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Applicant:	000-0001 District of Columbia Public Schools
Application:	2015-2016 SIG Section 1003g - A1 - Woodson School Improvement Grant
2015-2016	10/1/2015 - 9/30/2016
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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 States 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 schools 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 repeal.

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 nonfederal 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-partys 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 states 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.

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Data Universal Number System (DUNS): 122095102

System of Award Management (SAM) Expiration Date: 05/11/2016

SIG Funds Coordinator Contact:

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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 Modelsand relatedTurnaround Principles.

   (1583 of 5000 maximum characters used)

   Both schools will be supported by DCPS central office through the Office of School Turnaround and Performance (OSTP) and the Office of Federal Programs and Grants (OFPG). The OSTP team will support the schools directly by conducting implementation meetings with Principals and school staff; monitoring grant activities throughout the school year; as well as providing schools with any technical assistance being fiscal, personnel, or programmatic. The OFPG Team will work with OSTP to ensure that schools are meeting their burn rates each quarter as well as helping with any grant related amendments or clarifications. There will be clear and regular communication between the two teams and the schools throughout the grant period.DC Public Schools has an extensive process to recruit and attain the best school leaders in the country. The district has created promotional videos as well as participates in recruitment activities and events to attract our principals. The Principal Effectiveness Team in the Office of Human Capital focuses heavily on recruiting schools leaders who have experience and success in effectively leading instruction, managing talent and operations, family engagement, as well as other competencies that are included in DCPS' leadership framework. The district makes an effort to attain principals that have experience within Turnaround Schools in order to ensure that we are able to handle school leadership transitions at our failing schools. The recruitment process starts in December and Principals are assigned schools by June of every school year.

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;

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   DCPS has a rigorous process to ensure that all external vendors have a clear SOW, along with proper qualifications to faithfully fulfill all tenants of the SOW with fidelity. Our procurement team works with all program staff to ensure that all SOW are clear and properly articulates the needs of the school/requester. Once the bids are obtained, the procurement team reviews the vendor qualifications before a requisition is entered. The Central Office RTI Specialist, Director of OSTP, Instructional Superintendents, and School leadership will ensure that all nationally recognized providers are held accountable. DCPS is revamping the support that we are providing to schools around RTI. The RTI team in the OYE is revising the Early Warning Indicator (EWI) levels to include more student data points for academics. In addition, OSTP, in collaboration with the Deputy Chief of Secondary Schools and ODS created an ACGR Cohort Tracker Report that includes all students in all cohorts so that schools are able to better track all students throughout the school year and their progress towards graduation. By using the ACGR Cohort Tracker Report, in conjunction with the EWI Report, schools will be able to identify their off-track students more easily and provide the appropriate and targeted interventions and supports through RTI. DCPS will provide additional central office support by leveraging the RTI Specialists from OYE. The Central Office based RTI Specialist will visit both schools at least three times per quarter to safeguard the efficacy of the RTI model at the school. The RTI Specialist will assist OSTP with monitoring programmatic progress and providing ongoing support throughout the life of the grant.OSTP conducted ESEA site visits at Coolidge HS on 5/6/2015 and at Woodson HS on 5/8/2015. The OSTP School Turnaround Specialist met with the school leadership team and the Instructional Superintendent, as well as other central office support staff to review the overall progress of these schools. During site visits, teacher focus group meeting was held at both schools. The academic leadership team meetings at these schools were also held throughout SY14-15 on a bi-weekly basis to review student data, identify issues, and troubleshoot. OSTP also met with Instructional Superintendent Pinder throughout SY15 to touch base on his schools' progress. The initial meeting with Chief Davis and Jocelyn Basley, the Deputy Chief of OFPG, was held on 4/2/2015, and the Deputy Chiefs of Secondary and Elementary Schools were both consulted in May. Once the SIG Cohort 4 funding focus was established, Chief Davis met with Chancellor Henderson to make the school selection decision. OSTP met with Principal R. Jackson (Coolidge) and Principal Slade (Woodson) in early August for needs assessment and goal setting. The parents and other stakeholders will be consulted in the beginning of SY16.OYE will continue to tighten the central office support and guidance around RTI, and OSTP and the Instructional Superintendent will provide planning and budgeting guidance and support for the school to sustain RTI implementation after funding period ends. The school has identified and made changes to its approach to support the implementation of the RTI model. Both schools have altered their master schedule to create intervention blocks. The RTI coordinator will support parents and staff with understanding student deficits and provide resources to parents to better support students with learning from home. RTIimplementation will be sustained as the software purchases to support individualized student learning will be institutionalized in the schools. The additional license fees will be covered with Ttitle I funding. Additionally, teachers' ability to support tier 2/3 students will be enhanced through a series of PD and through both the central office RTI Specialist and the grant funded RTI Coordinator.The Grant specialist will ensure that vendors receive programmatic support from the RTI Specialist, the school's leadership, the Instructional Superintendent, and the Office of Teaching and Learning's Content Specialist (as required) for all programmatic implementation challenges. Recently, DCPS adopted ASPEN to capture, report, manage, and analyze student data. ASPEN will also support enrollment, scheduling and behavior, and help track student attendance and prevent truancy. This system is critical as many of the vendor's outcome metric will be interdependent on the data from ASPEN. DCPS will use the data obtained during SY16 to establish a baseline. Subsequently, the SY17 data will be evaluated against SY16 data to determine intervention effectiveness. The RTI Coordinator will track intervention effectiveness by capturing how students were identified as needing tier 2/3 interventions, ensuring that each student has an RTI plan, and that the plan is monitored/updated in 6 week cycles. The vendor's effectiveness will be tied to student growth.

LEA Plans and Capacity B

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.

Name of SIG Support Team Member	Title	Responsibility
Antione Vinson	Grants Specialist	Ensure timely spending of grant for each scho
Sarah Lee	Director of OSTP	Oversee overall implementation
David Pinder	Instructional Superintendent	Provide programmatic consultation and ensure
Jo-Anne Henry	Director of RTI	Provide programmatic consultation
Jane Spence	Deputy Chief of Secondary Schools	Provide programmatic consultation
Hasan Ashshaheed	Fiscal Management Specialist	Work with OSTP to ensure timely spending of
Doug Abbott	Data Specialist	Provide data review and progress monitoring
Annmarie Ekey	School Turnaround Manager	Conduct ESEA site visits to review overall prog

LEA Plans and Capacity C

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

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The SIG Support Team will meet on a quarterly basis at the least (more frequently if needed) to discuss SIG implementation progress. The support team will meet at DCPS Central Office.

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

(146 of 500 maximum characters used)

The SIG Support Team will report on implementation progress at each SIG school to DCPS leadership on a quarterly basis, more frequently as needed.

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

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OSTP Grants Specialist will meet with school leadership and business manager at each SIG school on a quarterly basis to discuss implementation progress; OSTP Data Specialist will review RTI data and support the Grant Specialist in this capacity with progress monitoring on a monthly basis; Instructional Superintendent will conduct monthly walk-throughs to ensure program implementation fidelity; and OSTP School Turnaround Manager will conduct two ESEA Site Visits to review overall progress.

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?

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Through the support team's quarterly check-in meetings, as well as each team member's touch points with each SIG school described above, the support team will be able to identify implementation challenges faced by the schools so that they can elevate them to the appropriate parties as needed and ensure the challenges are addressed in a timely manner.

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

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The Office of Teaching and Learning, the Office of Specialized Instruction, and the Office of Data and Strategy will provide additional oversight and technical assistance to SIG schools as needed.

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:

(477 of 500 maximum characters used)

DCPS is submitting this SIG application for 2 Priority schools, Coolidge HS and Woodson HS, based on the amount of SIG funding available and OSSE's guidance that the SEA anticipates to award 2-4 schools within this particular cohort of SIG. Additionally, the funds available to Cohort 4 SIG schools are not sufficient to effectively support DCPS' 45 Priority and Focus schools. OSSE is aware of this capacity constraint towards supporting over half of the District's schools.

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
Coolidge HS; 6315 5th St NW, Washington, DC 20011	110003000081	Priority	395	Transformation	$612,160.17	$49,105.86	$661,266.03
Woodson HS; 540 55th St NE, Washington, DC 20019	110003000055	Priority	639	Transformation	$612,160.17	$49,105.85	$661,266.02

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 funding:

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.

(499 of 500 maximum characters used)

Darrin Slade (Principal: Ed.D. Ed Policy and Leadership); Robert Saunders, Meredith Wilkerson, Monica Thomas (Asst Principals: Ed.M.); Thomas Byrd (Student Dean: B.A.); Lakeisha Hardy (Instr. Coach: Masters, Reading); Andrietta Dunn (Business Manager: B.A.); Patricia Womack (Attendance Counselor: B.A.); Dept. Heads, teachersThe SIG team will meet as an RTI team bi-weekly to review, reflect, and adjust RTI implementation accordingly. Woodson team will consult OSTP with major changes as needed.

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)?

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Woodson's reading proficiency based on DC CAS has been dropping over the past 3 years: 21.9% in 2012, 21.4% in 2013, and 16.9% in 2014.Woodson's math proficiency based ont he DC CAS has been increasing incrementally over the past 3 years: 16.3% in 2012, 18.0% in 2013, and 23.1% in 2014.Woodson's 4-yr graduation rate has shown a double-digit gain from 2013 to 2014: 53% in 2012, 44% in 2013, and 60% in 2014.

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;

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OSTP Data Specialist met with school leaders to review the major school performance data points, such as SRI, Agile Mind, attendance, behavior, and course marks. After triangulating the data school leaders identified key focus areas for the school year by conducting a root cause analysis. Based on the school's overall literacy rates in SY14-15 (SRI profiency rate of 25% for Coolidge and 18% for Woodson), school leadership decided to implement RTI to address this immediate need.

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

(488 of 500 maximum characters used)

OSTP guided school leaders and the Instructional Superintendent with assessing school needs, conducting root cause analysis, and conceptualizing comprehensive school improvement plans. Other DCPS offices (OYE, Teaching and Learning) were engaged in the process based on individual school needs. The needs assessments revealed that students had challenges engaging with the secondary curriculum because of their deficit in literacy, which impacted their performance in other subject areas.

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

(446 of 500 maximum characters used)

The school's primary concern regards the student's inability to read on the secondary level based on the Scholastic Reading Inventory (SRI) diagnostic data. The majority of students who enroll at Woodson are usually 2-3 grade levels behind in reading. Due to the lack of their literacy skills, students are not able to engage in the High School curriculum, which negatively impacts overall student engagement and performance in all subject areas.

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

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The implementation of the RTI method by way of the SIG Transformation model was selected to address the school's critical need to support students who are struggling in attendance and academics. More specifically, the school will focus on supporting Tier 2 and 3 students with reading (both phonics and comprehension). The RTI implementation will establish a platform to provide differentiated support to students and build teachers' capacity to support students with reading deficits.

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).

(2547 of 5000 maximum characters used)

Based on national studies on RTI models/programs and DCPS student needs, DCPS will design and implement interventions consistent with the final requirements of SIG and will ensure that school improvement planning is completed prior to the start of the 2015-16 school year. With the SIG funding provided by OSSE, DCPS will provide interventions to two Priority Schools in the District--Coolidge HS and Woodson HS. Each of the targeted schools were selected because of their ESEA classification status of Priority, being among the lowest-performing five percent of Title I schools in the state over the past three years in the District. The interventions to be employed by DCPS in these schools will be the transformation model. For each school, DCPS has analyzed the needs of the students and school staff through a comprehensive and thorough needs assessment. At each site, DCPS has the capacity to provide support around using the school improvement funds to provide adequate resources for students and teachers. Within this application, detailed plans for each school are provided. For SY15-16, Richard Jackson was appointed as a full-time Principal at Coolidge High School. The school is focusing on providing Tier 2 and 3 students with differentiated literacy support. This will be accomplished by embedding instructional programs into intervention blocks to provide targeted support to students, providing teachers with professional development, and hiring additional staff members to increase the schools overall capacity to strategically support Tier 2 and 3 students. The school will also implement the positive behavioral intervention and supports approach. Additionally, the RTI Coordinator will inform parents of individual student progress, and provide resources and build parent/family capacity to support students with learning from home. Families can contact the RTI coordinator by request to discuss performance related items. The coordinator will also send information related students' academic progress to parents continuously throughout the school year. Both schools have the flexibility to modify schedules and resources based on student performance. Although the schools have the ability to amend their approach, any adjustments will be done in collaboration and consultation with the RTI Specialist, the RTI Coordinator, and OSTP. Additionally, schools must ground their modification plans in data driven evidence. This evidence based approach will ensure that both schools are using data to inform instructional decisions.

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;

(479 of 5000 maximum characters used)

As previously mentioned, the LEA will provide students with additional instructional time to build literacy skills through the intervention, increase staff capacity to support students with literacy, use data to adjust implementation methods (RTI Coordinator), embed the positive behavioral intervention and supports model to enhance culture and climate, obtain various instructional platforms to reinforce the daily curriculum, and inform parents of individual student progress.

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;

(726 of 5000 maximum characters used)

The school will be supported through central office through the Office of School Turnaround and Performance (OSTP) and the Office of Federal Programs and Grants (OFPG). The OSTP team will support the schools directly by conducting implementation meeting with Principals and school staff; monitoring grant activities throughout the school year; as well as providing schools with any technical assistance being fiscal, personnel, or programmatic. The OFPG Team will work with OSTP to ensure that schools are meeting thing their rates each quarter as well as helping with any grant related amendments or clarifications. There will be clear and regular communication between the two teams and the schools through the grant period.

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.

(121 of 5000 maximum characters used)

The school is utilizing a portion of Title I funds to further support the implementation of the SIG Transformation model.

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

(3490 of 5000 maximum characters used)

All DCPS schools begin their needs assessment cycle in May of the particular school year. Following the budget season, all Principals review their instructional and staffing priorities for the upcoming school year with their Instructional Superintendents. During Leadership Academy in June, Principals, with their Academic Leadership Team and School Turnaround Specialist, review end of year data to complete a root cause analysis. End of year data includes formative assessments such as Interim Assessments as well as student engagement indicators such as in-seat attendance, truancy, and suspension. Academic Leadership Teams also review IMPACT evaluation data when discussing staffing changes for the following year. During the root cause analysis, Academic Leadership Teams review the alignment of their instructional priorities against identified root causes to develop strategies to overcome any barriers to implementation. These strategies are documented in the Comprehensive School Plan or IndiStar Plan for Priority and Focus schools. After school teams receive the state assessment results, Academic Leadership Teams begin adjusting their five-year goals with their Instructional Superintendent and School Turnaround Specialist, specifically focusing on adjustments for the next school year. In doing so, these teams re-visit the initial root cause analysis and include additional root causes that may have arisen as a result of the state assessment data analysis. After establishing draft goals and a draft Comprehensive School Plan, Academic Leadership Teams review both with teachers and identify any additional root causes that may prohibit effective implementation and goal attainment. All school teams share their Comprehensive School Plan or IndiStar Plan and goals with the Local School Advisory Team and Parent Teacher Association (where applicable) and receive signed approval for the upcoming school year. All formal needs assessments and school plans are expected to be finalized by September 30th and updated over the course of the school year. The Instructional Superintendent continues to work with the Academic Leadership Team to prepare to meet with the Chancellor and Chief of Schools to formally finalize school goals for the upcoming school year. Achievement goals are finalized by the Chancellor and memorialized in the School Leader IMPACT system where they will be used to evaluate the Principal at the end of the year. Over the course of the school year, the Instructional Superintendent and School Turnaround Specialist informally review the status of implementation and progress towards goals on a monthly basis through classroom observation and review of formative data. These informal reviews are followed by two formal site visits led by the School Turnaround Specialist with the support of the Instructional Superintendent. The two formal site visits include school stakeholder interviews and classroom observation to evaluate the implementation and effectiveness of school improvement strategies. All visits include formal recommendations developed by the School Turnaround Specialist and Instructional Superintendent. Finally, Instructional Superintendents formally evaluate School Leaders twice a year through the School Leader IMPACT evaluation where the Instructional Superintendent utilizes the Comprehensive School Plan or IndiStar Plan, informal and formal site visits to evaluate the progress of the school towards its goals.

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.

(3 of 5000 maximum characters used)

N/A

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)

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.

(2498 of 5000 maximum characters used)

As part of the principal recruitment process, parents and community members are invited to a forum to meet potential new leaders. The outcome of this meeting determines whether select individuals are appropriate for the school and its community. This part of the process eliminates any barriers that might prevent the principal from succeeding in leading the school. Additionally, this strengthens support from teachers, school staff, and parents. School leaders are fully supported through implementation of the school's intervention model. The Office of School Turnaround and Performance provides targeted technical assistance to schools through the Grants Specialist, Turnaround Schools who serves as an advocate for schools to ensure effective implementation, inclusive of allocation of human capital and fiscal resources, leveraging support from inter-agency and external stakeholders, and progress monitoring and school-level support against identified targets for school improvement. A primary task of the Grant Specialist is to work with the Instructional Superintendent to mitigate barriers to the success of school turnaround and transformation efforts, helping to create clear pathways to achieve performance targets. Lastly parents will be informed of student progress by way of the teachers and the RTI coordinator, as well as the school leaders. The RTI team at the school will work together to provide parents with real time updates and share pertinent information regarding the intervention model with the various stakeholders.Parents and community stakeholders informed both central office staff and school leaders through a number of methods (i.e. Parent/teacher conferences, family nights, back to school nights, and ESEA site visits). One of the areas that parents expressed keen interest was in the area of students receiving differentiated support to enhance individual student deficits. This information, along with student challenges to engage with the high school curriculum, heavily influenced the decision to implement RTI model/programs at both schools. The same abovementioned platforms are also used as a method for DCPS to receive information from the parents and community. The RTI Coordinator will also have an important role with establishing and involving parents and the community with the RTI approach. Additionally, DCPS has the Office of Family and Public Engagement whose primary focus is to create pathways for the community to engage with the schools.

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

Please provide additional comments in the space below describing your overall rating of principle 1 (optional)
(3098 of 5000 maximum characters used)

The leadership team at Woodson consists of the principal, 3 assistant principals, instructional coach and selected department heads. The primary objective of the administration and leadership team is to promote positive instruction and maintain a climate in the building which is conducive for learning. The administration maintains a visible presence in the building at all times and spends the majority of the day in classrooms and common areas used by students. Formal and informal observations are used to monitor classroom instruction and are conducted by the principal, assistant principals and instructional coach (informal). Teachers also have an opportunity each month to visit classrooms during scheduled Focus Walks. Feedback from classroom observations is shared with teachers in a timely manner which normally results in adjustments to daily instructional practices and routines. Administrative classroom visits and feedback sessions with teachers set the foundation for positive school improvement. Additionally, teachers work collaboratively with their content area leads to review student data and discuss instructional practices. The administration also takes part in some of these meetings to provide guidance and feedback. Student data and information gained from classroom visits and teacher feedback normally drive professional development. School based professional development is also closely aligned to the Districts evaluation instrument. Areas for Growth*Increase classroom rigor*Increase teacher capacity related to providing reading/writing instruction in every content area*Increase school wide capacity to analyze student data (formative/summative)*Increase school wide capacity to provide interventions for students who are not on grade level in reading*Improve student performance of District assessments and AP exams*Increase grade level promotion rates, 4 year graduation ratesSY15-16 is Principal Slade's second year serving as a full-time, permanent principal at Woodson. Per the SIG Guidance Document, Section G (Providing Flexibility) mentions that "an eligible school has hired a new principal during the previous school year as part of a school reform effort, consistent with G-1b, the SEA may award funds to the school's LEA to implement a model in the school and the school would not be required to hire another new principal". Both schools were selected to receive SIG funds as they both have significant challenges as it relates to students reading on grade level. Additionally, neither Principal at each has served as full-time Principal at their respective schools for more than two years. Woodson's designated Principal Slade as the school's leader last school year which adhere' s to the abovementioned criteria which provides flexibility to LEAs. Additionally, Woodson's SRI (ELA Interim Assessment Data) is well below the 47% District average at 18%. Their met growth target of 55% is below the District average of 64%. These compelling data points corroborate the need for individualized intervention support with SIG funding.

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)	Limited Development
F02: The LEA/School offers an induction program to support new teachers in their first years of teaching. (1693)	Limited Development
F03: The LEA/School aligns professional development with identified needs based on staff evaluation and student performance. (1694)	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)	Limited Development
F08: The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (1700)	Limited Development
G01: The LEA/school has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation. (1646)	Full Implementation
G02: The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (1670)	Full Implementation
I01: The school has established a team structure among teachers with specific duties and time for instructional planning. (1711)	Full Implementation
I04: All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (1719)	Limited Development
K01: All teachers demonstrate sound homework practices and communication with parents. (1720)	Limited Development
Overall Rating of the school's current progress for Principle 2	Limited Development

Please provide additional comments in the space below describing your overall rating of Principle 2 (optional)
(1312 of 5000 maximum characters used)

As a high school, Woodson is staffed in a manner that ensures that students will have the opportunity to meet the requirements for graduation in a period of four years. The school schedule is based on a 5 period day where students spend 65 minutes in each class. Students typically are required to take an English, math, science and social studies class each year. Students normally also take an elective class each semester. Teachers are evaluated multiple times during the year using formal observations. Teachers who are unable to successfully meet the Districts minimum standards for teaching are normally separated after a number of years. A few teachers also leave the system each year for personal reasons. New teachers are hired using a process that involves multiple interviews. Potential candidates are interviewed with the administration and also a selected group of teachers. Woodson has adopted a school within a school model. We currently have a 9th Grade Academy, STEM Program and AP program in our building. Areas of Growth:-Increase capacity of new teachers (classroom instruction/management)-Increase leadership roles for teachers in the building-Improve teacher instructional practices to decrease the number of staff separated each year-Improve quality of new teacher mentorship program

Principle 3: Effective Use of Time

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

J04: The LEA/School has allocated funds to support extended learning time, including innovative partnerships. (1706)	Limited Development
I02: All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (1715)	Limited Development
I05: All teachers employ effective classroom management. (1721)	Limited Development
F05: The LEA/School structures professional development to provide adequate time for collaboration and active learning. (1696)	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)	No Development/Implementation
J07: The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (1709)	Limited Development
Overall Rating of the school's current progress for Principle 3	Limited Development

Please provide additional comments in the space below describing your overall rating of Principle 3 (optional)
(1415 of 5000 maximum characters used)

The school schedule has been created to effectively maximize the number of minutes students spend each day directly involved with instruction. Students spend 65 minutes in each period in each of their five classes. During each period all classroom teachers are required to spend adequate time ensuring that students are able to meet the identified outcomes established in their daily instructional objectives. Normally, class periods consist of a warm-up, direct instruction, independent practice, and assessment. Teachers are also required to promote higher-order thinking and understanding by posing questions and activities that require some level of mastery. At the macro-level, the school schedule has been adjusted to ensure that students spend more time in class. The administration moved from having two lunch periods to just one, to maximize student learning time. All classroom teachers are also encouraged to provide additional learning time for students during the course of the day. Some teachers provide additional instructional during their planning periods, lunch and after school. Woodson also provides extended learning time after school for those students who need the additional support and credit hours.Areas for Growth-Increase opportunities for students to receive quality instruction-Increase number of teachers providing instructional/extra-curricular options for students after school

Principle 4: Curriculum, Assessment and Intervention System

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

H03: All teachers, working in teams, prepare standards-aligned lessons. (1718)	Limited Development
I03: All teachers, working in teams, differentiate and align learning activities with state standards. (1716)	Limited Development
H02: All teachers assess student learning frequently using standards-based classroom assessments. (1717)	Limited Development
Overall Rating of the school's current progress for Principle 4	Limited Development

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

All teachers are required to adhere to the Districts identified curriculum and scope and sequence. This is closely monitored by the administrative team during classroom visits. Teachers are also required to provide ongoing assessments that gauge each student's level of mastery. Assessments used by teachers must be rigorous and promote higher-order understanding. Teachers are also required to adhere to all assessments required by the District. These include quarterly and end of the year reading and math assessments. All lesson plans, and unit plans are closely monitored and guided by the administration. On-going feedback and support is given by the leadership team to support and promote quality instruction as it relates to the development and implementation of lesson/unit plans. PD is also provided quarterly in these areas. Areas of Growth/Need:-Increase level of monitoring/implementation of differentiated learning and support-Improve quality of lesson plans/unit plans school wide

Principle 5: Effective Use of Data

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

J08: The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (1710)	Limited Development
C05: The principal collects and acts on data from a variety of sources and in a timely manner. (1666)	Limited Development
H01: The principal ensures that teachers align instruction with standards and benchmarks. (1714)	Limited Development
Overall Rating of the school's current progress for Principle 5	Limited Development

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

Student/School-wide data are used to drive the planning process. The administration uses data to set school-wide goals for the year. School-wide goals are established each summer around the following areas (reading, math, graduation rates, suspensions, promotion rates, attendance, etc.). School-wide and student data are shared with each teacher. Teachers are required to demonstrate knowledge of student past performance, etc. Classroom teachers are also expected to use data gathered daily from their students to guide the planning process. Teachers must be able to demonstrate student movement toward mastery. Teachers are also required to maintain data notebooks and data walls. Teachers must also have current student work posted in their classrooms. Areas of Growth:-Increase teacher capacity related to analyzing data-Increase school wide capacity related to using information gained from data to drive planning and promote quality instruction

Principle 6: School Culture and Climate

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

F09: The LEA/School creates a professional learning community that fosters a school culture of continuous learning. (1701)	Full Implementation
IIC13: The school addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs by way of additional counseling, access to ancillary services, or other supports.	Full Implementation
Overall Rating of the school's current progress for Principle 6	Full Implementation

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

Woodson has implemented various strategies to promote a positive school culture and climate. During the last two years, the shcool has dramatically reduced the school suspension rate, increased the graduation and attendance rate and improved overall student satisfaction.

Principle 7: Effective Family and Community Engagement

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

J02: The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners. (1704)	Full Implementation
J03: The principal creates enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication. (1705)	Limited Development
J05: The LEA assists school leaders in networking with potential partners and in developing partnerships. (1707)	Limited Development
K02: The LEA/School has assigned transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation. (1647)	No Development/Implementation
K04: The LEA/School has engaged parents and community in the transformation process. (1649)	Limited Development
K05: The LEA/School helps stakeholders overcome resistance to change. (1652)	Limited Development
Overall Rating of the school's current progress for Principle 7	Limited Development

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

Woodson currently has a functioning Parent Teacher Association (PTA) and family engagement rates similar to most of the other high schools in the District. We also have significant community support and have established partnerships with multiple stakeholders. The school continues to work on establishing stronger partnerships with groups that could provide additional resources for the schools.

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			7%	15%
PARCC Assessment- Math			5%	10%
Alternative assessment (Include name)	58% (SRI: % met growth target)	63% (SRI)	68% (SRI)	73% (SRI)
4-year graduation rate	69% (preliminary as of 8/13)	72%	75%	80%

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.

(776 of 5000 maximum characters used)

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

Action Plan for Implementation

Provide a detailed action plan for implementing the selected intervention(s) for the school/campus. This timeline must cover the full period of implementation 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).

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
07/01/2015	07/31/2015	YEAR 1 (SY 2015-2016) DCPS to identify school essentials through a school-level needs assessment	Pinder, Slade, Abbott
07/15/2015	08/07/2015	YEAR 1 (SY 2015-2016) DCPS to provide guidance for school with conducting a school-level root cause analysis	Abbott
08/07/2015	08/14/2015	YEAR 1 (SY 2015-2016) DCPS to work with school to identify intervention method and SIG model	Lee, Vinson
08/07/2015	08/21/2015	YEAR 1 (SY 2015-2016) School to identify vendors for instructional programs and professional development	Slade and RTI team, Vinson
08/24/2015	10/01/2015	YEAR 1 (SY 2015-2016) School to identify and hire RTI specialist position	Jackson, Vinson
08/14/2015	08/21/2015	YEAR 1 (SY 2015-2016) School to create intervention blocks for additional time for differentiated instruction	Slade and RTI team
08/07/2015	09/30/2015	YEAR 1 (SY 2015-2016) DCPS/School to obtain quotes to order supplies	Dunn, Vinson
08/07/2015	09/30/2015	YEAR 1 (SY 2015-2016) DCPS/School to work with vendors and school teams to establish year 1 implementation plan and milestones	Jackson, Vinson, Lee
10/01/2015	07/31/2016	YEAR 1 (SY 2015-2016) School to work with vendors to provide teacher training on LDC, AVID, RJ, PBIS	Slade, Vinson
08/24/2015	06/30/2016	YEAR 1 (SY 2015-2016) DCPS to conduct site visits to review implementation progress and spend down goals; Principal, RTI Team, Instructional Superintendent, OSTP support staff to check-in regularly to progress monitor	Ekey, Vinson, Pinder, Lee, Slade

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
07/01/2016	08/31/2016	YEAR 1 (SY 2015-2016) DCPS and school to conduct final evaluation of Year 1 Implementation and adjust support mechanisms as necessary	Pinder, Slade, Lee, Vinson, Abbott
08/07/2015	08/21/2015	YEAR 1 (SY 2015-2016) Review the available technology, and determine if additional technology is needed, desired, and feasible (since they are investing more heavily in obtaining hardware and software programs).	OSTP, Slade, and Facilities
08/07/2015	08/21/2015	YEAR 1 (SY 2015-2016) Determine how the product will assist, enhance, and be integrated into the school's instructional program	OSTP, Slade
11/15/2015	11/28/2015	YEAR 1 (SY 2015-2016) Assess location for hardware installation and wiring	Facilities, Slade
09/01/2015	06/15/2016	YEAR 1 (SY 2015-2016) Ensure that teachers receive trainings, have access to modules, or receive administrative support on using technology (classroom configurations for equipment should be commensurate with the level of teacher training).	Slade, Lee, OTL, Vinson
04/01/2016	06/30/2016	YEAR 1 (SY 2015-2016) Get teacher feedback on support and overall implementation (successes and challenges)	Vinson, Turnaround Specialist
07/07/2016	08/21/2016	Year 1 (SY 2015-2016) assess overall implementation of the PD series offered throughout the year and gauge effectiveness for future implementation	OTL, OSTP
08/07/2015	08/07/2015	YEAR 1 (SY 2015-2016) Establish Goals for Professional development and assess the staffs capacity for full implementation.	Jackson, OTL, Lee, Vinson
08/07/2015	08/07/2015	YEAR 1 (SY 2015-2016) Ensure PD programs meet the distinct needs of the school (since they are investing more heavily in building their staff's capacity in literacy, college readiness, and culture).	Jackson, OTL, Lee, Vinson, Turnaround Sp
09/01/2015	06/15/2016	YEAR 1 (SY 2015-2016) Meet with teachers for feedback on the PD series offered with SIG funds. This will also give us an opportunity to assess the school leaders follow through with reinforcing the key components of the trainings.	Vinson, Turnaround Specialist

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
07/07/2016	08/21/2016	Year 1 (SY 2015-2016) assess overall implementation of the PD series offered throughout the year and gauge effectiveness for future implementation	OSTP
07/01/2016	07/31/2016	YEAR 2 (SY 2016-2017) DCPS to identify school essentials through a school-level needs assessment	Pinder, Jackson, Abbott
07/15/2016	08/15/2016	YEAR 2 (SY 2016-2017) DCPS to provide guidance for school with conducting a school-level root cause analysis	Abbott
07/15/2016	08/31/2016	YEAR 2 (SY 2016-2017) School to identify additional vendors for instructional programs and professional development	Jackson and RTI team, Vinson
08/07/2016	08/07/2016	YEAR 2 (SY 2016-2017) Establish Goals for Professional development and assess the staffs capacity for full implementation.	Jackson, OTL, Lee, Vinson
08/07/2016	08/07/2016	YEAR 2 (SY 2016-2017) Ensure PD programs meet the distinct needs of the school (since they are investing more heavily in building their staff's capacity in literacy, college readiness, and culture).	Jackson, OTL, Lee, Vinson, Turnaround Sp
09/01/2016	06/15/2017	YEAR 2 (SY 2016-2017) Meet with teachers for feedback on the PD series offered with SIG funds. This will also give us an opportunity to assess the school leaders follow through with reinforcing the key components of the trainings.	Vinson, Turnaround Specialist
07/15/2016	08/15/2016	YEAR 2 (SY 2016-2017) School to adjust intervention blocks for additional time for differentiated instruction	Jackson and RTI team
08/01/2016	08/15/2016	YEAR 2 (SY 2016-2017) DCPS/School to obtain updated quotes to order supplies	Richburg, Vinson
08/01/2016	08/31/2016	YEAR 2 (SY 2016-2017) DCPS/School to work with vendors and school teams to update goals for year 2 implementation	Jackson, Vinson, RTI Coordinator, Lee

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
08/24/2016	07/31/2017	YEAR 2 (SY 2016-2017) School to work with vendors to provide additional teacher training on LDC, AVID, RJ, PBIS as needed	Jackson, Vinson
08/24/2016	06/30/2017	YEAR 2 (SY 2016-2017) DCPS to conduct site visits to review implementation progress and spend down goals	Ekey, Vinson
08/24/2016	06/30/2017	YEAR 2 (SY 2016-2017) Principal, RTI Team, Instructional Superintendent, OSTP support staff to check-in regularly to progress monitor	Jackson, Pinder, Lee, Vinson
07/01/2017	08/31/2017	YEAR 2 (SY 2016-2017) DCPS and school to conduct final evaluation of Year 2 Implementation and adjust support mechanisms as necessary	Pinder, Jackson, Lee, Vinson, Abbott
07/07/2017	08/21/2017	Year 2 (SY 2016-2017) assess overall implementation of the PD series offered throughout the year and gauge effectiveness for future implementation	OSTP
07/01/2017	07/31/2017	YEAR 3 (SY 2017-2018) DCPS to identify school essentials through a school-level needs assessment	Pinder, Jackson, Abbott
07/15/2017	08/15/2017	YEAR 3 (SY 2017-2018) DCPS to provide guidance for school with conducting a school-level root cause analysis	Abbott
07/15/2017	08/31/2017	YEAR 3 (SY 2017-2018) School to identify additional vendors for instructional programs and professional development	Jackson and RTI team, Vinson
08/07/2017	08/07/2017	YEAR 3 (SY 2017-2018) Establish Goals for Professional development and assess the staffs capacity for full implementation.	Jackson, OTL, Lee, Vinson
08/07/2017	08/07/2017	YEAR 3 (SY 2017-2018) Ensure PD programs meet the distinct needs of the school (since they are investing more heavily in building their staff's capacity in literacy, college readiness, and culture).	Jackson, OTL, Lee, Vinson, Turnaround Sp

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
09/01/2017	06/15/2018	YEAR 3 (SY 2017-2018) Meet with teachers for feedback on the PD series offered with SIG funds. This will also give us an opportunity to assess the school leaders follow through with reinforcing the key components of the trainings.	Vinson, Turnaround Specialist
07/15/2017	08/15/2017	YEAR 3 (SY 2017-2018) School to adjust intervention blocks for additional time for differentiated instruction	Jackson and RTI team
08/01/2017	08/15/2017	YEAR 3 (SY 2017-2018) School to obtain updated quotes to order supplies	Richburg, Vinson
08/01/2017	08/31/2017	YEAR 3 (SY 2017-2018) DCPS/School to work with vendors and school teams to update goals for year 3 implementation and sustainability	Jackson, Vinson, RTI Coordinator, Lee
08/24/2017	07/31/2018	YEAR 3 (SY 2017-2018) School to work with vendors to provide additional teacher training on LDC, AVID, RJ, PBIS as needed	Jackson, Vinson
08/24/2017	06/30/2018	YEAR 3 (SY 2017-2018) DCPS to conduct site visits to review implementation progress and spend down goals; Principal, RTI Team, Instructional Superintendent, OSTP support staff to check-in regularly to progress monitor	Ekey, Vinson, Pinder, Lee, Jackson
07/01/2017	08/31/2018	YEAR 3 (SY 2017-2018) DCPS and school to conduct final evaluation of Year 3 and overall SIG Implementation and review final results	Pinder, Jackson, Lee, Vinson, Abbott
07/07/2018	08/21/2018	Year 3 (SY 2017-2018) assess overall implementation of the PD series offered throughout the year and gauge effectiveness for future implementation	OSTP
07/01/2017	08/31/2018	There are clear differences between the two schools, as demonstrated by graduation rates, in-seat attendance rate, and truancy rate. But the common challenge is that students in both schools are struggling in all content areas due to their below grade-level literacy skills. While DCPS would love to differentiate the RTI support for these schools, the limited amount of funding available to Cohort 4 SIG schools forces us to address the main challenge at both schools, which is focusing on increasing students' literacy skills. Although the steps in each school's the action plan mirror one another, the individualized platforms and professional development needs between the schools are entirely different. Coolidge is taking a heavier approach to build teachers capacity and scaled back on technological platforms; whereas, Woodson is looking to build teachers capacity more specifically with technology and provide a multitude of platforms to aid the teachers with differentiated instruction delivery to the students. Lastly, the schools are also sharing a RTI coordinator to ensure that teachers and parents are informed of student performance and receive the further support with implementation.	Lee

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 LEAs process for collecting and reporting on the leading indicators

DCPS has an internal real-time Student Information System called ASPEN that tracks and reports discipline incidents, chronic absenteeism, student attendance rate, number of minutes within the school year, and the number and percentage of students completing advanced coursework. Each school enters the student-level data on an appropriate frequency and DCPS reports the aggregated school-level data. The Office of Academic Planning and Support verifies the graduation requirements for all students and certifies the students as graduates every year. DCPS submits the certified graduates list to OSSE, who in turn sends it over to the National Student Clearinghouse. This organization clears all students that are enrolled in college and verifies it for school districts. And with the verified data, college enrollment rate is calculated.DCPS uses a system called People Soft to keep track of all personnel attendance.DCPS uses an evaluation system called IMPACT for all school-based personnel in the district. We use the system to outline clear performance expectations that are tailored to staff members' specific job responsibilities; to provide staff members with multiple opportunities to engage in conversations with their managers about strengths and areas for growth; and provide data that helps instructional coaches, mentors, and other support personnel be more effective in their work.

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

The Data Systems team in the Office of Chief Operating Officer is responsible for collecting and submitting the student-level, school-level data.The Office of Human Capital is responsible for collecting and submitting the personnel data--please note that DCPS is unable to submit any individual personnel data.OSSE is responsible for college enrollment data and the student participation rate for PARCC.

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:	H.D. Woodson HS
National Center for Education Statistics (NCES) ID Number:	110003000055
School/Campus Address:	540 55th St. NE
School/Campus City:	Washington
School/Campus State:	DC
School/Campus Zipcode:	20019
School/Campus Intervention Model Selected:	Transformation

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	$141,000.00	$7,985.00	$0.00	$0.00	$38,576.36	$0.00	$12,094.00	$0.00

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

Site: 000 - District of Columbia Public Schools Go

Total Allocation Available for Budgeting $199,655.36

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	

Total Displayed: $0.00

(A) Total Allocation Available for Budgeting $199,655.36

(F) Total budgeted $199,655.36

Remaining (A-F) $0.00

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	$141,000.00	$7,985.00	$0.00	$0.00	$38,576.36	$0.00	$12,094.00	$0.00

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

Site: 464 - Woodson H D HS Go

Total Allocation Available for Budgeting $199,655.36

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
TBD	Reading Recovery	10-Instruction	188,000	The reading teacher will support Tier 2 and Tier 3 students with reading both phonics and comprehension.	94000.00	
TBD	RTI Coordinator	20-Support Services	94000	Monitor (track implementation and compose progress reports) and support Tier 2 and Tier 3 students through reviewing data. The incumbent will also support teachers and communicate	47000.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	

Total Displayed: $141,000.00

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	$141,000.00	$7,985.00	$0.00	$0.00	$38,576.36	$0.00	$12,094.00	$0.00

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

Site: 000 - District of Columbia Public Schools Go

Total Allocation Available for Budgeting $199,655.36

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	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	

Total Displayed: $0.00

(A) Total Allocation Available for Budgeting $199,655.36

(F) Total budgeted $199,655.36

Remaining (A-F) $0.00

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	$141,000.00	$7,985.00	$0.00	$0.00	$38,576.36	$0.00	$12,094.00	$0.00

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

Site: 464 - Woodson H D HS Go

Total Allocation Available for Budgeting $199,655.36

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
Professional development and trainings throughout the school year.	20-Support Services	PD and Trainings to include services to help teachers with literacy supports, culture and climate supports, behavior intervention supports, software training and more. Services will include trainers, conference fees, materials, etc.	7985.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	

Total Displayed: $7,985.00

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

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	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	$141,000.00	$7,985.00	$0.00	$0.00	$38,576.36	$0.00	$12,094.00	$0.00

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

Site: 000 - District of Columbia Public Schools Go

Total Allocation Available for Budgeting $199,655.36

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	
			0.00	
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			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	

Total Displayed: $0.00

(A) Total Allocation Available for Budgeting $199,655.36

(F) Total budgeted $199,655.36

Remaining (A-F) $0.00

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	$141,000.00	$7,985.00	$0.00	$0.00	$38,576.36	$0.00	$12,094.00	$0.00

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

Site: 464 - Woodson H D HS Go

Total Allocation Available for Budgeting $199,655.36

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	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	

Total Displayed: $0.00

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	$141,000.00	$7,985.00	$0.00	$0.00	$38,576.36	$0.00	$12,094.00	$0.00

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

Site: 000 - District of Columbia Public Schools Go

Total Allocation Available for Budgeting $199,655.36

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	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	

Total Displayed: $0.00

(A) Total Allocation Available for Budgeting $199,655.36

(F) Total budgeted $199,655.36

Remaining (A-F) $0.00

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	$141,000.00	$7,985.00	$0.00	$0.00	$38,576.36	$0.00	$12,094.00	$0.00

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

Site: 464 - Woodson H D HS Go

Total Allocation Available for Budgeting $199,655.36

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
Student Supports and Materials	10-Instruction	Materials to support student instruction and learning development. To include online softwares,it hardware, library books and materials, texts and instructional manuals, etc.	38576.36	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	

Total Displayed: $38,576.36

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	$141,000.00	$7,985.00	$0.00	$0.00	$38,576.36	$0.00	$12,094.00	$0.00

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

Site: 000 - District of Columbia Public Schools Go

Total Allocation Available for Budgeting $199,655.36

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	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	

Total Displayed: $0.00

(A) Total Allocation Available for Budgeting $199,655.36

(F) Total budgeted $199,655.36

Remaining (A-F) $0.00

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	$141,000.00	$7,985.00	$0.00	$0.00	$38,576.36	$0.00	$12,094.00	$0.00

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

Site: 464 - Woodson H D HS Go

Total Allocation Available for Budgeting $199,655.36

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	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	

Total Displayed: $0.00

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	$141,000.00	$7,985.00	$0.00	$0.00	$38,576.36	$0.00	$12,094.00	$0.00

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

Site: 000 - District of Columbia Public Schools Go

Total Allocation Available for Budgeting $199,655.36

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	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	
			0.00	

Total Displayed: $0.00

(A) Total Allocation Available for Budgeting $199,655.36

(F) Total budgeted $199,655.36

Remaining (A-F) $0.00

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	$141,000.00	$7,985.00	$0.00	$0.00	$38,576.36	$0.00	$12,094.00	$0.00

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

Site: 464 - Woodson H D HS Go

Total Allocation Available for Budgeting $199,655.36

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
Additional Professional development and trainings throughout the school year.	80-Other Expenses	PD and Trainings to include services to help teachers with literacy supports, culture and climate supports, behavior intervention supports, software training and more. Services will include registration, travel, conference fees,	12094.00	☐
			0.00	☐
			0.00	☐
			0.00	☐
			0.00	☐
			0.00	☐
			0.00	☐
			0.00	☐
			0.00	☐
			0.00	☐

Total Displayed: $12,094.00

Budget Summary (Read Only)

Site: All Budgets Combined [Go]

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	94,000.00				38,576.36			132,576.36 66.40 %
20	Support Services	47,000.00	7,985.00						54,985.00 27.54 %
80	Other Expenses							12,094.00	12,094.00 6.06 %
Subtotal		141,000.00 70.62 %	7,985.00 4.00 %			38,576.36 19.32 %		12,094.00 6.06 %	199,655.36 100.00 %
Total Budget									199,655.36

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	141000.00	141000.00	143105.85	425105.85
300 Professional Services	7985.00	7985.00	30313.87	46283.87
500 Equipment	0.00	0.00	0.00	0.00
600 Supplies and Materials	38576.36	25340.00	25340.00	89256.36
700 Fixed Property Costs	0.00	0.00	0.00	0.00
800 Other Objects	12094.00	12094.00	12094.00	36282.00
Total Direct Costs (Objects 100-800)	199655.36	186419.00	210853.72	596928.08
Indirect Costs	0.00	0.00	0.00	0.00
Total Costs (Direct and Indirect)	199655.36	186419.00	210853.72	596928.08

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.

Pleaseclick 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.)

(1136 of 5000 maximum characters used)

DCPS adheres to Section 427 of General Education Provisions Act (GEPA) by ensuring equity of instruction for all students. The use of these funds are to support tiered instruction under the RTI model. We anticipate that students who are already receiving other interventions may be unable to receive any additional supports due to scheduling. The Office of School Turnaround and Performance will work with the scheduling team to ensure students identified to receive the tiered instruction are able to do so during their intervention block.Additionally, across the district, incredible work and development is happening in curriculum and instruction; beginning SY15-16, DCPS will provide every teacher with cornerstone lessons - high quality, teacher-developed, rigorous activities to use in the classroom. These model lessons will set the standard for our teachers and will make sure every student in every class partakes in the same great instruction. Not only will this attempt to address equity in instruction and curriculum, students within the same grade-level will all be able to speak the same language around the same lesson.

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/sif/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.

Submit Click for Instructions

The application has been approved.

Assurances	8/20/2015
Consistency Check was run on:	12/15/2015
LEA Data Entry	
LEA Administrator submitted the application to OSSE on:	12/15/2015
Grant Admin - Final Review completed on:	12/30/2015