learning in the classroom

Turnaround Principle: Effective Use of Time

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

- [x] 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)

Schools will set-up computers in the classroom to support students' utilization of online reources while the teacher works, uninterrupted, with other students during an active lesson.

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

Other ObjectsPre-implementation ($34,577.85) - During the pre-implementation period, Patterson ES will spend $12,077 on furniture. The tables will assist with blended learning in the classroom. Schools will set-up computers in the classroom to support students' utilization of online reources while the teacher works, uninterrupted, with other students during an active lesson. Duirng the pre-implementation period, Patterson ES will spend $22,500.85 on administrative premium to support professional development. In total, $35,577.85 will be spend during the pre-implementation period. Year 1: N/AYear 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 ($220,185.33 for Year 2 $210, 185.33 and Year 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 ($220,185.33 for Year 2 $210, 185.33 and Year 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):	Social Worker
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 healthneeds by way of additional counseling, access to additional ancillary services, or other supports. Social Worker.
Turnaround Principle:	School Culture and Climate
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)	Over the past 3 years, Patterson's truancy rate has been 1% or less, however, the percentage of students missing 10%-20% of the school year has steadily increased. Subsequently, Patterson's in-seat attendance has declined over the past 3 years and is significantly below District expectations for in-seat attendance (90%). The Social Worker will improve the quality of the Student Support and Attendance teams in ensuring effective attendance interventions for students, including home visits.
Resources applied to support Intervention(s): ([count] of 5000 maximum characters used)	Salaries and BenefitsPre-Implementation: $9,000.00 / Support ServicesYear 1: $104,725.83/ Support Services - The social worker will be responsible for coordinating additional services for students with high socio-emotional needs.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 ($220,185.33 for Year 2 $210, 185.33 and Year 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 ($220,185.33 for Year 2 $210, 185.33 and Year 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): ([count] of 5000 maximum characters used)	Focus on instructional leadership including the collection of data and feedback mechanisms for continually improving instruction. SIG Program Manager.
Turnaround Principle:	School Leadership
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)	Provide support to implement turnaround model
Resources applied to support Intervention(s): ([count] of 5000 maximum characters used)	Salaries and BenefitsPre-Implementation: Year 1: $52,337.38 / Administration: To support school implementation of 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 ($220,185.33 for Year 2 $210, 185.33 and Year 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 ($220,185.33 for Year 2 $210, 185.33 and Year 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.

Action Plan for Implementation

Provide a detailed action plan for implementing the selected intervention(s) for the school/campus.

This timeline must cover the full period of implementation (including pre-implementation) through the life of the grant and must show that the basic elements of the selected turnaround model/intervention(s) will be up and running by the start of the 2014-2015 school year (SY). The life of this grant is over a three (3) year period, as follows: YEAR 1 (SY 2014-2015), YEAR 2 (SY 2015-2016), and YEAR 3 (SY 2016-2017).

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
06/30/2014	08/15/2014	Hire additional staff members including Assistant Principal of Literacy	Victorie Thomas and LaKimbre Brown
06/30/2014	08/15/2014	Hire additional staff members including Social Worker	Victorie Thomas and LaKimbre Brown
06/30/2014	08/15/2014	Hire additional staff members including Reading Specialist	Victorie Thomas and LaKimbre Brown
06/30/2014	08/30/2014	Purchase all supplies and materials for school year 2014-2015	Devin Howard
06/30/2014	08/30/2014	All contracts effective prior to the beginning of the school year	Devin Howard
06/30/2014	08/30/2014	Contractors (Scholastic, City Year and Achievement Network) begin working with Patterson ALT	Devin Howard
07/01/2014	07/30/2014	Teacher induction and professional development session plans finalized	Victorie Thomas and Kimberly Jackson
08/01/2014	08/31/2014	Patterson teacher induction and summer professional development sessions held	Victorie Thomas
09/01/2014	09/30/2014	All teachers complete formative assessments including DIBELS, TRC and Iready (3 times a year)	Victorie Thomas and Assistant Principal
09/01/2014	09/30/2014	ILT completes informal instructional rounds to diagnose lit. instructional implementation (quarterly	Victorie Thomas and Assistant Principal

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
10/01/2014	10/15/2014	ILT reviews form. assessment data to identify whole staff PD/individual coaching needs (quarterly)	Victorie Thomas and Assistant Principal
10/01/2014	10/15/2014	ILT reviews instr. observation data to identify whole staff PD/individual coaching needs (quarterly)	Victorie Thomas and Assistant Principal
10/01/2014	10/15/2014	Reading Specialist reviews all formative assessment data (quarterly)	Victorie Thomas and Reading Specialist
10/01/2014	10/15/2014	Reading Specialist identifies Tier 3 students in need of intensive pull out support (quarterly)	Victorie Thomas and Reading Specialist
09/01/2014	06/30/2014	City Year Corps Members provide whole class support and afterschool tutoring (over three years)	Victorie Thomas
10/01/2014	10/31/2014	Patterson students complete first common core aligned formative assessment	Victorie Thomas
10/01/2014	10/31/2014	Achievement Network Data Specialist plans and implements first data meeting with staff (quarterly)	Victorie Thomas
10/01/2014	10/31/2014	Patterson staff participate in Scholastic Guided Reading PD session (ongoing)	Victorie Thomas and Assistant Principal
06/30/2015	08/31/2015	Purchase all supplies and materials for school year 2015-2016	Devin Howard
06/30/2015	08/31/2015	All contracts effective prior to the beginning of the school year	Devin Howard

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
06/30/2015	08/31/2015	Contractors (Scholastic, City Year and Achievement Network) begin working with Patterson ALT	Devin Howard
07/01/2015	07/30/2015	Teacher induction and professional development session plans finalized	Victorie Thomas and Kimberly Jackson
08/01/2015	08/31/2015	Patterson teacher induction and summer professional development sessions held	Victorie Thomas
06/30/2016	08/31/2016	All contracts effective prior to the beginning of the school year	Devin Howard
06/30/2016	08/31/2016	Contractors (Scholastic, City Year and Achievement Network) begin working with Patterson ALT	Devin Howard
07/01/2016	07/31/2016	Teacher induction and professional development session plans finalized	Victorie Thomas and Kimberly Jackson
08/01/2016	08/31/2016	Patterson teacher induction and summer professional development sessions held	Victorie Thomas

Services Received

Describe in detail the services this school/campus will receive from the LEA, if any.

Not Applicable ☐

([count] of 5000 maximum characters used)

The SIG Grant Manager, funded at the LEA level, will provide support services to the Patterson. The SIG Grant Manager will ensure timeliness of activities, expenses and progress meeting goals. The SIG Grant Manager will begin to ensure fidelity with the approved application during the pre-implemetation period of the grant and throughout the duration of the grant period.

1003(g) School Improvement Grant

Salaries and Benefits
(DCPS' Central Office)

Budget Detail By Site Instructions

This application has been approved. No more updates will be saved.

Itemize and explain each expenditure amount that appears on the Budget Summary.

Click here for Description of Program Category Values

Note: This Budget Summary displays to aid in creating and editing the Request and will not display once the Request is submitted to the SEA.

	100	300	400	500	600	700	800	Indirect Cost
Paid to Date Amounts	$60,318.43	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Current Budgeted Amounts by Budget Category	$420,507.04	$175,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Notes: The District Level Budget page is identified by "000"

Site: 000 - District of Columbia Public Schools Go

Total Allocation Available for Budgeting $595,507.04

To obtain additional detail lines, fill in all blank lines, and click Save Page. 10 more blank lines will then be added at the bottom.

Name of Individual	Position Title	Program Category	Total dollar amount of this salary during the 3 year period of availability	Expenditure Description and Itemization	SIG-1003g Funds	Delete Row
74981	SIG Grant Manager	20-Support Services	.5	Provide support to school implementation of turnaround model	52337.38	☐
					0.00	☐
					0.00	☐
					0.00	☐
					0.00	☐
					0.00	☐
					0.00	☐
					0.00	☐
					0.00	☐
					0.00	☐

Total Displayed: $52,337.38

The maximum amount of Indirect Costs that may be taken, if no Property is budgeted will be $44,111.63

Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	$595,507.04	(F) Total budgeted	$595,507.04
(B) Property Costs	$0.00	(G) Budgeted Indirect Cost	0.00
(C) Allowable Direct Costs (A-B)	$595,507.04	(H) Total Budget (F+G)	$595,507.04
(D) Indirect Cost Rate %	8.0000		
(E) Maximum Indirect Cost (C*(D/1+D))	$44,111.63	Remaining (A-H)	$0.00

1003(g) School Improvement Grant

Salaries and Benefits
(Patterson Elementary School)

Budget Detail By Site Instructions

This application has been approved. No more updates will be saved.

Itemize and explain each expenditure amount that appears on the Budget Summary.

Click here for Description of Program Category Values

Note: This Budget Summary displays to aid in creating and editing the Request and will not display once the Request is submitted to the SEA.

	100	300	400	500	600	700	800	Indirect Cost
Paid to Date Amounts	$60,318.43	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Current Budgeted Amounts by Budget Category	$420,507.04	$175,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Notes: The District Level Budget page is identified by "000"

Site: 294 - Patterson ES Go

Total Allocation Available for Budgeting $595,507.04

To obtain additional detail lines, fill in all blank lines, and click Save Page. 10 more blank lines will then be added at the bottom.

Name of Individual	Position Title	Program Category	Total dollar amount of this salary during the 3 year period of availability	Expenditure Description and Itemization	SIG-1003g Funds	Delete Row
84989	Reading Specialist	10-Instruction	1.00	The Reading Specialist will provide additional instructional	104725.83	☐
TBD	Admin Premium	10-Instruction	1.00	Patterson ES plans to enlist teachers to work on planning for	25000.00	☐
84988	Social Worker	20-Support Services	1.00	The Social Worker will be responsible for coordinating	104725.83	☐
78026	Assistant Principal	20-Support Services	1.00	The Assistant Principal of Literacy will strengthen the Patterson	133718.00	☐
					0.00	☐
					0.00	☐
					0.00	☐
					0.00	☐
					0.00	☐
					0.00	☐

Total Displayed: $368,169.66

The maximum amount of Indirect Costs that may be taken, if no Property is budgeted will be $44,111.63