

2015-16 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2015-16 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency: Bloomfield Public Schools	
FY 16 Alliance District Allocation: \$909,353	FY 16 PSD Allocation (if applicable):
Contact Person: Stacey McCann	Contact Title: Director of School Improvement and Intervention
Telephone: 860-769-4231	Email Address: smcann@blmfld.org
Name of Superintendent: James Thompson, Jr., Ed.D.	
Signature of Superintendent:	Date: April 23, 2015
Name of Board Chair: Donald Harris, Jr.	Local Board Approval of Plan (Yes/No): Will be approved by Board of Education May 12, 2015
Signature of Board Chair:	Date: April 23, 2015

2015-16 Talent Priorities

Step 1: Please note that all Alliance Districts must have an educator evaluation plan approved by the CSDE's Talent Office in order to become eligible for AD/PSD plan approval. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place an "X" beside the district's 2015-16 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Please indicate whether the CSDE's Talent Office has approved the district's 2015-16 educator evaluation plan? (Y/N)

No

<input type="checkbox"/>	Recruitment and human capital pipelines	<input checked="" type="checkbox"/>	Instructional coaching
<input type="checkbox"/>	Hiring and placement processes	<input checked="" type="checkbox"/>	School leadership development
<input checked="" type="checkbox"/>	Professional development	<input checked="" type="checkbox"/>	Retention of top talent
<input checked="" type="checkbox"/>	Evaluation	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's talent-related reform priorities (identified in Step 1). Summarize district talent strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Talent Priorities:		Aligned SMART Goals:
1.1.	Instructional Coaching/Professional Development: Staff one Director of Literacy to create professional learning opportunities for teachers and administrators on English Language Arts instructional strategies to implement across all disciplines;	Increase the percentage of teachers implementing ELA instructional strategies across all disciplines as measured by the TEVAL rubrics, increasing from 85.6% to 90.6%. Increase the percentage of students scoring at Thorough Understanding (Level 4) on the Benchmark Assessments, Performance Tasks, On-Demand Writing samples by the end of the school year.
1.2.	Instructional Coaching/Professional Development: Create professional learning opportunities for teachers and administrators on instructional strategies targeting 8 Mathematical Practices to implement across grades 7-12;	By the end of the 2015-16 school year, Grade 7-12 Math Teachers will demonstrate increased capacity to teach their students using instructional strategies targeting 8 Mathematical Practices as measured by a pre- and post- implementation of the 8 Mathematical Practices Self-Efficacy Survey Instrument, where: <ul style="list-style-type: none"> • 20% more teachers will say that they have increased their knowledge of instructional strategies targeting 8 Mathematical Practices and • 20% of teachers will say that they have increased the frequency with which they implement instructional strategies targeting 8 Mathematical Practices
1.3.	Retention of Top Talent: Implement systems of professional learning to support, retain, and create career pathways to certified and non-certified people of color; Focus professional growth and leadership opportunities for all staff to build professional capital and district capacity through identifying and supporting internal candidates; Develop additional incentives for high-performing teachers and administrators identified through the Teacher Evaluation System data and student performance data (Benchmark, Smarter Balanced Assessment)	Increase the percentage of in-district non-certified and certified teachers/ administrators who remain in the district and apply for positions with more responsibility; scoring at Goal after eight mini-observations(Teachers)/five mini-observations (Administrators) from 85.6% in SY 2014-15 to 90.6% in SY 2015-16 as measured by the TEVAL and from 91.8% in SY 2014-15 to 95.8% in SY 2015-16 as measured by the ADEVAL systems. Increase the percentage of students scoring at Grade level or higher in ELA on the Benchmark Assessments, Performance Tasks, On-Demand Writing samples by the end of the school year from 20.85% to 80% at the 3-8 grade level and from 46.7% to 80% at the 9-12 grade level at BHS and increase the percentage of students scoring at or above grade level on the Benchmark Assessments, and Performance Tasks in math from 24.4% to 80% at the 3-8 level and from 35.5% to 80% at the 9-12 level for BHS.

1.4.	School Leadership Development: Increase leadership capacity and expertise through continuous and systematic professional development and leadership coaching in the competency domains identified through the ADEVAL and TEVAL systems, administrator request, and system wide needs.	Increase the percentage of administrators scoring at Goal after five observations from 91.8% in SY 2014-15 to 95.8% in SY 2015-16 by the end of the school year.
1.5.	Evaluation: Revise current TEVAL rubrics to align with new Common Core of Teaching (CCT) while incorporating evidence of rigorous instruction and content knowledge based on the Common Core Standards, Effective Teaching Strategies, and PD-TEVAL Committee input.	Increase the percentage of teachers scoring at Goal from 85.6% in SY 2014-15 to 90.6% in SY 2015-16 as measured by the TEVAL system.

Step 3: Directions: Identify talent-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); and (d) total use of Alliance District funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
.3 FTE - Director of Literacy	1.1	Director of Literacy to create professional learning opportunities for teachers and administrators on English Language Arts instructional strategies to implement across all disciplines	\$ 43,855.00	
1.0 Secondary Math Coach	1.2	New Position - Secondary Math Coach to create professional learning opportunities for teachers and administrators on 8 Mathematical Practices instructional strategies to implement across all disciplines.	\$ 69,950.00	
100: Personnel Services - Salaries Subtotal:			\$ 113,805.00	
200: Personnel Services - Benefits				
Benefits for .3 Director of Literacy	1.1	.25 of total Alliance funded salary	\$ 10,963.00	
Benefits for 1.0 Secondary Math Coach	1.2	.25 of total Alliance funded salary	\$ 17,487.50	
200: Personnel Services - Benefits Subtotal:			\$ 28,450.50	
300: Purchased Professional and Technical Services				
			\$ -	
300: Purchased Professional and Technical Services Subtotal:			\$ -	
400: Purchased Property Services				
			\$ -	
400: Purchased Property Services Subtotal:			\$ -	

500: Other Purchased Services			
			\$ -
500: Other Purchased Services Subtotal:			\$ -

600: Supplies				
			\$	-
			\$	-
			\$	-
600: Supplies Subtotal:			\$	-
700: Property				
			\$	-
			\$	-
			\$	-
700: Property Subtotal:			\$	-
800: Other Objects				
			\$	-
			\$	-
			\$	-
800: Other Objects Subtotal:			\$	-
Talent Subtotal:			\$	142,255.50

2015-16 Academic Priorities

Step 1: Place an "X" beside the district's 2015-16 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

<input checked="" type="checkbox"/>	Common Core-aligned curriculum transition	<input type="checkbox"/>	Alternative/Transitional programs
<input type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Full-day kindergarten
<input checked="" type="checkbox"/>	Supports for special populations	<input type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input type="checkbox"/>	Pre-K - Grade 3 literacy
<input type="checkbox"/>	College and career access	<input type="checkbox"/>	Instructional technology
<input type="checkbox"/>	High school redesign	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's academic-related reform priorities (identified in Step 1). Summarize district academic strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:		Aligned SMART Goals:
2.1.	Common Core-aligned Curriculum Transition: Strengthen teacher and administrator expertise in identifying and implementing rigorous instruction aligned to the Common Core and defined by the Depth of Knowledge Cognitive Rigor Matrix Provide through targeted professional development on Instructional Rounds (Year Two);	Increase the percentage of teachers/administrators scoring at Goal after eight mini-observations(Teachers)/five mini-observations (Administrators) from 85.6% in SY 2014-15 to 90.6% in SY 2015-16 as measured by the TEVAL and from 91.8% in SY 2014-15 to 95.8% in SY 2015-16 as measured by the ADEVAL systems. Increase the percentage of students scoring at Grade level or higher on the Benchmark Assessments, Performance Tasks, On-Demand Writing samples by the end of the school year from 20.85% to 80% at the 3-8 grade level and from 46.7% to 80% at the 9-12 grade level at BHS.
2.2.	Common Core-aligned Curriculum Transition: Staff one Director of Literacy to create professional learning opportunities for teachers and administrators on English Language Arts instructional strategies to implement across all disciplines; fund curriculum-writing in Math and Science to align with the Common Core Math Standards and the Next Generation Science Standards;	Increase the percentage of teachers implementing ELA instructional strategies with fidelity to the content of the Units of Study across all disciplines from 85.6% to 90.6% in SY 2015-16 as measured by the TEVAL rubrics.Increase the percentage of students scoring at Grade level or higher in ELA on the Benchmark Assessments, Performance Tasks, On-Demand Writing samples by the end of the school year from 20.85% to 80% at the 3-8 grade level and from 46.7% to 80% at the 9-12 grade level at BHS and increase the percentage of students scoring at or above grade level on the Benchmark Assessments, and Performance Tasks in math from 24.4% to 80% at the 3-8 level and from 35.5% to 80% at the 9-12 level for BHS.
2.3.	Common Core-aligned Curriculum Transition: Provide stipend as needed to ELA teacher-leader or curriculum coach to continuously upgrade ELA Units of Study (Phase One) and Common Formative Assessments and Performance Tasks (Phase Two) Pre-K-6 in response to the results of 2015 Smarter Balanced Assessment.	Increase the percentage of teachers implementing ELA instructional strategies with fidelity to the content of the Units of Study across all disciplines as measured by the TEVAL rubrics. Increase the percentage of students scoring at Grade level or higher on the Benchmark Assessments, Performance Tasks, On-Demand Writing samples by the end of the school year from 20.85% to 80% at the 3-8 grade level and from 46.7% to 80% at the 9-12 grade level at BHS.

2.4.	SRBI and Academic Interventions: Continue (Year Four) Leveled Literacy Intervention for students receiving Tier II and Tier III services by providing continuous professional development.	Increase the percentage of students, including students with IEPs and EL support, scoring at Grade Level or Higher in ELA on the Benchmark Assessments, Performance Tasks, On-Demand Writing samples by the end of the school year from 20.85% to 80% at the 3-8 grade level and from 46.7% to 80% at the 9-12 grade level at BHS.
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Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Teacher/Teacher Leaders	2.3	Part-time hourly and stipend pay for teachers to refine the common core-aligned curriculum	\$ 20,000.00	\$ -
Reading Consultant	2.4	2.0 FTE Reading Consultant to implement and coordinate LLI instruction and Tier II and III support.	\$ 137,816.00	\$ -
Tutoring at BHS	2.4	4 FTE - Targeted tutoring services for BHS students - full year	\$ 132,192.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 290,008.00	\$ -
200: Personnel Services - Benefits				
Benefits for BHS tutoring Staff	2.2	Benefits for tutors and ELA intervention for BHS	\$ 33,048.00	\$ -
Benefits for Reading Consultants	2.4	.25 of total Alliance funded salary	\$ 34,454.00	\$ -
Benefits for Common Core Curriculum Support	2.2	Benefits for Common Core Curriculum Support	\$ 5,000.00	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 72,502.00	\$ -
300: Purchased Professional and Technical Services				
Consulting	2.1	Support for Instructional Rounds, refinement of Common Core aligned curriculum, and continued development of math and science curriculum.	\$ 42,000.00	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 42,000.00	\$ -
400: Purchased Property Services				

				\$	-	
			\$	-	\$	-
400: Purchased Property Services Subtotal:			\$	-	\$	-

500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
				\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 404,510.00	\$ -

2015-16 Culture and Climate Priorities

Step 1: Place an "X" beside the district's 2015-16 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school climate. Please note that Alliance Districts with a 2013-14 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

<input type="checkbox"/>	Attendance/Chronic absenteeism	<input type="checkbox"/>	Graduation/Dropout prevention
<input type="checkbox"/>	Behavior management	<input checked="" type="checkbox"/>	Family engagement
<input type="checkbox"/>	Wraparound services	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's culture and climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	Family Engagement: Create models of best practices in family and community partnerships by joining the National Network of Schools in Partnership to guide district and school-based efforts to engage families in the six keys of the Joyce Epstein Model	Increase the frequency of parental involvement in the six areas of Epstein's Parent Engagement as measured by Parent Tracker data from January 2015-January 2016
3.2.	Family Engagement: Implement a Parent Institute to increase skills and expertise of parents through professional learning workshops	Increase the frequency of parental involvement in the six areas of Epstein's Parent Engagement as measured by Parent Tracker data from January 2015-January 2016
3.3.	Support Positive School Climate : Ensure building level progress for Positive School Climate (DAP Priority 3) by supporting Climate Specialist. Positions will provide coordinated building level implementation of the District Accountability Plan for Priority 3 - Positive School Climate and support the district as a representative on district level Climate committee.	Increase involvement on the annual district wide Climate Survey to represent over 90% overall participation (families, staff and students). Increase perception of positive school climate by 5%.
3.4.	Support Family/Community Engagement: Ensure building level progress for Family and Community Engagement (DAP Priority 4) by supporting Home to School Liaisons at elementary and secondary levels. Positions will provide coordinated building level implementation of the District Accountability Plan for Priority 4 - Family and Community Engagement and support the district as representatives on district level Family and Community Engagement committee.	Increase the frequency of parental involvement in the six areas of Epstein's Parent Engagement as measured by Parent Tracker data from January 2015-January 2016

Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Hourly Staff Cost	3.1	Family and Community Engagement Steering committee work to move the district's Priority 4 - Family and Community Engagement forward.	\$ 3,270.00	\$ -
Climate Specialists	3.3	.8 FTE Climate Specialists provide coordinated building level implementation of the District Accountability Plan for Priority 3 - Positive School Climate and support the district as representatives on district level Climate committee.	\$ 34,407.00	
Home to School Liaisons	3.4	1.6 FTE Home to School Liaisons to provide coordinated building level implementation of the District Accountability Plan for Priority 4 - Family and Community Engagement and support the district as representatives on district level Family and Community Engagement committee.	\$ 50,990.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 88,667.00	\$ -
200: Personnel Services - Benefits				
Benefits for Climate Specialists	3.3	.25 of total Alliance funded salary	\$ 8,601.75	\$ -
Benefits for Home to School Liaisons	3.4	.25 of total Alliance funded salary	\$ 12,747.50	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 21,349.25	\$ -
300: Purchased Professional and Technical Services				
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
Software and other tools	3.1		\$ 3,000.00	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ 3,000.00	\$ -

600: Supplies				
Communications Materials			\$ 2,000.00	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 2,000.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 115,016.25	\$ -

2015-16 Operations Priorities

Step 1: Place an "X" beside the district's 2015-16 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.

<input type="checkbox"/>	Budgeting and financial management	<input type="checkbox"/>	Student enrollment processes
<input type="checkbox"/>	School operations	<input checked="" type="checkbox"/>	Extended learning time
<input type="checkbox"/>	Technology integration	<input checked="" type="checkbox"/>	Other: <u>Infrastructure for Assessment</u>

Step 2: Identify a core set of strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to the 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Operations Priorities:		Aligned SMART Goals:
4.1.	Extended Learning Time: Implement extended school year and provide transportation to students entering grades 8 (Early Start) and grades 9-12 (Summer Academy) by providing an additional 20 days of ELA and Math instruction and Co-Curricular Enrichment activities to raise present levels of academic performance for all students;	Increase the percentage of students scoring at Grade level or higher in ELA on the Benchmark Assessments, Performance Tasks, On-Demand Writing samples by the end of the school year from 20.85% to 80% at the 3-8 grade level and from 46.7% to 80% at the 9-12 grade level at BHS and increase the percentage of students scoring at or above grade level on the Benchmark Assessments, and Performance Tasks in math from 24.4% to 80% at the 3-8 level and from 35.5% to 80% at the 9-12 level for BHS.
4.2.	Infrastructure for Assessment: Support and refine key strategies of the District Accountability Plan by providing staff, data systems, technical resources and professional learning resulting in increased academic performance for all students.	Increase the percentage of students scoring at Grade level or higher in ELA on the Benchmark Assessments, Performance Tasks, On-Demand Writing samples by the end of the school year from 20.85% to 80% at the 3-8 grade level and from 46.7% to 80% at the 9-12 grade level at BHS and increase the percentage of students scoring at or above grade level on the Benchmark Assessments, and Performance Tasks in math from 24.4% to 80% at the 3-8 level and from 35.5% to 80% at the 9-12 level for BHS.
4.3.		

Step 3: Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Summer School Staffing	4.1	Summer School staffing for Early Start Summer Program for 650 students for 20 days during July 2016. (3% Carryover request)	\$ 27,750.00	
Data System Manager	4.2	.6 FTE Data and Technology Support for Assessment, Evaluation and Research	\$ 47,737.00	
Data System Clerk	4.2	1.0 FTE Data and Technology Support for Assessment, Evaluation and Research	\$ 55,419.00	
Accountability and Performance Director	4.2	.25 FTE of District Wide accountability and performance including Evaluation System and student performance Tracking	\$ 40,701.00	
100: Personnel Services - Salaries Subtotal:			\$ 171,607.00	\$ -
200: Personnel Services - Benefits				
Data System Manager	4.2	Benefits - .25 of Alliance funded portion of the salary	\$ 11,934.25	\$ -
Data System Clerk	4.2	.25 of total Alliance funded salary	\$ 13,854.75	\$ -
Accountability and Performance Director	4.2	Benefits - .25 of Alliance funded portion of the salary	\$ 10,175.25	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 35,964.25	\$ -
300: Purchased Professional and Technical Services				
Benchmark Assessments - Tools		Implement new benchmark assessments aligned with Common Core and Smarter-Balanced Assessment.	\$ 20,000.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 20,000.00	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -

500: Other Purchased Services				
				\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
				\$ -
				\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 227,571.25	\$ -

Non-Reform Budget - Optional Section

Directions: In the event that your district proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments below. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
District Grant Specialist		.20 FTE of this position, which provides support and monitoring for the implementation of grant activities and reporting requirements.	\$ 20,000.00
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ 20,000.00
200: Personnel Services - Benefits			
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -
300: Purchased Professional and Technical Services			
			\$ -
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -
400: Purchased Property Services			
			\$ -
			\$ -
400: Purchased Property Services Subtotal:			\$ -
500: Other Purchased Services			
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ -
600: Supplies			
			\$ -
			\$ -
600: Supplies Subtotal:			\$ -
700: Property			
			\$ -
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
Talent Subtotal:			\$ 20,000.00

FY 16 AD and PSD Budget Summary

Directions: Do not enter budget information in this tab. This tab pulls financial data from the application tabs and auto-calculates total proposed investments. Please ensure that your total budgeted amounts match your district's AD and PSD allocation amounts.

	Talent AD Costs	Academic AD Costs	Academic PSD Costs	Climate AD Costs	Climate PSD Costs	Operations AD Costs	Operations PSD Costs	Non-Reform AD Costs	TOTAL AD	TOTAL PSD
100: Personnel Services - Salaries	\$ 113,805.00	\$ 290,008.00	\$ -	\$ 88,667.00	\$ -	\$ 171,607.00	\$ -	\$ 20,000.00	\$ 684,087.00	\$ -
200: Personnel Services - Benefits	\$ 28,450.50	\$ 72,502.00	\$ -	\$ 21,349.25	\$ -	\$ 35,964.25	\$ -	\$ -	\$ 158,266.00	\$ -
300: Purchased Professional and Technical Services	\$ -	\$ 42,000.00	\$ -	\$ -	\$ -	\$ 20,000.00	\$ -	\$ -	\$ 62,000.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ 3,000.00	\$ -	\$ -	\$ -	\$ -	\$ 3,000.00	\$ -
600: Supplies	\$ -	\$ -	\$ -	\$ 2,000.00	\$ -	\$ -	\$ -	\$ -	\$ 2,000.00	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 142,255.50	\$ 404,510.00	\$ -	\$ 115,016.25	\$ -	\$ 227,571.25	\$ -	\$ 20,000.00	\$ 909,353.00	\$ -