

eGrant Management System

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Applicant: 000-0120 Friendship PCS

Application: 2015-2016 SIG Section 1003g - A0 - Friendship Blow Pierce

2015-2016 10/1/2015 - 9/30/2016

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FY14 School Improvement Grant (SIG) Section 1003(g)

Name of Grant Program: FY 2014 Title I 1003(g) School Improvement Grant

Authorization: 2001 Reauthorization of the Elementary and Secondary Education Act, Title I, Part A, Subpart I

Amount of Funds: Total amount of funds for FY 2014 Title I 1003(g) School Improvement Grant (SIG): \$1,322,532.05

Individual grant awards will range from not less than \$50,000.00 per school to no more than \$2,000,000.00 per each Priority and/or Focus school annually.

The SEA will allocate SIG funds to a local education agency (LEA) in an amount that is of sufficient size and scope to support a school intervention model in its Priority and/or Focus schools that the LEA commits to serve.

Grant Period: SY 2015-16 through SY 2017-18

A. Purpose of the Title I Section 1003(g) School Improvement Grant:

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 educational agencies (SEAs) 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. The Department published final requirements for the SIG program in the Federal Register on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). In 2015, the Department revised the final requirements to implement language in the Consolidated Appropriations Act, 2014, and the Consolidated and Further Continuing Appropriations Act, 2015, that allows LEAs to implement additional interventions, provides flexibility for rural LEAs, and extends the grant period from three to five years. The revisions to the requirements also reflect lessons learned from four years of SIG implementation. Finally, after the final requirements for the SIG program were published in 2010, 44 SEAs received approval to implement ESEA flexibility, pursuant to which they no longer specifically identify Title I schools for improvement, corrective action, or restructuring. To reflect this change, the revised requirements make an LEA with priority schools, which are generally a State's lowest-achieving Title I schools, and focus schools, which are generally the schools within a State with the largest achievement gaps, eligible to receive SIG funds.

B. Eligibility

To ensure that SIG funds are targeted toward the schools that face the greatest academic challenges, OSSE will award SIG funds first to LEAs with Priority schools that: 1) will be in the implementation phase (the second year subsequent to identification and beyond) of school improvement under Priority status for the 2015-16 school year; and 2) have not yet received SIG funds. While Focus schools are eligible to apply for SIG funding, the OSSE anticipates only awarding funds to approximately 2-4 Priority schools given the limited amount of available SIG funding (\$1,322,532.05) and the large number of schools currently classified as Priority schools.

C. Grant Award Information

Successful applicants may be awarded amounts less than requested. Should the LEA be awarded an amount less than requested, OSSE reserves the right to request and approve an amended budget and budget narrative prior to the first reimbursement. The sub-grant is offered for a period of three years from the date of award, not to exceed September 30, 2018. The applicant is to create a budget that corresponds to the length of the grant period. For example, the applicant must provide a budget and budget narrative that substantiates the need for a draw-down of the sub-grant award over three years. The total duration of this sub-grant shall not exceed three years; therefore, no budget and budget narrative for this award shall be for more than three (3) years.

D. Review Panel

The review panel for this RFA will be composed of neutral, qualified professional individuals who have been selected for their unique and related experiences. The panel will review, score, and rank each applicant's application. When the panel has completed its review, it shall make recommendations for awards based on the SIG Application Requirements.

E. Decision on Awards

The recommendations of the review panel are advisory only and not binding on the Office of the State Superintendent of Education. The final decision on awards is vested solely with the State Superintendent of Education. After reviewing the recommendations of the panel and any other information considered relevant, the OSSE shall make the decisions regarding which applications will be awarded and the amounts to be funded.

E (a). Renewal of Funding

The SEA will consider the following factors annually in determining whether to renew funding:

The SEA will annually evaluate whether the LEA has made sufficient progress on the implementation based on each school's plan. In cases in which the LEA has not made sufficient progress in providing support and implementing the selected model with fidelity, the LEAs sub-grant will be considered for reapi.

E (b). Termination of Funding

Funding shall be terminated if there is evidence of fraud or fiscal irregularity in the use of funds for their intended purpose.

F. Permissible Use of Funds

SIG funding shall be used to support school improvement efforts by LEAs and their eligible schools funded by this sub-grant process. Sub-grant funds may be used for staff salaries, materials, services, training, equipment, supplies, evaluation, facilities, or other purposes, except as specifically limited by all applicable legal requirements including all regulations or statutes or by the SEA. Each eligible LEA that receives an award may use the funds to carry out activities that advance the SIG sub-grant priorities. Sub-grantees may only use the sub-grant funds for their intended purposes.

The SIG funds must supplement, not supplant, existing services and may not be used to supplant federal, state, local or non-federal funds. Programs may not use SIG funds to pay for existing levels of service funded from any other source. An LEA that commits to serve one or more Priority and/or Focus schools must ensure that each of those schools receive all of the state and local funds it would have received in the absence of the SIG funds.

Grant funds can be paid by a sub-grant recipient to partnering LEAs and non-LEAs. Partnerships may be with entities such as other LEAs, non-profit organizations, and institutes of higher education. An applicant who intends to provide sub-grant funding to a third-party must identify that third-party and must provide evidence of that third-party's expertise in increasing student achievement and improving teacher effectiveness. The use of these funds by a third-party must be captured in detail in the proposed budget and budget narrative.

G. Reporting and Accountability Requirements:

Applicants awarded SIG funds must satisfy periodic reporting and accountability requirements throughout the term of the subgrant. These requirements address: (1) program accountability; (2) fiscal reporting requirements; (3) site visits; and (4) program evaluation.

1. Program Accountability:

a) Each identified Priority and/or Focus school and LEA receiving SIG subgrant funds is responsible for carrying out its school improvement responsibilities under ESEA Section 1116(b) and (c), respectively.

b) Each LEA and school receiving a SIG subgrant is responsible for carrying out its school improvement responsibilities in accordance with its approved subgrant application and improvement plan. This includes making progress toward annual school goals

c) For any Priority and/or Focus schools, the LEA must provide school-level data on all of the metrics designated by the Department.

2. Fiscal Reporting Requirements:

The LEA must include on its application a list of each of the schools served, their National Council on Education Statistics (NCES) Identification Number, Classification, the intervention model selected for each school, the total amount of funds requested to implement chosen intervention model, amount of funds (of total amount) to be allocated to the school, and amount of funds (of total amount) to be used at the LEA level to provide services to the school.

3. Site Visits:

If selected as part of a site visit sample, LEAs and their funded schools must agree to site visits by the Department of Education (the Department), the Office of the State Superintendent of Education or the regional consortia. The site visit is intended to validate information provided in expenditure and program evaluation reports and gather more detailed information on implementation efforts and challenges, and provide technical assistance and support.

4. Program Evaluation:

All SIG recipients will be responsible for fulfilling the following program evaluation requirements:

a. Report annual accountability data to the OSSE including, but not limited to:

i. Fiscal information on the use of grant funds provided under ESEA Section 1003(g)

ii. Measures to demonstrate implementation of research- and evidence-based strategies identified in the subgrant application

iii. The number and percentage of students who score proficient in reading/language arts and mathematics, as measured by the state's annual assessments, both overall in the LEA and for each school receiving funds through this application

iv. Whether the LEA has met its Annual Measurable Objectives (AMOs)

v. Respond to any specific data requests from the Department

b. Utilize annual student achievement goals and student achievement data to evaluate the effectiveness of improvement strategies identified in the SIG subgrant application for purposes of local monitoring and continuous improvement efforts

c. In addition, the OSSE will review the performance of participating schools on the ten leading indicators identified by the Department in its 2015 SIG guidance (see Leading Indicators tab).

H. SELECTION CRITERIA

LEAs with eligible Priority and/or Focus schools may apply for SIG funding through this application. When recommending sub-grant applications for funding, the OSSE will recommend funding those applications that fully comply with all requirements described in this RFA. Applications found not to meet those requirements will not be recommended for funding. The SEA will only consider awarding funds to those LEAs that develop and submit a comprehensive and viable application likely to improve student academic achievement.

Each LEA application will be reviewed and scored according to the following process against the Application Rubric (See Application Rubric tab).

I. GENERAL PROVISIONS

a. Insurance

Each applicant must submit a Certificate of Insurance that reflects the coverage and amount under the policy as well as the dates of coverage and renewal.

b. Audits

At any time prior final payment and for three (3) years thereafter, the District and respective jurisdictional administrative agencies may have the applicants expenditure statements and source documents audited.

c. Nondiscrimination in the Delivery of Services

In accordance with Title VI of the Civil Rights Act of 1964 (Public Law 88-352), as amended, no person shall, on the grounds of race, color, religion, nationality, sex, or political opinion, be denied the benefits of, or be subjected to discrimination under, any program activity.

d. W-9

If not already on file with the Office of Public Charter School Financing and Support (OPCSFS) or needs to be updated, the Applicant is submitting a completed and signed W-9. It is the responsibility of the Applicant to ensure that a current, signed W-9 is on file with OPCSFS.

e. Additional Information

The OSSE reserves the right to request and be provided with additional information, such as financial statements, should the need occur.

f. Monitoring and Reporting

The OSSE will monitor the sub-grantee through the following but not limited to: site visits, periodic telephone check-ins, etc. The specific schedules will be established and agreed upon immediately after the grant is awarded.

g. Organizational and Governance Documents

Upon notification of award, sub-grantees must certify that the following documents are on file at its business offices: organizational charts, signed articles of incorporation, and any other organizational and governance documents of the agency.

h. Cooperation with OSSE

The sub-grantee will:

- Cooperate with the OSSE in evaluating the program
- Comply with the guidelines of each turnaround model
- Provide OSSE with data as requested (i.e., Leading Indicators)
- Participate in all monitoring to be conducted at both the LEA/school level
- Provide evidence of full-implementation of the chosen turnaround model
- Submit reimbursements in accordance to OSSE Reimbursement Guidelines
- Maintain appropriate financial management practices as required, including tracking activity; and

i. Conflict of Interest

Sub-grantees must avoid apparent and actual conflicts of interest when administering grants.

The RFA can be found here.

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.

jwaller@friendshipschools.org
tmsaultsby@friendshipschools.org
carolmarie.seifert@gmail.com

Data Universal Number
System (DUNS) 029940942

System of Award
Management (SAM)
Expiration Date 09/27/2016

SIG Funds Coordinator Contact:

First Name* Patricia
Last Name* Brantley
Title* Chief Operating Officer
Street Address* 120 Q ST NE STE 200
City* Washington
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State* DC
Zipcode* 20002
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☒ Has the Local Educational Agency Completed CRR Registration?

LEA Plans and Capacity A

Please provide a brief narrative for each of the following sections:

1. Please describe the LEAs overall capacity to provide adequate resources and related support in order for each school identified in its application to implement, fully and effectively, the required activities of the selected school intervention model. Examples of LEA capacity may include, but should not be limited to, having appropriate staff to lead implementation, the ability to recruit new principals to lead improvement efforts, or the identification of a charter management organization or education management organization to lead the implementation of the selected model.

Click here for a full description of the SIG Model and related Turnaround Principles.

(3603 of 5000 maximum characters used)

Friendship Blow Pierce Elementary School (BPE), in collaboration with Positive Action Company, seeks support to implement Positive Action, an evidence-based whole school reform model. Positive Action is a strategy that can be implemented within two frameworks in place at BPE: Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI). BPE will hire a consultant who will serve as Project Coordinator and become certified in the model and oversee the project. Key elements of the model are professional development in the curriculum, annual evaluation, and parent/community activities. The LEA's capacity to implement this system is demonstrated by its commitment to excellence of students from traditionally under-served communities, its record of achievement, the quality of its school-based leadership, its dedication to data-driven metrics, and the level of support provided to each school campus from the community office. Commitment: Friendship Public Charter School, which has been in operation since 1998, has the time-tested institutional strength, financial resources, and community support to ensure full implementation of a School Improvement Grant at Blow Pierce Elementary School. Record of Achievement: Friendship serves 4,000 pre-K-12 students on 8 campuses in Washington, DC. Nearly all (88%) students are African American, 75% are low-income, and 15% have special needs requiring Individualized Education Plans. Despite the odds, Friendship students have consistently made remarkable achievements. An impressive 95% graduate on time from high school, the second highest rate for open enrollment schools in DC. Over 80% enroll in college, compared to 38% citywide, and 79% persist in college. Most receive scholarships to fund college. SIG Team and Appropriate Staff for Success: The BPE staff (Principal and Academy Director) combined with the LEA staff (Deputy Chief Academic Officer and Deputy Chief of Staff) bring a broad range of expertise to the effort to improve educational outcomes. In August 2013, Friendship hired a known turnaround specialist Dr. Jeffrey Grant as head principal at BPE. Lower School Academy Director Gregory Spears has been at Blow for two years and worked alongside Dr. Grant to implement changes. These four people and the Project Coordinator will form the SIG/Positive Action Team. Data-Based Decision Making: Raising low performing students to grade level is at the core of the Friendship approach to assessment, curriculum, and instruction. Friendship's successful track record of improving academic achievement for high needs students is due in part to its performance management system, a commitment to data-driven instruction, and use of data to set realistic and attainable goals. Assessment is an ongoing diagnostic activity that guides instruction. Learning tasks are planned and adjusted based on information gleaned from its continuous assessment process. Community Office Support: The Friendship community office fully supports the implementation of the Positive Action model at BPE. The LEA will support the work by providing oversight, financial and human resources management, and professional development. The executive leadership at Friendship is comprised of educational visionaries who have overseen the pursuit of Friendship's mission of providing a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

2. Please describe the actions the LEA has taken, or will take, to:

- a. Recruit, screen, and select external providers with the requisite quality and expertise necessary to support and provide assistance to the LEA or to schools in implementing redesign plans, if applicable. Please include the credentials, experience, and qualifications of the provider for the relevant task;
- b. Modify its practices or policies to enable its schools to implement the interventions fully and effectively;
- c. Consult with relevant stakeholders regarding the LEAs application and implementation of school improvement models in its Priority and/or Focus schools. Please describe how the LEA has consulted, or will consult, with relevant stakeholders, including parents, community members, teachers unions, and school board members, regarding the LEAs application and implementation of school improvement models in its Priority and/or Focus schools and how their input will be factored into the LEAs application.
- d. Regularly review external providers performance and hold external providers accountable, if applicable
- e. Sustain the reforms after the funding period ends;

(4987 of 5000 maximum characters used)

BPE selected Positive Action (PA) from the approved school reform provider options. The PA model has all the elements required for a Whole-School Reform Model: teaching and learning in at least one academic content area, opportunities for leadership and professional development, encouragement for parental and community engagement, and a sustainability component to ensure progress continues after the grant funding ends. Friendship wants to continue the success made at BPE over the past three years and believes the PA model will lead to continued academic improvement. a1. FPCS has performed its due diligence reference check of the provider and is convinced of the suitability of the PA Strategy by virtue of its use in the Chicago public school system which was tested over a six-year period (2005 through 2010) by an independent evaluator using a matched pair randomized control trial. The study has been approved by the What Works Clearinghouse. Academic improvements from a Hawaii state reading tests - up 20%, in math, up 51%, in academic motivation, up 15%, school involvement, and up 19% in respect for teacher. a2. FPCS and PA will review BPE ELA and school culture data to determine needs and set goals. Based on the review of data, this team will develop a scope of work that includes Goals and objectives that speak to specific measurable outcomes. a3. FPCS will work with PA once the grant is approved to set SMART goals for the program. The Instructional Leadership Team (ILT) at BPE and District Office Team will use PARCC, NWEA MAP, discipline, attendance, student voice and parent survey data to determine baselines for setting performance goals for SY 16-17. a4. Part of the PA support for BPE includes annual evaluation by an independent evaluator. PA tracks progress using academic scores, behavioral data, and student and teacher surveys. At the end of school year 2015/2016, the BPE Academy Director and Project Coordinator will meet with an independent evaluator to review all data and create an evaluation protocol. Existing FPCS tracking measures include data talks, onsite monitoring reviews, data review at monthly principals meetings, and Monthly LEA data meetings. The LEA will incorporate the review of data from the scope of work in this process. To ensure PA is meeting grant requirements, FPCS will hold monthly check-ins with BPE to determine fidelity of implementation and identify needed support if appropriate. a5. Following through on the plan for establishing performance measures, the BPE Instructional Leadership Team and FPCS Academic Team, in consultation with PA experts, will jointly establish the Project Coordinator's performance goals, which will be clear when the consultant's contract is signed. The coordinator will receive access to: data to support program implementation and monitoring, PD to understand process and protocols for reviewing data, monthly meetings with an LEA representative, and any additional LEA support needed to ensure program implementation and modification. b. FPCS will modify BPE morning meetings to incorporate the PA 6 units. Professional development for PA will be incorporated into the grade level and ILT meetings. b1. The PA Team at BPE will propose using 15 minutes of the morning meeting for the 140 PA lessons for elementary school; an additional 3 to 5 minutes of PA lesson wrap up will be part of the daily closing announcements. At five lessons per week, BPE will complete the PA curriculum in 28 weeks, which allows for vacation and PD days. b2 & b3: The Deputy Chief Academic Officer and the Deputy Chief of Staff will present the needed modifications to the LEA in the spring of 2016. BPE will introduce PA at the start of SY 2016/2017. c.c. FPCS will engage stakeholders over the next three months. An article announcing the program, goals and expectations of the program will be included in FPCS publications. Two Major Milestones will occur within the next 3 months to engage stakeholders: 1) All FPCS staff will be notified of the grant through the weekly Friendship Staff News. Parents will be notified through social media outlets (Facebook and website). Letters will be sent to parents introducing the program and announcing the date of the parent open house, parent and community breakfasts, and Parent Advisory Council meeting. 2) Hold Parent/Community events educating them on the PA program components and implementation timeline. Feedback from stakeholders on the decision to implement the whole-school reform model will be gathered through surveys given at the conclusion of the events. d. The PA Coordinator reports to the Academy Director and will have weekly one-on-one meetings. S/he will also participate in weekly meetings of the BPE ILT. In addition to twice weekly support from BPE, the PA Coordinator will have the full support of the LEA. Monthly check ins from the LEA team will take place at the community office and at BPE.

3. Effective Oversight and Support

LEAs that accept the Title I 1003(g) school improvement funds agree to establish a SIG Support Team to oversee the implementation of the selected models and strategies in Priority and/or Focus schools. The team must include an individual from the LEAs Title I/Grants Management Office. The team will coordinate the support, as well as monitor, and assess the progress for, each of the identified schools.

[illegible]

LEA Plans and Capacity C

A. How often will the SIG Support Team meet? Where will the team meet?

(80 of 500 maximum characters used)

The team will meet monthly at the community office, BPE, or via conference call.

B. How often will the team report on its work and the work of SIG schools to LEA leadership?

(50 of 500 maximum characters used)

The team will report monthly to the LEA leadership

C. How will the team remain engaged with and aware of school progress in implementing the selected models?

(163 of 500 maximum characters used)

The Project Coordinator will keep the SIG support team up to date and engaged through regular participation and updates and observations of the new school climate.

D. What process will the team use to identify implementation challenges faced by the schools, elevate them to the appropriate parties, and ensure the challenges are addressed in a timely manner?

(264 of 500 maximum characters used)

The team will review nonacademic data such as discipline and attendance to monitor improvements and/or barriers. Monthly meetings with key stakeholders will be held to determine what additional supports are needed to address any challenges and celebrate successes.

E. If applicable, what other leadership teams/offices will provide oversight and technical assistance to SIG schools?

(221 of 500 maximum characters used)

Principals of all Friendship campuses meet regularly and will share best practices and offer support. The Data Management team at the Community Office will support the Data Manager/Achievement Coordinator at Blow Pierce.

Schools to be Served: A

An LEA must serve all eligible Priority and/or Focus schools unless it lacks sufficient capacity to do so. An LEA must also demonstrate that it has the capacity to serve all of the schools it does include in its application for funds.

OSSE will evaluate the rationale provided by each LEA to ensure that LEAs utilize funds to effectively intervene in as many of its Priority and/or Focus schools as possible.

If the LEA is not applying to serve each of its Priority and/or Focus schools, the LEA must include in its response below why it lacks sufficient capacity to serve each Priority and/or Focus school. The LEA must describe specific elements of capacity that are lacking.

Response:

(468 of 500 maximum characters used)

Blow Pierce Elementary is the only campus invited to apply for SIG funding and the only Friendship school with priority status. Two other schools have been designated as focus schools by OSSE: Woodridge and Collegiate. Friendship will address the needs of these two focus schools with other LEA funding. As noted above, Friendship has the capacity, the district wide commitment, and the staffing to pursue the School Improvement Plan outlined in this application.

Proposed Plan for Funding Allocations for Schools Applying for SIG Funding

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 and Address of participating School/Campus	National Center for Education Statistics (NCES) ID Number for School/Campus	Classification	School Enrollment	Schools Selected Intervention Model (Turnaround, Transformation, Restart, Closure, Evidence-Based Whole School Reform Model)	Amount Allocated for this School/Campus	Amount of Funds Allocated for LEA to Provide Services to this School/Campus	Total Amount of Funds Requested to Implement Selected Interventions
Friendship Blow Pierce Elementary, 725 19th Street NE, 20002	110000800323	Priority	386	Evidence-Based Whole School Reform	\$360,585.76	0	\$360,585.76

LEAs choosing to implement an Evidence-Based Whole School Reform Model must use a U.S. Department of Education approved provider. Please use the following link to obtain list - <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>

Please provide the following information for each school applying for SIG fundings:

1. A description of the SIG Implementation Team for the school, including each members role within the school, each members credentials, how often the team will meet, and the process by which SIG decisions will be made and progress monitored.

(331 of 500 maximum characters used)

The Team includes: LEA Deputy Chief Academic Officer, LEA Deputy Chief of Staff, BPE Principal, and BPE Lower School Academy Director. Additional support will come from the LEA Senior Director of Student Support Services and the LEA Director of Parent Services. Grant funds cover a consultant who will serve as Project Coordinator.

2. A description of the schools student achievement over time. What progress, if any, has the school made in improving student achievement in key measures of progress (e.g., value added scores, school-wide proficiency rates, proficiency rates for targeted sub-populations of students)?

(493 of 500 maximum characters used)

Data show steady increases in SY13-14 and SY14-15 under current school leadership. During SY11/12, 12.5% of students were approaching expectations and none were advanced or meeting expectations. PARCC results (3+/4+) for SY14/15 showed 34.2% of students as proficient and approaching expectations. MAP Assessments showed similar gains with 7% on grade level in SY12/13 and none classified as college ready. SY14/15 test show 40% of students on grade level and 20% classified as college ready.

3. A detailed and data-based analysis of the needs of the school that assesses the current status of the schools implementation. Use the data and needs assessment to identify the current state of implementation across the Seven Turnaround Principles.

a. How the school analyzed multiple sources of data (e.g., DC-CAS, growth, other achievement data, perceptual and behavioral data) by sub-groups, grades, and other categories to identify explanations for achievement outcomes and to identify patterns in the data;

(488 of 500 maximum characters used)

FPCS monitors performance using DC CAS and PARCC (criterion-referenced) and NWEA's MAP assessment, (norm-referenced). PARCC is taken each spring and NWEA MAP is conducted 3 times a year. Historical data identifies patterns in performance since 2011. Given the correlations between proficiency under DC CAS and students scoring a 3, 4, or 5 on PARCC, the table compares the % of students proficient in years 11-12, 12-13, and 13-14 with the % of students scoring a 3, 4, or 5 in SY14-15.

b. The stakeholders involved in the data analysis and needs assessment, including school leaders, staff, community stakeholders and families;

(292 of 500 maximum characters used)

Parents are involved in the academic progress of their own children through Quarterly Learning Conferences. Campus based leaders discuss academic progress with teachers. School leaders on campus and at the community office are constantly reviewing and assessing overall academic achievement.

c. The main issues of academic concern (e.g., the performance of students in particular subject areas, grades, sub-populations of students) that were determined through data analysis; and

(134 of 500 maximum characters used)

The main issue of academic concern remains the low ELA scores and college readiness. Scores have improved but they must be far higher.

d. How this process led to the selection of a particular SIG model.

(436 of 500 maximum characters used)

BPE selected Evidence Based Whole School Reform because it was the one model that assumes effective leadership is in place. Positive Action strategy looks at whole school reform with research based strategies that address leadership, support academic content, provide nonacademic support, and includes family and community engagement. Positive Action is also focuses on English Language Arts, which is BPE's main issue of academic concern.

Schools to be Served: B

4. A description of the approach to school improvement that will be used in the identified school. The description must indicate which federal intervention model Turnaround, Transformation, Closure, Restart, Evidence-Based Whole School Reform Model, or Early Learning Model the LEA will begin, or has already begun, to implement in the LEA or school.

A full description of these models

a. The LEAs plans to design and implement interventions consistent with SIG final requirements (Also complete Action Plan tab).

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PAE will use the Evidence-Based Whole-School Reform Strategy for school improvement and the Positive Action Strategy to implement this model. Whole School Reform suits the BPE needs in that it is designed to (a) improve student academic achievement or attainment, (b) be implemented for all students in a school; and (c) address, at a minimum and in a comprehensive and coordinated manner, each of the following: school leadership, training and learning in at least one full academic content area (including professional learning for educators), student non-academic support, and family and community engagement. Positive Action includes all of these components in its Whole-School Reform model. While BPE has not yet signed a contract with Positive Action Company, the school is using this Positive Action Company, which has a demonstrated record of success in implementing a whole-school reform model. Positive Action is organized into age-appropriate classroom kits tailored for each grade level. Its primary objectives are to: enrich students' reading and language arts curriculum, develop an intrinsic interest in learning among students, lead students to understand and manage their behavior, create a positive learning environment for all students, and engage parents in their child's education. The Positive Action Strategy includes the Positive Action Program, Community Engagement Program, Counselor's Kit, Conflict Resolution Kit, Bullying Kit, and Drug/Kit. PAE improves literacy. The PA lessons are mapped in alignment with language standards so that every teacher at every level can immediately determine how the program specifically can be planned to meet objectives. PA develops a shared vocabulary. The short stories encourage speaking, listening, and discussion of literary elements of grade level appropriate materials. Students are intrinsically motivated to look for common themes and connect them to class content. The program has been successful in increasing student reading and writing skills. On task time increased 72% (reduction in suspensions, 95% reduction in disciplinary referrals, 92% reduction in absenteeism, and 37% reduction in dropout rate). Involving parents in the PA lessons extends learning time and increases student conversation, reading, and writing about the PA lessons.

b. If applicable, how the LEA will implement evidence-based strategies in the school in accordance with the selected intervention model, to the extent practicable;

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[illegible]

c. The LEAs plans to provide adequate resources and related support to each school it commits to serve in order to implement fully and effectively the selected intervention throughout the grant period;

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Friendship has the institutional strength to ensure the successful implementation of the Positive Action model of Whole-School Reform. The LEA has assigned the Deputy Chief Academic Officer and the Deputy Chief of Staff to be part of the PA Team, to support the staff involved at the campus level, and to ensure that Positive Action Campus carries out its scope of work effectively. The Positive Action model is consistent with Friendship's own mission-driven approach to mold good citizens with an optimistic view toward their place in society. The PA plan will be introduced annually to the entire LEA at the August convocation. The final retreat at the end of SY17/18 will include LEA leadership and academic leaders from other Friendship campuses.

d. The other funds that will be directly dedicated to supporting the implementation of the proposed SIG turnaround model/intervention and how the LEA will align other resources (e.g. Title I funding) with the interventions.

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Six Friendship staff members are involved in a major way in the implementation of the project: At the LEA level, Deputy Chief Academic Officer (local funds), Deputy Chief of Staff (Local Staff) Senior Director of Student Support Services (local funds), and Director of Parent Services (Title I). At the campus level, Principal (local funds) and Lower School Academy Director (Title I). Grant funds cover a consultant who will serve as Project Coordinator, professional development, evaluation, parent activities, and PA kits and other supplies.

e. Any additional/other elements of capacity the LEA will employ to implement their SIG proposed/turnaround model in each school.

(1512 of 5000 maximum characters used)

The Friendship community office provides overall financial and human resources management, and professional development: "Existing professional development staff will adjust the planned agenda of pd to help Bow Pierce implement the Positive Action Strategy. "SIG resources will be tracked separately as are all grant funded programs at Friendship. The Chief Financial Officer oversees a finance/grants management team that consists of an accountant, a grants manager, procurement specialist, accounts payable manager, and two support staff. A system of checks and balances ensures appropriate accounting of all expenditures for each grant. "Friendship's executive leadership is comprised of educational visionaries who have driven its mission - providing a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities. They will monitor the program with the expectation of making it fully sustainable and employing it at other Friendship campuses." The Human Resources Department will conduct a nationwide search for a campus-based Data Manager/Achievement Coordinator who will support Dr. Grant and Mr. Spears in tracking student academic achievement. *Office of Mental Health and the campus-based counselors will support the PA Team in establishing a constructive school climate that is conducive to learning and achievement.

5. For LEAs that choose to implement a Whole-School Reform model: Please describe how the LEA will: 1) implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served and 2) partner with a whole school reform model developer, as defined in the SIG final requirements.

(1577 of 5000 maximum characters used)

In Chicago, Positive Action started a student and community population similar to that of Blow Pierce in Washington, DC. Improvements in Chicago were impressive. On the issues of interest to BPE, PA worked well. The study found standardized math scores up 15%, reading up 9%, African American math scores up 21%, and African American reading scores up 15%. Furthermore, academic motivation was up 15% as rated by the teachers. While adapting PA to the specific needs of BPE, Friendship seeks to apply the methods used in Chicago to improve reading scores, academic motivation, and college readiness in its efforts. As its turnaround plan before applying for SIG Funds and the results have shown impressive gains in ELA proficiency in the four year period from SY11/12 to SY14/15, over 12.5% of students with no prior exposure to the program advanced or meeting expectations. The PARCC results 3 (4/4) for SY14/15 showed 32.1% of students as proficient and approaching expectations and 23.7% as advanced or meeting expectations. NWEA MAP Assessments showed similar gains with 7% on grade level in SY12/13 and none of the students classified as college ready. The most recent tests for SY14/15 show 40% of students on grade level and 20% classified as college ready. The PA Intervention model was selected because it recognized these advances and allowed BPE to move forward with its successful principal, academic team, curricula, and parent outreach. With SIG funds and the introduction of PA, BPE is poised to advance to the next level.

6. For LEAs that plan to implement the Restart model: Please describe how the LEA will conduct a rigorous review of the charter school operator, charter management organization (CMO), or education management organization (EMO) that it will select to operate or manage the school and how the LEA will hold the provider(s) accountable.

(3 of 5000 maximum characters used)

(3 of 5000 maximum characters used)

N/A

7. Please describe how the selected schools will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.

(1966 of 5000 maximum characters used)

1966 or 3000 maximum characters allowed).

Principle 1: School Leadership

Please complete the needs assessment for this school/campus and indicate the overall results for each of the Seven Turnaround Principles by indicator. (Please note: The four (4) digit number in parentheses (i.e., 1671) indicates Indistars internal controls assigned for each indicator. This 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.)

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)

D02: There is an established procedure for documenting the evaluation process. (1675)

D03: The principal provides timely, clear, constructive feedback to teachers. (1676)

D07: The LEA ensures that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice. (1699)

C03: The principal is a change leader. (1664)

C04: The principal effectively and clearly communicates the message of change. (1665)

C06: The principal, after reviewing the data, seeks quick wins. (1667)

C07: The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions. (1668)

C08: The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (1712)

F10: The principal aligns professional development with classroom observations and teacher evaluation criteria. (1713)

Overall Rating of the school's current progress for Principle 1

Please provide additional comments in the space below describing your overall rating of principle 1 (optional)
(1328 of 5000 maximum characters used)

Dr. Jeffrey Grant was hired in August of 2013 for his stellar record as a turnaround specialist. The full implementation designation of each of the above leadership intervention strategies is a key element contributing to the progress BBPE has made over the past two years. These strategies will continue throughout the grant period for school improvement and beyond. BBPE began its turnaround plan before applying for SIG funds and the results have shown impressive gains in ELA proficiency in the four year period from SY11/12 to SY14/15. During SY11/12, only 12.5% of students were approaching expectations and none were advanced or meeting expectations. The PARCC results (3+/4+) for SY14/15 showed 32.1% of students as proficient and approaching expectations and 23.7% as advanced or meeting expectations. NWEA MAP Assessments showed similar gains with 7% on grade level in SY12/13 and none of the students classified as college ready. The most recent tests for SY14/15 show 40% of students on grade level and 20% classified as college ready. The PA intervention model was selected because it recognized these advances and allowed BBPE to move forward with its successful principal, academic team, curricula, and parent outreach. With SIG funds and the introduction of PA, BBPE is poised to advance to the next level.

Limited Development

Limited Development

Full Implementation

Full Implementation

Full Implementation

Full Implementation

Full Implementation

Full Implementation

Full Implementation

Full Implementation

Full Implementation

Principle 2: Effective Staffing Practices and Instruction

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

E03: The LEA/School has identified and established non-monetary staff incentives for performance. (1684)

Limited Development

E04: The LEA/School has created several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems). (1685)

Full Implementation

E05: The LEA/School has established and communicated clear goals and measures for employees performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning. (1686)

Full Implementation

E06: The LEA has negotiated expedited processes for performance-based dismissals in transformation schools. (1688)

Full Implementation

E08: The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees. (1691)

Full Implementation

D04: The evaluation process is linked with the LEA's collective and individual professional development programs. (1677)

Full Implementation

D05: The LEA/School assesses the evaluation process periodically to gauge its quality and utility. (1678)

Full Implementation

E01: The LEA/School has created a system for making awards that is transparent and fair. (1679)

Full Implementation

E02: The LEA/School has implemented a communication plan for building stakeholder support, for the system of awards. (1681)

Limited Development

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)

Full Implementation

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)

Full Implementation

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)

Full Implementation

F08: The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (1700)

Full Implementation

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)

Full Implementation

K01: All teachers demonstrate sound homework practices and communication with parents. (1720)

Full Implementation

Overall Rating of the school's current progress for Principle 2

Full Implementation

Please provide additional comments in the space below describing your overall rating of Principle 2 (optional)

(216 of 5000 maximum characters used)

Friendship indicated limited development for the LEA/School communication plan (E02) for building stakeholder support and for the system of awards because a communications and public relations specialist was hired in June 2015. This aspect of effective staffing practices will reach full implementation by the spring of 2016.

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)

Full Implementation

J02: All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (1715)

Full Implementation

J05: All teachers employ effective classroom management. (1721)

Full Implementation

P05: The LEA/School structures professional development to provide adequate time for collaboration and active learning. (1696)

Full Implementation

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)

Full Implementation

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

Full Implementation

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

Extended learning is a critical piece of the Friendship model and has been implemented with particular success at Blount Pierce, where parent outreach before school and community partnerships on weekends and after school are being implemented and strengthened.

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)

Full Implementation

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

Full Implementation

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

Full Implementation

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

Full Implementation

Please provide additional comments in the space below describing your overall rating of Principle 4 (optional)

(190 of 5000 maximum characters used)

Teachers plan with fidelity to have the students meet learning objective based on Common Core Standards. Differentiated learning is a core components of the Friendship approach to learning.

Principle 5: Effective Use of Data

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

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

Full Implementation

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

Full Implementation

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

Full Implementation

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

Full Implementation

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

Friendship is known for making effective use of data to raise low performing students to grade level. Its effectiveness is due to its performance management system, a commitment to data-driven instruction, and use of data to increase achievement and set realistic and attainable goals.

Principle 6: School Culture and Climate

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

FO9: 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.

Full Implementation

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

Limited Development

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

Friendship prides itself on a school climate that ensures a culture of achievement, which means: "School reflects high expectations, relentless beliefs, and a college-bound ethos - even in the earliest grades." "Expectation of ongoing learning for all stakeholders." "Ownership for scholar data and progress by all stakeholders within the learning community." "Community-wide commitment to core values." "Positive behavior management and restorative strategies." "Physical environment that contributes to and enhances learning at all times." "Student and parent engagement and relationships that effectively impact student learning." "Scheduled mentoring for learning that ensures regular discussion of learning needs and goals." "Use of student voice and feedback to improve the learning experience."

Principle 7: Effective Family and Community Engagement

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

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

Full Implementation

303: 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. (1703)

Limited Development

305: 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)

Full Implementation

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

Full Implementation

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

Full Implementation

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

Full Implementation

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

Blow Pierce parents are integral partners in their children's academic successes and challenges. Government agencies, such as the Primary Project at the DC Department of Behavioral Health, support the students' social and emotional growth which is an essential foundation for learning. Community organizations and members are invited to share in the success of Blow Pierce students through regular and organized activities. When implementing the PA reform model, BPE will greatly expand its engagement with family and community members.

School Goals

Schools that receive SIG funds are required to establish annual goals on the states assessment in both reading/language arts and mathematics. High schools must also establish goals for the 4-year graduation rate. As a result of DCs forthcoming transition to the Partnership for Assessment of Readiness for College and Careers (PARCC), participating SIG schools may use 2014-15 as a baseline year for progress in the state assessment and identify goals for forthcoming years against that baseline (see example). However, for the 2015-16 year schools must establish goals using another valid assessment.

Within 60 days of receiving 2014-2015 PARCC assessment results, LEAs must submit to OSSE reading/language arts and mathematics goals for the PARCC assessment for years 2 and 3 of implementation.

Example	Current Performance	2015-2016 Goals	2016-2017 Goals	2017-2018 Goals
PARCC Assessment- Reading/language arts	N/A	N/A	+4% increase from baseline	+6% increase from baseline
4-year graduation rate	55%	58%	65%	70%
	Current Performance	2015-2016 Goals	2016-2017 Goals	2017-2018 Goals
PARCC Assessment- Reading/language arts			+5% from baseline	+5% from baseline
PARCC Assessment- Math			+5% from baseline	+5% from baseline
Alternative assessment (Include name)	NWEA MAP: ELA - 46% & Math 39%	ELA 51% & Math 43%	ELA 61%	ELA 71%
4-year graduation rate	NA - Elementary School	NA - Elementary School	NA - Ele	NA - Ele

Please describe the LEAs process of monitoring schools progress toward meeting the annual goals and progress on leading indicators as defined in the final requirements.

(507 of 5000 maximum characters used)

Friendship Bluff Pierce will use NWEA MAP assessments to track annual goals in English Language Arts. Friendship will submit PARCC assessment goals for years 2 and 3 of the SIG implementation. The above goals show the percentage of K-3 students who are on grade level in ELA (defined as the 50th percentile or greater) on the NWEA MAP assessment. Friendship is establishing a goal of 5% for year one and 10% for years two and three so that 71% of students will be on grade level in ELA by the end of 2018.

Provide a detailed action plan for implementing the selected intervention(s) for the school/campus. This timeline must cover the full period of 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 2015-2016 school year (SY). The life of this grant is over a three (3) year period, as follows: YEAR 1 (SY 2015-2016), YEAR 2 (SY 2016-2017), and YEAR 3 (SY 2017-2018).

[illegible]

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. Department of Education (USDE) will collect data on several metrics. While some data is already provided in EDfacts, several new metrics are listed below.

OSSE reports these metrics to the USDE for the school year prior to implementing the intervention, if the data are available. This data will serve as a baseline. Thereafter, OSSE must report the data for each year for which funds are allocated to each participating Priority schools. If school closure is the selected intervention, the LEA only needs to report on the identity of the school and the intervention selected.

The table below illustrates the Priority school level data that must be collected by the LEA and submitted to OSSE after approval of the LEA application.

Required Reporting Metrics for Leading Indicators

Discipline incidents

Chronic Absenteeism

Student attendance rate

College enrollment rate

Dropout rate where applicable

Teacher and Principal Attendance Rate

Number of minutes within the school year

Distribution of teachers by performance level on LEA's teacher evaluation system

Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup

Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes

Process for submitting data on the Leading Indicators

*Please describe the LEA's process for collecting and reporting on the leading indicators

Friendship uses PowerSchool to collect behavior related information related to enrollment, attendance (students, teachers, and principals), absenteeism, dropouts, discipline. Teacher evaluation is tracked using the "ENGAGE" performance management system which includes 1) Performance Behavior Rubric, 2) Individual Performance Targets, and 3) School-Wide Performance Targets. Student achievement is tracked through the performance management system.

*Please identify who will be responsible for collecting and submitting the data

The LEA Director of Performance Management, Zachary Morford, will collect and analyze BPE data related to students achievement and academic progress. LEA Senior Director of Student Information Services, Keri Smith, is responsible for BPE attendance and discipline data through PowerSchool. Mr. Morford and Ms. Smith will coordinate with and support the Project Coordinator and the independent evaluator to assess annual progress.

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: Friendship PCS Blow Pierce Elementary

National Center for Education Statistics (NCES) ID Number: 110000800323

School/Campus Address: 725 19th Street NE

School/Campus City: Washington

School/Campus State: DC

School/Campus Zipcode: 20002

School/Campus Intervention Model Selected: Evidence Based Whole School Reform Model

Budget Overview

For each of the following six budget categories, the LEA must provide a full list of all planned expenditures from the School Improvement Program pool of funds. The total of all expenditures in this section must match the total amount being consolidated from all sources of funds.

A summary of the six budget category planned expenditures can be found on the Budget Summary tab.

Salaries and Benefits

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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Current Budgeted Amounts by Budget Category	\$0.00	\$64,890.00	\$0.00	\$0.00	\$18,400.00	\$0.00	\$1,000.00	\$0.00

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

Site:

Total Allocation Available for Budgeting

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
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text" value="0.00"/>	<input type="button" value="X"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text" value="0.00"/>	<input type="button" value="X"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text" value="0.00"/>	<input type="button" value="X"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text" value="0.00"/>	<input type="button" value="X"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text" value="0.00"/>	<input type="button" value="X"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text" value="0.00"/>	<input type="button" value="X"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text" value="0.00"/>	<input type="button" value="X"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text" value="0.00"/>	<input type="button" value="X"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text" value="0.00"/>	<input type="button" value="X"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text" value="0.00"/>	<input type="button" value="X"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text" value="0.00"/>	<input type="button" value="X"/>

Total Displayed:

(A) Total Allocation Available for Budgeting

(F) Total budgeted

Remaining (A-F)

Budget Detail by Site

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.

Paid to Date Amounts	100	300	400	500	600	700	800	Indirect Cost
Current Budgeted Amounts by Budget Category	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$64,890.00	\$0.00	\$0.00	\$18,400.00	\$0.00	\$1,000.00	\$0.00

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

Site: 157 - Friendship PCS Blow Perce

Go

Total Allocation Available for Budgeting \$84,290.00

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
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
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					0.00	
					0.00	
					0.00	
					0.00	

Total Displayed: \$0.00

Professional Services

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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Current Budgeted Amounts by Budget Category	\$0.00	\$64,890.00	\$0.00	\$0.00	\$18,400.00	\$0.00	\$1,000.00	\$0.00

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

Site: 000 - Friendship PCS

Go

Total Allocation Available for Budgeting \$84,290.00

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.

Item(s) to be Purchased	Program Category	Brief Description of Purpose of Purchase	SIG-1003g Funds	Delete Row
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
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			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>

Total Displayed: \$0.00

(A) Total Allocation Available for Budgeting

\$84,290.00

(F) Total budgeted \$84,290.00

Remaining (A-F) \$0.00

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

temize 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	600	700	890	Indirect Cost
Paid to Date Amounts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Current Budgeted Amounts by Budget Category	\$0.00	\$64,890.00	\$0.00	\$19,400.00	\$0.00	\$1,000.00

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

Site: 157 - Friendship PCS Blow Pierce

Total Allocation Available for Budgeting	\$84,290.00
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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.

[illegible]

Total Displayed: \$64,890.00

Equipment

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	200	400	500	600	700	800	Indirect Cost
Paid to Date Amounts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Current Budgeted Amounts by Budget Category	\$0.00	\$64,890.00	\$0.00	\$0.00	\$18,400.00	\$0.00	\$1,000.00	\$0.00

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

Site: 000 - Friendship PCS

Total Allocation Available for Budgeting \$84,290.00

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.

Item(s) to be Purchased	Program Category	Brief Description of Purpose of Purchase	SIG-1003g Funds	Delete Row
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
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			0.00	<input type="checkbox"/>

Total Displayed: \$0.00

(A) Total Allocation Available for Budgeting \$84,290.00

(F) Total budgeted \$84,290.00
Remaining (A-F) \$0.00

Instructions

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[illegible]

•

[illegible]

Total Displayed:	\$0.00
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Supplies and Materials

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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Current Budgeted Amounts by Budget Category	\$0.00	\$64,890.00	\$0.00	\$0.00	\$15,400.00	\$0.00	\$1,000.00	\$0.00

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

Site: 000 - Friendship PCS

Total Allocation Available for Budgeting: \$84,290.00

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.

Item(s) to be Purchased	Program Category	Brief Description of Purpose of Purchase	SIG-1003g Funds	Delete Row
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>

Total Displayed: \$0.00

(A) Total Allocation Available for Budgeting: \$84,290.00

(F) Total budgeted: \$84,290.00
Remaining (A-F): \$0.00

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

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.

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

Go

Total Allocation Available for Budgeting \$84,290.00

Total Displayed:	\$18,400.00
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Fixed Property Costs

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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Current Budgeted Amounts by Budget Category	\$0.00	\$64,890.00	\$0.00	\$0.00	\$18,400.00	\$0.00	\$1,000.00	\$0.00

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

Site: 000 - Friendship PCS

Go

Total Allocation Available for Budgeting \$84,290.00

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.

Item(s) to be Purchased	Program Category	Brief Description of Purpose of Purchase	SIG-1003g Funds	Delete Row
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>

Total Displayed: \$0.00

(A) Total Allocation Available for Budgeting

\$84,290.00

(F) Total budgeted \$84,290.00

Remaining (A-F) \$0.00

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

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.

Notes: The District Level Budget page is identified by "0000"

584,290.00

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.

Total Displayed: \$0.00

Total Displayed:

Other Objects

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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Current Budgeted Amounts by Budget Category	\$0.00	\$64,290.00	\$0.00	\$0.00	\$18,400.00	\$0.00	\$1,000.00	\$0.00

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

Site:

Total Allocation Available for Budgeting:

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.

Item(s) to be Purchased	Program Category	Brief Description of Purpose of Purchase	SIG-1003g Funds	Delete Row
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>
			0.00	<input type="checkbox"/>

Total Displayed:

(A) Total Allocation Available for Budgeting:

(F) Total budgeted:
Remaining (A-F):

Instructions ^

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

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.

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.

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

Go

Total Allocation Available for Budgeting

Total Displayed: \$1,000.00

Total Displayed: \$1,000.00

Budget Summary (Read Only)

Site:

Remove blank rows from display: ☒ Yes ☐ No

Code	Activity Description	100 - Salaries and Benefits	300 - Professional Services	400 - Property Services	500 - Equipment	600 - Supplies and Materials	700 - Fixed Property Costs	800 - Other Objects	TOTAL
10	Instruction		30,000.00			18,400.00			48,400.00 57.42 %
20	Support Services		34,890.00					1,000.00	35,890.00 42.58 %
Subtotal			64,890.00			18,400.00		1,000.00	84,290.00 100.00 %
Total Budget			76.98 %			21.83 %		1.19 %	84,290.00

Program Budget Summary

Complete Year 2 and Year 3 budgets keeping the total amount budgeted constant and adjust the category amounts as necessary.

BUDGET CATEGORIES	Year 1	Year 2	Year 3	TOTAL
100 Salaries and Benefits	0.00	0.00	0.00	0.00
300 Professional Services	64890.00	77455.00	92455.00	234800.00
500 Equipment	0.00	0.00	0.00	0.00
600 Supplies and Materials	18400.00	47500.00	54885.76	120785.76
700 Fixed Property Costs	0.00	0.00	0.00	0.00
800 Other Objects	1000.00	2000.00	2000.00	5000.00
Total Direct Costs (Objects 100-800)	84290.00	126955.00	149340.76	360585.76
Indirect Costs	0.00	0.00	0.00	0.00
Total Costs (Direct and Indirect)	84290.00	126955.00	149340.76	360585.76

Provide a description of the expenditures in the categories (Salaries & Benefits, Professional Services, Equipment, Supplies & Materials, and Other Objects) for three years of funding. Summarize in detail how each item will raise the achievement of students in their lowest performing schools and why it is necessary in implementing the selected School Improvement Grant model. Please ensure that the information provided aligns with the Application.

Please [click here](#) to complete.

Program Specific Assurances

☒ By checking this box and saving the page, the applicant hereby certifies that he/she has read, understood and will comply with the assurances listed below.

The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that:

1. The LEA certifies that all of the information contained in this application is true and accurate to the best of its knowledge. Additional the LEA agrees to all assurances included in the application.
 2. The LEA shall use its School Improvement Grant to implement fully and effectively interventions in each Priority and/or Focus school that the LEA commits to serve consistent with the final requirements.
 3. The LEA shall establish annual goals for student achievement on the States assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority and/or Focus school that it serves with school improvement funds.
 4. If it implements a restart model in a Priority and/or Focus school, the LEA will include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
 5. The LEA shall monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
 6. The LEA shall monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
 7. The LEA will report to OSSE any documents deemed relevant by the OSSE, including the school level data required under section III of the final requirements. *
- * Please see the following link that outlines the final requirements of the SIG program:
<https://www.federalregister.gov/articles/2015/02/09/2015-02570/final-requirements-school-improvement-grants-title-i-of-the-elementary-and-secondary-education-act>
8. The LEA must administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications.
 9. The control of funds provided under each program, and title to property acquired with those funds, will be in a public agency and that a public agency must administer those funds and property.
 10. The LEA must use fiscal control and fund accounting procedures that must ensure proper disbursement of, and accounting for, federal funds paid to the LEA under each program.
 11. The LEA must make reports to the OSSE and to the U.S. Secretary of Education as may reasonably be necessary to enable the OSSE and the Secretary to perform their duties and that it will maintain such records, including the records required under section 1232F of the General Education Provisions Act, and provide access to those records, as OSSE or the Secretary deem necessary to perform their duties.
 12. The LEA must provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.
 13. Any application, evaluation, periodic program plan or report relating to each program must be made readily available to parents and other members of the general public.
 14. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.
 15. None of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
 16. The LEA must include in its application a description of the steps the subgrantee proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs, as required by Section 427 of the General Education Provisions Act (GEPA). The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, and age.
 17. The LEA must track and account for each source of School Improvement funds separately from all other funds.
 18. The LEA must retain all records of the financial transactions and accounts relating to the proposed project for a period of five years after the termination of the grant agreement and shall make such records available for inspection and audit as necessary.
 19. The LEA acknowledges and agrees that the completion of this application, or the approval to fund an application, will not be deemed to be a binding obligation of the Office of the State Superintendent of Education (OSSE) until such time as the Grant Award Notification (GAN) is delivered to the applicant.
 20. The LEA must receive prior written approval of a revised LEA application from the OSSE before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
 21. The LEA must comply with applicable Office of Management and Budget (OMB) Circulars, including, but not limited to: OMB Circular A-87, Cost Principles for State, Local, and Indian Tribal Governments; OMB Circular A-102, Grants and Cooperative Agreements with State and Local Governments; and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations.
 22. The LEA must have financial management systems, procurement systems, and equipment and inventory management systems that enable the LEA to demonstrate compliance with federal grants management requirements, including the requirement that all expenditures made with federal funds are necessary, reasonable, allocable, and legal.
 23. No Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.
 24. The LEA will comply with civil rights laws that prohibit discrimination based on race, color, national origin, religion, sex, disability, and age.
(available at <http://www.ed.gov/policy/gen/leg/recovery/notices/civil-rights.html>).
 25. The Local Education Agency has consulted with relevant stakeholders regarding the LEAs application and implementation of school improvement intervention models in its Priority and/or Focus schools.
 26. The LEA hereby assures OSSE that the LEA will retain all records related to the needs assessment for this school and will provide copies of those records (i.e., background information that substantiates results of needs assessment) to OSSE upon request.
 27. The LEA shall submit to OSSE within 60 days of receiving 2014-2015 PARCC assessment results both reading/language arts and mathematics goals for Year 2 (2016-2017) and Year 3 (2017- 2018) of implementation.

Program Specific Assurance Narrative

Meeting the Requirements of the General Provisions Act, Section 427

Provide a description of how the LEA will comply with the requirements of Sections 427 of GEPA.

(For additional guidance, see: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>.)

(1468 of 5000 maximum characters used)

Friendship Public Charter School (FPCS) has adopted the provisions of the General Education Provisions Act (GEPA) and supports the GEPA requirement to ensure equal access to education and to promote educational excellence throughout the Nation. FPCS is dedicated to ensuring equal opportunities to participate for all eligible students, teachers and other program beneficiaries and promotes their ability to meet high standards. FPCS does not discriminate in its programs and activities on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, disability, source of income, or place of residence or business. Discrimination will not be tolerated, and persons engaging in such will be subject to disciplinary action. FPCS has an aggressive affirmative action plan that complies with and exceeds all federal nondiscrimination statutes. FPCS strives to deliver quality services to members of high needs populations, such as those with extremely low incomes, limited English proficiency, migrant and homeless families, teen parents, and persons with physical and mental disabilities. In the delivery of all programs including School Improvement at Blow Pierce, FPCS will ensure equitable access and participation. Teachers, counselors, psychologists, technology staff, administrators, and students will participate without discrimination.

Program Specific Assurances

☒ By checking this box and saving the page, the applicant hereby certifies that he/she has read, understood and will comply with the assurances listed below.

The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that:

1. The LEA certifies that all of the information contained in this application is true and accurate to the best of its knowledge. Additionally the LEA agrees to and provides all assurances included in the application.
2. The LEA will use its School Improvement Grant (SIG) under Section 1003(g) of the Elementary and Secondary Education Act, as amended, to implement fully and effectively interventions in each Priority school that the LEA commits to serve consistent with the final requirements for the SIG program, adopted by the U.S. Department of Education.*
3. The LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority school that it serves with SIG funds.*
4. If it implements a restart model in a Priority school, the LEA will include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization, as appropriate, accountable for complying with the final requirements.
5. The LEA will monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
6. The LEA will monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.
7. The LEA will report to OSSE any documents deemed relevant by the OSSE, including the school level data required under section III of the final requirements.*
* Please see the following link that outlines the final requirements of the SIG program:
<https://www2.ed.gov/programs/sig/2010-27313.pdf>
8. The LEA will administer each program covered by the application in accordance with all applicable statutes, regulations and amendments thereto, including 20 USC 6303(g); the District of Columbia Flexibility Waiver; the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards at 2 CFR Part 200; the Education Department Administrative Regulations, at 34 CFR Parts 76, 77, 82, 84, and 99.
9. The LEA will administer the grant in accordance with all approved program plans and applications
10. The LEA assures that control of funds, and title to property acquired with those funds, will vest in the LEA and the LEA will administer those funds and property.
11. The LEA assures that it will use fiscal control and fund accounting procedures that ensure proper disbursement of, and accounting for, federal funds paid to the LEA.
12. The LEA will make reports to the OSSE and to the U.S. Secretary of Education as may reasonably be necessary to enable the OSSE and the Secretary to perform their duties and that it will maintain such records, including the records required under section 1232f of the General Education Provisions Act, and provide access to those records, as OSSE or the Secretary deem necessary to perform their duties.
13. The LEA will provide reasonable opportunities for participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.
14. Any application, evaluation, periodic program plan or report relating to each program must be made readily available to parents and other members of the general public.
15. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.
16. None of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
17. The LEA will include in its application a description of the steps the LEA proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs, as required by Section 427 of the General Education Provisions Act (GEPA). The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, and age.
18. The LEA will track and account for each source of School Improvement Grant funds separately from all other funding sources.
19. The LEA will retain all records of the financial transactions and accounts relating to the proposed project for a period of five years after the termination of the grant agreement and shall make such records available for inspection and audit as necessary.
20. The LEA acknowledges and agrees that the completion of this application, or the approval to fund an application, will not be deemed to be a binding obligation of the Office of the State Superintendent of Education (OSSE) until such time as the Grant Award Notification (GAN) is delivered to the applicant.
21. The LEA acknowledges and agrees that it must receive prior written approval of a revised LEA application from the OSSE before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
22. The LEA has financial management systems, procurement systems, and equipment and inventory management systems that enable the LEA to demonstrate compliance with federal grants management requirements, including the requirement that all expenditures made with federal funds are necessary, reasonable, allocable, and legal.
23. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.
24. The LEA will comply with civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age, as required in 34 CFR 76.500.
25. The Local Educational Agency has consulted with relevant stakeholders regarding the LEA's application and implementation of school improvement intervention models in its Priority Schools.
26. The LEA hereby assures OSSE that the LEA will retain all records related to the needs assessment for this school and will provide copies of those records (i.e., background information that substantiates results of needs assessment) to OSSE upon request.
27. The LEA will submit to OSSE within 60 days of receiving 2014-2015 PARCC assessment results both reading/language arts and mathematics goals for Year 2 (2015-2016) and Year 3 (2016- 2017) of implementation.
28. The LEA will ensure that each Priority school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

The application has been approved.

Assurances

8/7/2015

Consistency Check was run on:

2/26/2016

LEA Data Entry

LEA Administrator submitted the application to OSSE on:

2/26/2016

Grant Admin - Final Review completed on:

2/26/2016