

**Tier I, II and III Schools
Application for Continued Funding for the
2009 1003(g) School Improvement Grant (SIG)**

Division Name: King and Queen County Public Schools

School Name: **King and Queen Elementary**

Person Completing Report: Linda Staylor

E-mail: lstaylor@dishmail.net

Telephone: 434-298-7847 ext. _____

Application for Continuation of FY2009 1003(g) SIG Funding

Using the current 2010 data, including preliminary 2011 SOL data, please respond to the following questions for continued FY2009 1003(g) grant funding.

1. When are the dates of the division team's monthly meetings through June 2012?

Month	Date(s)
August	August 15 th and 23 rd
September	September 20 th
October	October 4 th and 25 th
November	November 1 st , 9 th and 29 th
December	December 13 th
January	January 3 rd and 17 th
February	February 7 th and 21 st
March	March 6 th and 20 th
April	April 3 rd and 17 th
May	May 1 st and 15 th
June	June 5 th and 19 th

2. When are dates of the division team quarterly meetings with principals of schools receiving school improvement funds through June 2012?

Quarter	Date(s)
First Quarter	September 13 th and 27 th
Second Quarter	December 13 th
Third Quarter	March 6 th
Fourth Quarter	June 5 th and 19 th
Other	Principals , at a minimum, must attend the above meetings. However, King and Queen principals attend all division meetings.

3. Who are the members of division team?

At a minimum, identify the following:

- a. division representative for instruction
- b. special education representative
- c. Title I representative
- d. ELL representative, if applicable.

Name	Email	Title
Lorianne Smith	lsmith@kqps.net	Director of Instruction/HR
Brenda Cowlbeck	Brenda.cowlbeck@peoplepc.net	Division Liaison
Linda Staylor	Lstaylor@dishmail.net	Division Contact
Charles Clare	cclare@kqps.net	Superintendent
Rosalyn Trent	rhtrent@kqps.net	Director and Special Education and Federal Program Services
Ed Holstrom	eholstrom@kqps.net	Title I Consultant

Carol Beers	csbeer@wm.edu	Lead Turnaround Partner-W&M
Bernard Davis	bdavis@kqps.net	Principal, Central High School
Linda Via	lvia@kqps.net	Principal, Lawson Marriott Elementary School
Carol Carter	ccarter@kqps.net	Principal, King and Queen Elementary School

4. Please provide a tentative **monthly agenda for division team** meetings.

	Agenda Item
1	Review of division's Indistar® improvement plan
2	Updates needed to the division's Indistar® improvement plan
3	Principal instruction (TLT & FA) and data reports from schools in improvement <ul style="list-style-type: none"> • Review of strategies and data analysis for students who are at-risk of failing a reading or mathematics SOL • Review of strategies and data analysis for students who have been identified for PALS intervention (K-3), if applicable • Review of strategies and data analysis for students who failed the SOL reading or mathematics assessment in 2010-2011 • Review of strategies and data analysis for students who are below grade-level in reading or mathematics

	based on a disability
4	School professional and other support needs
5	Assignment and update and tasks
6	Superintendent, LTP, and board updates
7	Date, place, and time of next meeting

Must include the items indicated in rows 1 and 2

5. Please provide a tentative agenda for the **division's quarterly** meetings with principals of schools receiving school improvement funds.

	Agenda Item
1	Review of strategies and data analysis for students who are at-risk of failing a reading or mathematics SOL
2	Review of strategies and data analysis for students who have been identified for PALS intervention (K-3), if applicable
3	Review of strategies and data analysis for students who failed the SOL reading or mathematics assessment in 2010-2011
4	Review of strategies and data analysis for students who are below grade-level in reading or mathematics based on a disability
5	Review of division's Indistar® improvement plan
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Must include the items indicated in rows 1-6

Copy and complete one chart for each school.

School Name:
<u>2010-2011 School Year</u>
<ol style="list-style-type: none"> 1. What objectives did the school meet by June 2011? <ul style="list-style-type: none"> • The principal will celebrate individual, team, and school successes, especially related to student learning outcomes.

- Teachers will maintain a file of communication with parents.
- Professional development for teachers will include observations by the principal as it relates indicators of effective teaching and classroom management.
- Teachers will re-teach based on assessment results – end of unit, benchmark and simulation testing.
- Yearly learning goals will be set for the school by the leadership team, utilizing student learning data.

Describe the school's progress with meeting the first year's annual goals proposed in the grant.

- In 2010/2011, KQES continued to utilize a school leadership team to direct improvement efforts. The entire school staff selected goals for improvement based on data from previous years' SOL tests, discipline infractions, and goals meeting the VDOE specific requirements for formative assessment. All teachers participated in staff development, both during faculty meetings, staff development days, and after-school sessions held throughout the school year. Teachers participated in vertical planning sessions, benchmark data days, required planning for remediation both within the classroom and during grade level time blocks. Identified students were provided the opportunity to participate in afterschool remediation as well as corrective teaching opportunities during the school day. Student successes were celebrated at the end of grading period. Classes were rewarded for academic achievement and for classroom attendance.

2. What processes were initiated during the 2010-11 year to support the school with accomplishing the stated goals?

- Professional development centered on items indicated by principal observations – Tools for Teaching, Formative Assessment, methods for teaching math, and for the Achieve 3000, online reading program.
- Vertical team meetings were held to both identify weaknesses and to plan remediation efforts.
- Master schedule reflected large blocks of time for language arts – 2 to 2½ hour literacy block.
- New reading series was put into place at grades K to 5. Training provided for new series.
- Balanced literacy model used for LA block – whole group, literacy stations, leveled readers, etc.
- For the first time, DRA testing was put into place and used to assess student reading levels.
- Benchmark data was analyzed for individual student weaknesses, whole-class weaknesses and grade level/programmatic weaknesses. Results were used to plan remediation/corrective teaching lessons. Results were used to identify students who should be invited to an after-school remediation program.
- KQES utilized a math coach to help teachers identify teaching weaknesses and to coach newly established skills.
- The Division School Improvement team met twice a month. The meeting was facilitated by the Division Facilitator and attended by all principals, key staff, the Superintendent, and the Internal and External Partners. During these meetings,

a variety of discussions and resources were shared.

- The Superintendent's leadership meeting established an instructional focus with principals sharing data as well as activities and strategies addressing school improvement in their schools.
- The Superintendent was an active participant in the Division Improvement Plan.

2011-2012 School Year

3. What are the school's objectives for 2011-12?

- Continue and reinforce a positive climate within the school building.
- Have open and honest discussions about areas of weakness leading to discussion and implementation of solutions.
- Provide all staff differentiated professional development based on grade level need, cross-curricular need, subject specific need, individual need and whole-staff need.
- Structure professional development to reflect best practice.
- Provide coaching to ensure new skill acquisition is well-rooted and ongoing
- Set goals for professional development based on needs assessment centering on data from SOL reports – including subject performance, grade level performance and SPBQ data.
- Create a professional learning community that fosters a school culture of continuous learning.
- Continue building student confidence and outlook by recognizing short-term successes.
- Ensure that teachers align instruction with standards, pacing and curriculum maps.
- Use formative assessment to monitor student progress on subject specific units of study.

4. What additional processes are being planned to meet these goals?

- Continue using school improvement coach and math coach to help teachers succeed.
- Staff development centered on mathematics teaching process – hands-on, process oriented, conceptually based, etc.
- Principal to continue monitoring teaching practices.
- Achieve 3000 required in grades 2-7. Schedule developed for lab used. Computers being distributed to classrooms and second lab being updated using laptops.

5. The school should have a school improvement plan on the Indistar® website. This plan will need to be updated based on current 2011 data. Based on the analysis of the school's preliminary Spring 2011 SOL results and any other academic achievement data collected during the 2010-11 school year, which Indistar® indicators will the school modify, add or remove in the current school improvement plan?

(Proposed – may change due to change in principal in July of 2011)

- IE09 – The principal challenges, supports and monitors the correction of unsound teaching practices.
- IIIA01 – All teachers are guided by a document that aligns standards, curriculum, instruction and assessment.
- IIIA11 – All teachers use modeling, demonstration and graphics.
- Continue professional development centering on teacher effectiveness, classroom structure and discipline, understanding classroom dynamics as it relates to students in poverty and the use of transition cues.
- Reassess math practices – methodology, grouping, re-teaching, differentiation, and standards alignment.

6. What specific interventions are being put in place as a result of the data analysis? Using a Response to Intervention model, describe the specific interventions planned next year for Tier 2 and Tier 3 students for each of the following populations:

a. Students who are/were at-risk of failing a reading or mathematics SOL.

- Tier II (reading) Grades 3-5: Title I reading teacher will provide small group differentiated reading instruction through a pull-out program 2 to 3 times per week for 30 minutes during non-instructional time, progress monitored monthly with Achieve3000.
- Tier III (reading) Grades 3-5: Title I reading specialist will provide intervention during non-instructional time 4 to 5 times per week for 40 minutes, small group afterschool tutoring by identified skill for 4-6 weeks, progress monitored weekly with Achieve3000 and intervention reports.
- Students will be invited to after-school remediation classes.
- Students will be tracked using assessment data. Areas of weakness will be remediated and mastery will be documented.
- Teachers will use small group time to corrective teach.
- Students may be referred to CHAT team for review and intervention.
- Math coach will provide support to teachers of identified students.
- Achieve 3000 will be used to track Lexile gains in reading.

b. Students who are/were identified for PALS intervention (K-3), if applicable.

- Tier II (reading) Grades K-3: Students who scored just above PALS benchmark (10%) above: Classroom teacher will provide additional small group targeted skills session 2 times per week with student, progress monitoring with PALS Quick Checks, Achieve3000 and classroom performance records monthly.
- Tier III (reading) Grades K-3: Students below PALS benchmark: Reading specialist provides small group targeted

instruction 20 minutes per day 5 times per week, progress monitored weekly with PALS Quick Checks and Achieve3000.

- Students will participate in Title 1 pull-out and push-in small group lessons.
- Students will be grouped for specific re-teaching based on skill deficits – within classroom setting.

c. Students who failed the SOL reading or mathematics assessment in the previous year.

- Students will be invited to after-school remediation classes.
- Parents will be contacted and invited to SOL Awareness Night. Parents will receive information on Sol testing, grade level expectations, pacing for “new” material, released test and explanation of expectations for current grade level and strategies for helping at home.

d. Students who are/were below grade-level in reading or mathematics based on a disability.

- Continue support from special education staff both inside and outside of the classroom.
- Provide grade levels with co-teaching opportunities.

7. Describe the school’s plan in place to monitor the intervention process. The monitoring process should include, at a minimum, a monthly assessment of student growth. For example, the school should be able to report the MONTHLY grade level increase to a parent of a fifth grader who is reading on a second grade level using a response to intervention model such as Istation, Voyager, etc.

- KQES will use Achieve 3000 to assess reading on a monthly basis.
- The DRA will continue to be used to assess student reading progress – all students tested at beginning of year; certain students will be tested in the middle of the year – those below BOY benchmark; all K, 1, and 2 students will be tested at the end of the school year. Grades 3-7 end of year testing depends on previous testing and grade-level benchmarks.
- Benchmark assessments in reading and math will be utilized at the end of each 9 week grading period.
- An SOL simulation test will take place at the end of the 3rd grading period.

8. Provide the monthly or weekly scheduled dates to review interventions by student. Include grade level/department

Department/Grade Level	Date(s)
Grade level teams	Weekly to assess pacing progress and student progress
Grades K and 1	First Wednesday of each month
Grades 2, 3 and 4	Second Wednesday of each month
Grades 5,6 and 7	Third Wednesday of each month

	Cross-grade level	Quarterly – after benchmark assessments	
	Leadership Team	Quarterly – after benchmark assessments	

9. Provide the agenda for the meetings

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9	Date, place, and time of next meeting
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Division Name: King and Queen Public Schools

School Name: Central High School

Person Completing Report: Linda Staylor

E-mail: lstaylor@dishmail.net

Telephone: (434) 298-7847 (804) 785 5981

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- h. ELL representative, if applicable.

Name	Email	Title
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Brenda Cowlbeck	Brenda.cowlbeck@peoplepc.net	Division Liaison
Linda Staylor	Lstaylor@dishmail.net	Division Contact
Charles Clare	cclare@kqps.net	Superintendent
Rosalyn Trent	rhrent@kqps.net	Director and Special Education and Federal Program Services
Ed Holstrom	eholstrom@kqps.net	Title I Consultant
Carol Beers	csbeer@wm.edu	Lead Turnaround Partner-W&M
Bernard Davis	bdavis@kqps.net	Principal, Central High School
Linda Via	lvia@kqps.net	Principal, Lawson Marriott Elementary School
Carol Carter	ccarter@kqps.net	Principal, King and Queen Elementary School

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School Name: Central High School (King and Queen County)

2010-2011 School Year

10. What objectives did the school meet by June 2011?

- B1. Examine current state and LEA policies and structures related to central control and make modifications to fully support transformation
- B2. Reorients district culture toward shared responsibility and accountability
- B3. Establish performance objectives for each transformation school.
- B4. Align resource allocation within each school's instructional priorities
- E8. Have a plan for evaluation and clarify who is accountable for collecting data.
- G3. Collect and act data from a variety of sources and in a timely manner.
- H6. There will be an established procedure for documenting the evaluation process.
- I 3. Align professional development with identified needs based on staff evaluation and student performance
- J1. Principal will be familiar with research and best practice associated with efforts to increase learning time

Describe the school's progress with meeting the first year's annual goals proposed in the grant.

- We have established an alternate governance team that meets on a monthly basis (and more frequently) to discuss the challenges and needs emerging from the Indistar Plan. An outside partner (William and Mary) was identified and has been an active partner with the district in this process. All teachers participated in staff development, both during faculty meetings, staff development days, and through courses at William and Mary. Teachers were also observed frequently with an established walk-through procedure. All teachers were also observed through a formal observation

process. Remediation was also provided through after-school programming as well as during the day activities such as I-Station. Members of the alternate governance team also attended all state meetings.

11. What processes were initiated during the 2010-11 year to support the school with accomplishing the stated **goals?**

- The Division School Improvement team met twice a month. The meeting was facilitated by the Division Facilitator and attended by all principals, key staff, the Superintendent, and the Internal and External Partners. During these meetings, a variety of discussions and resources were shared.
- An Alternate Governance Team was established at the high school. The team consisted of the Internal Lead Partner, the External Lead Partner, the principal, the Division Facilitator, and Director of Human Resources and Instruction, and the Superintendent.
- The Superintendent's leadership meeting established an instructional focus with principals sharing data as well as activities and strategies addressing school improvement in their schools.
- The Superintendent was an active participant in all meetings of the Alternate Governance Team, as well as the Division Improvement Plan.
- Walk-throughs were conducted regularly by the External Lead Partner and by members of the alternate governance team.
- Benchmark data was analyzed and discussed regularly. Additional testing was conducted on at-risk students.

2011-2012 School Year

12. What are the school's objectives for 2011-12?

- Establish a positive organizational culture
- Help overcome resistance to change
- Persist and persevere but discontinue failing strategies
- Provide all staff with high quality, ongoing, job embedded and differentiated professional development
- Structure professional development to provide adequate time for collaboration and active learning
- Set goals for professional development and monitor the extent to which it has changed practice
- Create a professional learning community that fosters a school culture of continuous learning
- Promote a school culture in which collaboration is valued and emphasized
- Ensure that teachers align instruction with standards and benchmarks
- Monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments

13. What additional processes are being planned to meet these goals?

- Establish a positive organizational culture
 - Create an incentive plan that rewards perfect attendance of teachers
 - Initiate a student of the month program
 - Improve the number of referrals to ISS/OSS and Tiger Den
 - Develop an incentive plan for teachers to use with students in their classroom
 - Plan to distribute a newsletter celebrating student successes and teacher accomplishments throughout English classes
- Help overcome resistance to change
 - Post regular updates on changes at CHS on division web site
 - Provide staff development on leading change
 - Hold a back-to-school night for parents to share progress and activities of school improvement
 - Communicate regular updates and changes on division web site
- Persist and persevere but discontinue failing strategies
 - Revise the school mentoring program to ensure each at-risk student receives individual attention/support
 - Review and revise the school discipline plan to ensure more consistency
- Provide all staff with high quality, ongoing, job embedded and differentiated professional development
 - Offer class on teaching of writing
 - Provide in-service on high-yield instructional strategies
 - Create book discussion book to focus on issues across positions
 - Develop incentives for staff
- Structure professional development to provide adequate time for collaboration and active learning
 - Conduct classroom observation and walk-throughs with follow-up conferences
 - Offer classes and workshops after school at CHS
 - Have each teacher observe another teacher once during the first semester
- Set goals for professional development and monitor the extent to which it has changed practice
 - Classroom observations and walk-throughs will be linked to professional development
 - Staff development committee made up of teachers and staff will be formed
 - Staff development committee will meet regularly to plan and monitor effectiveness of PD
- Create a professional learning community that fosters a school culture of continuous learning
 - Provide staff development on professional learning communities
 - Create a staff development committee to plan and monitor effectiveness of PD

- Staff development committee will meet regularly to plan and monitor effectiveness of PD
- Promote a school culture in which collaboration is valued and emphasized
 - Provide training on Capturing Kids' Hearts to all staff
 - Provide meeting time during the school day for school leadership team
- Ensure that teachers align instruction with standards and benchmarks
 - Develop curriculum maps in English and math
 - Develop assessment maps in English and math
 - Ensure that English and math teachers use periodic assessments aligned to maps
- Monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments
 - Principal and Director of Instruction will meet periodically to review assessments and determine student strengths/needs
 - Departments will meet with school administrators to determine necessary adjustments needed
 - Data days will be held for content area teachers
 - Progress charts will be posted in school office

14. The school should have a school improvement plan on the Indistar® website. This plan will need to be updated based on current 2011 data. Based on the analysis of the school's preliminary Spring 2011 SOL results and any other academic achievement data collected during the 2010-11 school year, which Indistar® indicators will the school modify, add or remove in the current school improvement plan?

- We will modify B1, B2, B3, B4, D2, E8, G2, G4, H17, H4, H5, H6, I9, K11, and K9
- We will remove G3, I3
- We will add to I3, J1
- We will add the new ones mentioned above in item 1: D5, D6, D7, I4, I5, I7, I10, I11, K4 and K5
- Our team will meet in July to address additional indicators

15. What specific interventions are being put in place as a result of the data analysis? Using a Response to Intervention model, describe the specific interventions planned next year for Tier 2 and Tier 3 students for each of the following populations:

- A personnel issue in Math has been addressed with a new math teacher being hired
- A summer school reading program will be offered to Tier 2 and Tier 3 students

- Math and Science tutors will continue to provide specialized assistance to Tier 2 and Tier 3 students.
- We will continue the use of a Math Coach and will hire a Literacy Coach for 2011-2012.
- Remediation will be offered during the elective period and during the school day for Tier 2 and Tier 3 students.
- Achieve 3000 will supplement I-Station programming during remediation time.
- Tier 3 students will have more time in remediation than Tier 1.

e. Students who are/were at-risk of failing a reading or mathematics SOL

- 41 students in math; 17 students in English

f. Students who are/were identified for PALS intervention (K-3), if applicable

- N/A

g. Students who failed the SOL reading or mathematics assessment in the previous year

- 41 students in math; 17 students in English

h. Students who are/were below grade-level in reading or mathematics based on a disability

- 17 students are below grade-level based on a disability.

16. Describe the school's plan in place to monitor the intervention process. The monitoring process should include, at a minimum, a monthly assessment of student growth. For example, the school should be able to report the MONTHLY grade level increase to a parent of a fifth grader who is reading on a second grade level using a response to intervention model such as Istation, Voyager, etc.

- The intervention team will monitor Tier 2 students monthly and Tier 3 students every other week. Progress will be monitoring by analyzing and using data from teacher grades, I-Station, Achieve 3000 and benchmark testing. A behavior modification plan to address reluctant learners is being developed this summer and will be in place for this team to use. Parent teacher meetings will occur and incentives (such as t-shirts, water bottles, etc) will be offered to students.

17. Provide the monthly or weekly scheduled dates to review interventions by student. Include grade level/department

Department/Grade Level	Date(s)
English	Second Monday of the month

Math	Second Monday of the month
Science	Second Monday of the month
Social Studies	Second Monday of the month

18. Provide the agenda for the meetings

	Agenda Item
1	Review of strategies and data analysis for students who are at-risk of failing a reading or mathematics SOL
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Must include the items indicated in rows 1-6

Application Submission

Applications are due on **Friday, June 17, 2011**.

The application must be submitted to the Office of School Improvement via the Virginia Department of Education's Single Sign-On for Web Systems (SSWS) Drop Box from the division's Superintendent's office to Janice Pierson by Friday, June 17 2011.

In the subject line, indicate the division name and application type (e.g., Portsmouth 1003g Continuation Application).
(If there is a need for a drop box user name and password, please contact the division's SSWS division administrator.)

Retain the original application in the division's files.