

**Local Education Agency (LEA) Application  
for  
School Improvement Grant  
1003(a) or 1003(g) Funds**

*Under Public Law 107-110, Elementary and Secondary Education Act, As Amended*



**School Year 2015-2016**

**Virginia Department of Education  
Office of Program Administration and Accountability and  
Office of School Improvement  
P. O. Box 2120  
Richmond, Virginia 23218-2120**



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## SUBMISSION REQUIREMENTS

### 1. Submission Deadlines

- Submit Continuation Applications (Cohorts I-V) by **July 13, 2015**
- Submit Cohort VI Applications by **October 16, 2015**

### 2. Submission Process

Save one complete application per Priority School. In order for an application to be considered complete, each school's application submission must include the following:

- 1) Application Details/Program Narrative (Word) saved with the following naming convention:  
*DivisionName\_SY1516 SIG Application\_SchoolName.docx*
- 2) Budget Workbook (Excel) saved with the following naming convention:  
*Division Name\_AttachmentA (Date of Submission).xls*
- 3) A PDF version of the signed assurances must be included with the electronic submission of the application file with the following naming convention:  
*DivisionName\_SY1516 SIG Assurances\_SchoolName*

Submit the application via email to the appropriate OSI point of contact for the division listed below.

- Kristi Bond, ESEA Lead Coordinator at [kristi.bond@doe.virginia.gov](mailto:kristi.bond@doe.virginia.gov)
- Natalie Halloran, ESEA Lead Coordinator at [natalie.halloran@doe.virginia.gov](mailto:natalie.halloran@doe.virginia.gov)

3. In order for this application to be considered complete, the LEA must provide a copy of the approved LTP Scope of Work (SOW)/statement of services aligned to the specifications of VDOE Low Achieving Contract Award for review by VDOE procurement and OSI.

For external providers not listed on the VDOE Low Achieving Contract Award, the LEA must provide to the VDOE copies of the request for proposals (RFP), application guidelines for external providers, and criteria used to evaluate applications.

## COVER PAGE

### LEA Contact for Priority Schools

**Division:** Henrico County Public Schools

**Contact Name:** Stephen G. Castle      **Phone:** (804) 569-9665

**Address:** 3820 Nine Mile Rd      **Email:** sgcastle@henrico.k12.va.us  
Henrico, Virginia 23223

### Priority School Information

**School Name:** L. Douglas Wilder Middle School      **Cohort:** Cohort 4

**Principal Name:** Solomon Jefferson      **Phone:** (804) 515-1100

**Address:** 6900 Wilkinson Rd      **Email:** swjefferson@henrico.k12.va.us  
Henrico, Virginia 23227

**NCES #:** 510189001622

**NCES Link:** <http://nces.ed.gov/ccd/schoolsearch/>

### School Reform Model Selected for the School

Turnaround       Transformation       \*Restart       Closure

N/A State Determined Model       \*Evidence-based Whole School Reform Model       \*Early Learning Model

\*Selection of one of these models requires additional information in the application details below.

## SECTION 1: REFLECTION & PLANNING

For each Priority school that the LEA commits to serve, the LEA must demonstrate that it has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified.

Respond to each prompt below reflecting on the past year's improvement efforts and to plan for next year. Include indicators from the *Transformation Toolkit* that reflect associated action steps and responsibilities evidenced in the school's improvement plan for 2015-2016 where applicable. If a division or school website provides the documentation for any response, please include the link in your response.

### I. Future Goals

- (1) Provide 3-5 school goals for the coming school year. Goals should be both specific and measurable.

**Goal 1:** The Wilder MS goal is to have a minimum of 61% of our total student population score "Proficient" or higher in the 2015-16 administration of the Virginia Language Arts SOL. This will require a minimum of 10% gains school-wide. This will require a minimum 12% increase in 6<sup>th</sup> grade scores, a minimum 2% increase in 7<sup>th</sup> grade scores and a minimum 20% increase in 8<sup>th</sup> grade scores. If these goals are reached for SOL performance, Wilder Middle School will meet also meet the FAMO target for "All Students" in Reading Performance for the second consecutive year. If Wilder is able to meet the FAMO requirements for reading for a second year in a row (as well as the mathematics FAMO target), they will be able to exit Priority School status.

**Goal 2:** The Wilder MS goal is to have a minimum of 65% of our total student population score "Proficient" or higher in the 2015-16 administration of the Virginia Math SOL. This will require a minimum of 10% gains school-wide. This will require a minimum 5% increase in 6<sup>th</sup> grade scores, a minimum 29% increase in 7<sup>th</sup> grade scores and a minimum 23% increase in 8<sup>th</sup> grade scores. If these goals are reached, Wilder Middle School will meet the FAMO requirement for "All Students" in Mathematics Performance for the second consecutive year. As mentioned in the first goal, reaching these goals in combination with a similar performance in Reading will allow Wilder will exit Priority School status.

**Goal 3:** The Wilder MS goal is to have 50% of students meet their individualized growth targets in reading and math as measured by NWEA-MAPs by June 2016. This will require the following increases in Math: Grade 6: 21% gain and Grade 8: 8% gain. Increases needed in Reading are as follows: Grade 6: 23% and Grade 8: 7%.

### II. School Climate

- (1) How has the general school climate (i.e. the feel of the building when you walk in) changed since the beginning of the year?
- (2) What were the most successful strategies used to change the school climate?
- (3) Describe any unsuccessful attempts or strategies used to change the school climate.
- (4) Describe anticipated barriers to further improving the school climate.

The principal at Wilder is starting his second year with our division. When he came to Wilder, developing a culture of learning was his first priority. To do this, he chose to follow the principles of Teach Like a Champion. All staff were given specific tasks to accomplish in the first two weeks of school with their students as they refocused their students on their purpose for being in the building. This has changed the climate of Wilder Middle School significantly. We now have a much safer and cleaner environment where rules and expectations have been clearly stated. Students began asking more questions about learning and realized the importance of making progress. Teachers also experienced change in a positive way. The principal has been able to create a more collaborative environment while maintaining a commitment to the specific performance goals for all staff. This has created more buy in from teachers and it has given them more voice in decision-making as they have taken ownership of student performance results.

Not all attempts to make changes in the building reached the desired level of success. Some teachers made a decision not to return after experiencing the demands of a school with a high level of need. Some staff struggled with attendance as they became more worn from the work during the year. There were specific instructional issues to face with certain teachers and grade levels, a need to clarify and unify the philosophy of working with students, and a desire to change the structure of the master schedule. This school year will also place additional strain on staff retention as the Teach Incentive Fund (TIF) grant has closed after five years of implementation. Many teachers were able to receive incentives that significantly increased their compensation package. Administrators at Wilder and division leaders are concerned that this will become a significant barrier to retaining staff who are experienced at Wilder. They are also concerned that it will negatively affect the climate of the school and become a barrier to maintaining positive morale. Offering an alternative monetary incentive to the TIF grant is highly desired by the administration at Wilder and HCPS division leaders.

After having spent a year learning the school and staff, the principal has been equipped to respond to each of the issues above. The master schedule has been changed, staff know the expectations of their administration, and teachers have been given support to improve weak performance areas. Wilder is not immune to high turnover rates like other schools with a population of students that require a lot of support. This has led to a younger staff with less experience than some of the other schools in the district. However, steps have been taken to support new teachers and continue to develop the skills of all teachers with targeted professional development sessions. Finding ways to incentivize teachers to stay longer than two to three years will be the challenge in years to come.

Wilder also faces a need to increase instructional practice that will engage students more effectively. While the school system is very strong with technology, Wilder still has a need to update technology equipment within the building. In the past this has been done in pieces as funding has allowed. This has led to a more fragmented approach to purchasing than would be desired. If all teachers were able to use the same technology when teaching, training provided by existing staff would be more

consistent and operation/procedures would be similar from classroom to classroom. Breaking this barrier will allow more students to connect with curriculum and make training more efficient.

### III. Process Steps/Atmosphere of Change

- (1) How does the Leadership Team / Improvement Team solicit input from the school staff and/or other stakeholders?
- (2) How are decisions communicated with all staff and/or stakeholders?
- (3) How are responsibilities divided amongst the team members? Provide a description of the team members (division-level and school-based) roles in monitoring goals and progress towards leading indicators.
- (4) How are new strategies or practices monitored throughout the year? What process is followed if they don't seem to be working?

Weekly Senior Leadership Team (SLT) and grade level team meetings constitute the main structure for the facilitation of conversations aimed at improving instruction. These meetings have been redirected to be more specific regarding instructional practice and teaching methodology. Teachers are given voice to express concerns as they reflect on the effectiveness of their teaching. In addition, meetings are held with specialists and division-level leaders twice each month to discuss progress regarding the Continuous School Improvement Plan (CSIP). These meetings provide leaders outside of the school the opportunity to track progress and offer suggestions for leaders to work with staff. All participants are encouraged to offer advice and opinions for improving instructional practice. Wilder also contracted with Urban Policy Development (UPD) last school year to have additional data analysis for mathematics. A series of eight meetings were held to reveal opportunities to specific teachers to address low performance areas for their students. These meetings led to action steps and offered another opportunity for collaborative discussion. Lastly, Wilder also held regular faculty meetings. These meetings were designed to provide vision and direction for the whole school and will continue to do so in the year ahead.

Through the collaborative discussions described above, teachers and leaders make instructional decisions on a regular basis. Formative assessments are analyzed frequently to provide direction for instruction and to identify areas of weakness. Most decisions are a collaborative effort with input from teachers and administrators. As decisions and actions steps are planned, responsibilities are divided appropriately to those who are suited best to complete the work.

Administrators attend all the meetings described in the previous paragraph. Assistant principals are assigned to curriculum areas and grade levels. Administrators are actively involved to ensure teams stay on task, while focusing on school goals and instructional planning. Wilder has department and grade level team leaders (teachers) who are actively engaged in the meetings listed. School needs include staff development for administrative capacity building in the area of instructional leadership.

New strategies and practices within the classroom are planned at weekly horizontal content meetings. Each meeting includes a reflective discussion of successful practices in previous lessons, student misconceptions, mastery, and needs for re-teaching strategies. Weekly formative

assessments are conducted in each core area and results are pulled from Interactive Achievement with individual student performance profiles that direct tutoring and class wide re-teaching needs. Each content planning meeting is monitored by the assigned supervisor. Additionally, the central office administration meets weekly with the school's administrative team to discuss what is working and what needs improvement. These structures allow for a continuous system of reflection and adjustment as teams decide the effectiveness of what is currently being implemented. Finally, the district holds a quarterly meeting to discuss data, strategies, problems, and new ideas.

#### IV. Instruction

- (1) How are students identified as needing additional support in reading and mathematics? (TA01, TA02, TA03)
- (2) How do teachers differentiate learning for students in whole group instruction?
- (3) How are formative assessments used in your school?
- (4) How does student achievement goal setting (Standard 7 of Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers) impact classroom instruction?

Students needing additional support are identified through multiple data sources:

- Weekly formative assessments through Interactive Achievement
- Quarterly district created benchmark assessments
- NWEA (Fall, Winter, and Spring assessments)
- SOL results (individual student, teacher, grade level, and subject)
- RTI referrals
- D/F report
- Interim grade report
- Discipline referral trends

Much of the data used to assess the effectiveness of instruction originates in the classroom. Teachers use the collaborative structures described previously to reflect on effectiveness and offer additional options for students that are struggling. District level and school level department meetings, bi-monthly transformational meetings, and large district quarterly meetings offer additional data analysis and ideas for student support as well. After data analysis is completed, teachers create specific activities for whole group, small group, and individual students. Within whole group instruction, teachers provide for flexibility and creativity. In order to differentiate, students are provided options for obtaining objectives, but the goals and learning targets remain the same. For example, this can be observed during whole group lessons as students work with a partner, participate in jigsaw activities, complete projects of their choice, work on a modified worksheet/assignment, and work independently with specific, measured outcomes.

Each teacher uses a lesson template where they have to identify the strategies that will be used for

differentiation. As teachers plan, they rely upon formative assessment data from the current year as well as data collected from previous groups of students who struggled with similar concepts. Teachers then plan for the whole group instruction while still addressing the needs of individual students. For example, in working on tax and tip, teachers differentiated by providing multiple methods of strategies to find tax and tip. Students then had choice in how they presented mastery of the material (poster, budget, or teaching their peer to solve the student created problem). Additionally, practice problems given would be based in part upon the students' prior performance on formative assessments of decimals, fractions, and percents. Students that struggled with fractions would have a different set of problems to attempt than students that struggled with converting decimals to percent. By using this strategy, teachers insured that students received differentiation based upon their needs while still in the whole group setting.

The supervising administrator and / or department chair examines the lesson plan templates weekly. During observations, administrators are evaluating the effectiveness of the instructional plan that includes activities differentiate learning experiences. They are looking for the implementation of new strategies discussed in departmental meetings and opportunities to improve instructional practice over all.

Interactive Achievement formative assessment results are reviewed weekly by teachers and students. Each core department has committed to creating "exit tickets" or other forms of formative assessments to determine learning mastery each week. The data is then used to determine next steps for teaching and remediation for the class as a whole as well as individual students.

Core teachers are required to set two or three annual student growth goals for each student. Examples include NWEA scores and district generated pre-post assessments. Teachers must align curriculum and pace accordingly so that students are prepared for the assessments and demonstrate growth in 1 of the 2 or 3 growth goals set.

## V. External Support

- (1) Describe how the involvement of community-based organizations is aligned to the school's improvement plan.
- (2) Which external partners (LTP), service providers or other contractors will be hired for the upcoming school year? Describe the services each will provide as they align to the school's identified needs.
- (3) Describe (a) the ways parents and the community have been involved in the design and implementation of the interventions (LTP); (b) the input provided by parents and community members (needs identified by the stakeholders), and (c) how they will be informed of on-going progress?

Wilder has partnered with Communities in Schools (CIS), an organization which has been instrumental

in soliciting tutors and mentors from the community. CIS is currently looking for outside community partners to further promote STEM activities at Wilder. STEM curriculum promotes mathematical and literacy concepts as students interpret diagrams, apply critical thinking skills to challenges, work through scientific inquiry, and explain their interpretation of theoretical design. CIS also builds relationships with the community by sponsoring the annual Wilder Community Health Fair. This event provides health screening services and nutritional information to families and students. Faith-based organizations have provided mentoring partners and sponsored after school support programs that assist students with homework. Wilder is also entering its second summer in partnership with the Henrico County Fire Dept. Students are participating in the young fire fighters program as part of an initial career exploration program. The national curriculum Advancement Via Individual Determination (AVID) is being used with approximately 100 students who attend Wilder's extended school year program. Through AVID, students have another layer of academic support that provides individual attention to areas of need.

Henrico County has partnered with NCS Pearson as a Lead Turnaround Partner (LTP) for the 2015/16 school year. Through conversation with Pearson, they will provide support to staff to focus specifically on reading and mathematics performance. This will be done through data analysis and instructional observation as methodology are implemented and planned for in daily instruction. More specific details of how service will be provided will be determined as needs are assessed upon the arrival of the LTP to Wilder. It is expected that they will assist in creating a culture of high expectations for student performance and expanding teachers' knowledge and implementation of highly effective teaching strategies.

Parents will be an integral part of the transformation process. At the beginning of each year, a kick-off event will be held with the community to discuss current progress and goals for the year. Additionally, a community meeting will be held during the second and third marking periods to provide information regarding the status of current reforms and to solicit input on any suggested changes or novel programs that parents feel will contribute to student success. Parents will be invited through multiple outlets (phone, letter, web) to these meetings. A parent advisory committee will also be established to generate new ideas to support students and get more parents involved. The parent advisory will meet at least two times each semester. This group will be supported through incentives to be determined by polling Wilder parents. Additionally, Community in Schools will partner with Wilder to develop additional programming that informs and encourages parents to help their child be successful in school. Programming will include topics such as study skills, motivating students, self-efficacy, positive learning environments, tutoring supports, and the importance of regular attendance. Lastly, Wilder would like to implement Parent University. The purpose of Parent University is to strengthen families, helping parents become full partners in their children's education. Parent University will work in partnership with other community agencies and organizations to provide free courses, work force development programs, seminars and family learning activities to equip parents and students with additional skills, knowledge, and resources. Parent University empowers parents to raise resilient children who are successful in school, career and life. The program is designed to increase parental involvement at both schools through a collection of programs and activities that appeal to families and children.

## VI. Staffing & Relationships

- (1) What process is used to assign teachers to positions, classes and grade levels? How are you ensuring the most skilled teacher is in front of the right group of students?
- (2) What is the school's process for implementing the division's teacher evaluation system?
- (3) Describe how you identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.
- (4) Describe how you identify teachers who need support and provide opportunities to improve professional practice.
- (5) How is the principal evaluated? From whom does the principal receive feedback (on his/her performance)? How frequently?
- (6) How do you define the relationship between the Lead Turnaround Partner, state approved personnel, division point of contact, and the principal? How can it be improved? (Applies to continuation applications only.)

Teacher observation and student performance data are reviewed each spring and summer to drive the master schedule. Teachers who are top performers are selected as team leaders and placed in curriculum areas/classes with the highest need.

Teachers are evaluated according to teacher evaluation policy of Henrico County Public Schools (HCPS). In recent years, Wilder has been a participant in the Teacher Incentive Fund (TIF) Grant. This grant required specific observation protocol in addition to HCPS evaluation protocol. Now that TIF is no longer in place in HCPS, Wilder will follow the established HCPS policy. Teachers hold a pre-evaluation meeting with their assigned administrator. Teachers are also given a self-assessment to help guide the selection of their personal growth goals. At the pre-conference, the administrator and teacher will discuss the school's goals, the teacher's growth goals, as well as establish student performance goals (for Standard 7 on the State evaluation process). Regular feedback is given as the administrators conduct multiple formal and informal observations throughout the school year. Each teacher is given a midyear evaluation with progress monitoring growth goals. At the end of the year, student performance goals and all observation notes are reviewed for the final evaluation.

The TIF grant offered teachers monetary incentives for reaching performance goals. Goals were tied to student performance mostly through NWEA scores, SOL scores, or another performance measure agreed upon by the teacher and their supervisor. Teachers were considered to be successful when students reached growth targets or reached higher levels of performance as established by the plan created. In addition to the monetary incentive offered by the TIF grant, teachers and staff are also rewarded during the school year with the following:

Teacher of the Month, Teacher of the year, New Teacher of the Year, Birthday Recognition, Live Event recognition, Shout Outs, Fun Friday, SWAGG, Jeans Friday, and a program to "Catch Staff Members Doing Something Right". In addition, teachers also receive frequent accolades from administrators as much as possible like being recognized publicly at faculty meetings throughout the year when they reach high performance levels. The awards above may come with a monetary prize, time off from a duty, special parking, name recognition on the school marquis, or another prize as determined by school leaders. Leaders too (including the principal) receive many of the same rewards. The principal

believes strongly in rewarding all staff for the hard work they are doing and believes this is a key factor in being able to retain staff.

Teachers who have shown themselves to be strong performers are rewarded professionally by the division as well. Often they are selected for leadership roles and provided opportunities to participate in fully funded training. This is often a strong motivator for those who seek recognition for their hard work and have a strong desire to continue to be outstanding. The school division also recognizes staff who have implemented 21<sup>st</sup> Century teaching at the Henrico 21 Awards ceremony. This is a prestigious event where high-quality teaching is the sole focus. Many outstanding educators are acknowledged for their work and the results they have produced through the response of their students.

However, despite strong positive relationships and the rewards built into school culture, there is a need to fill the void of the Teacher Incentive Fund (TIF) grant at the end of this school year. Teachers did receive their monetary reward for the work they completed last year, they will not have any monetary reward at the end of this school year. For many of the teachers at Wilder, this will have a significant financial impact. The administration is concerned that the lack of support from TIF coming to a close will lead to higher rates of attrition and even greater difficulty in attracting highly qualified staff who have proven themselves in challenging schools. Therefore, finding a way to incentivize teachers monetarily is a need in the building. Rewarding teachers for attendance and continued commitment to the school is one way to meet this need.

Through the analysis of multiple data sources and frequent observations, administrators determine how to support staff members. This is typically done with resources and observation feedback. However, when teachers are struggling additional supports are put in place with frequent progress monitoring from the administration. Expectations are set and conversations are held to clearly define what is desired of the teacher to improve instruction. Supports for teachers may include: specific professional development based on needs (both inside and outside the division), VCU TTAC support, an instructional coach, modeling of instruction, more frequent observations for formative feedback, assignment of a mentor, opportunities to observe instruction in another class, informing the teacher of available resources and supplying them, and offering support from content area specialists. If teachers are not able to show adequate improvement, growth plans are implemented to specifically define the performance standards teachers must reach in order to receive the principal's recommendation to be rehired in the following year.

The Director of Middle Schools and other division leaders provide the Principal with feedback and support on a regular basis. The Director of Middle Schools is the direct supervisor for the principal of Wilder and completes the evaluation process for administrators with the principal each year. The principal meets with the Director of Middle Schools two to three times each month to assess leadership effectiveness and offer opportunities for improvement. The principal also meets regularly with the Director of School Improvement and the Assistant Superintendent of Instruction. Despite the efforts of multiple cadre of HCPS staff, an LTP has been very challenging to identify and begin work at Wilder. At the time of this submission, no LTP has worked with Wilder Middle School. In year one, this was due to a lack of agreement regarding the work to be completed by the LTP according to the SOW contract. In year two, contract negotiations revolving around procurement and

legal agreements prevented the second LTP from agreeing to work with Wilder. As we have been working to complete contracts and grant documentation to allow this work to begin, several conversations designed to more fully prescribe the work that will be completed have taken place. These preliminary conversations predict a strong working relationship that will allow for strong support of Wilder's goals for the 2015/16 school year.

## VII. Decision-Making & Autonomy

- (1) What is the decision-making process for school improvement efforts, overall strategic vision, and/or anything that impacts the improvement plan?
- (2) What policies or practices exist as barriers that may impede the school's success? Please note where the policies originate (i.e. state code or division policies/practices). What is the process to remove the barriers? List date of division meeting as evidence. (Agenda and notes should remain on file in the division.)

The school administration and leadership team meet with the district's Office of School Improvement to analyze root causes for low performance and best practices for transformation (data analysis, curriculum alignment, and 21st century teaching pedagogy are constant topics). These meetings are scheduled to take place 2 times per month during the school year. Wilder staff must present data trends and what they are doing to address the needs of students at these meetings. These bi-monthly meetings allow leaders to monitor current progress, and to discuss new strategies to meet desired outcomes. Important decisions around effective practice and areas of change are discussed and implemented through either school leadership meetings or the transformational team meetings. The faculty is then provided professional development to meet the new expectations generated out of the transformational meetings and School Improvement meetings. Division leaders also seek support resources for Wilder based on the needs identified and discussed during the monthly meetings. Records of meeting are kept within Google docs as well as the agendas placed in Indistar. Throughout each process, it is the principal who maintains final authority in making decisions regarding the vision and direction of the school. The principal does often work collaboratively with a coach as well as division leaders to reach final decisions, but ultimately continues to hold the authority to make all decisions for the building.

In the past, it has been difficult to attract highly qualified teachers who have strong knowledge of content and pedagogical techniques needed for a school with similar needs as Wilder. In an effort to remove this barrier, the Human Resources Department implemented a new hiring practice to give priority hiring status to schools determined to have the highest level of need based on the HCPS Hierarchy of Need rubric. This is a document created within the division to appropriate resources in a manner that matches the level of need at each school. This was implemented in the spring of 2015 at the beginning of the hiring season.

Teachers' attendance and teachers leaving in the middle of the school year has been a struggle at Wilder. This is not a unique problem to Wilder, but it certainly more likely to take place at Wilder than other schools in the division. This has an impact on the consistent delivery of quality instruction and has likely been a barrier to students reaching their full potential. As the school climate has

improved, leaders are hopeful that this issue will also improve. However, leaders also believe that a monetary incentive for continued commitment and regular attendance will allow them to retain quality staff members.

The purpose of this incentive is twofold:

First, the leaders at Wilder would like the average attendance rate for teachers of Math and Reading to be higher than the school average of 96.7%. According to research, consistent teacher attendance allows for more consistent and effective instruction in the classroom. To improve performance in Reading and Mathematics, leaders would like the average attendance of teachers in these subject areas to exceed 98%. If teacher attendance increases in Reading and Math classrooms, students are likely to reach higher levels of achievement.

Secondly, division and school leaders believe a monetary incentive will positively impact the retention of teachers in Mathematics and Reading classrooms. Higher retention in these subjects will allow more consistent instructional practice from year to year and build teacher leadership as well. Those teachers that are dedicated to the school and to improving instruction will be rewarded for their continued commitment to Wilder. This is why an increased cost structure is being presented for those teachers who have continued to show their commitment to the school for multiple years.\* Division and school leaders want staff to hear the message that continued commitment to Wilder is greatly appreciated by all leaders in the division.

Beyond staffing, there are no additional barriers to success that are not already being addressed in an effective manner. The process to remove barriers that may appear in the future involves identification and communication. Barriers to success are identified in regular Continuous School Improvement Plan meetings and other regular leadership meetings that take place in Wilder as well as at the division leadership meetings. Once a barrier is identified, the principal will communicate with their supervisor if they do not have the capacity or resources to remove the barrier at the school level. The issue is escalated one level higher until a plan for resolution can be created and implemented.

\*The cost of increasing the pay steps for the retention of mathematics teachers is not being requested in the SIG grant. This will be funded with the LEA general fund.

## VIII. Phase-Out Planning

- (1) What services should be maintained after these federal funds and supports end?
- (2) How will the school and division prepare for the phase out of funds, supports, and services?  
How will the district support the school as it prepares for the phase out?
- (3) What supports from the state would be the most helpful?

We believe the following supports will need to be maintained at Wilder after federal funds end:

1. 1 Math Coach
2. 1 Reading Specialist
3. Additional Remediation Funding
4. Interactive Achievement
5. College Readiness Center funds
6. Lowest pupil/teacher ratio of any middle school in the Division
7. Language Live software to support struggling readers
8. Funding for the Extended day program

While it is expected that these supports will remain in place after SIG funding has ended, it is possible that several of the items may be adjusted based on need (ex. a part time coach or fewer licenses). As Wilder prepares to phase out of priority status, the division will continue to monitor and support the school closely as it seeks the next goal of full accreditation.

Leaders at Wilder would like to see continued technical assistance from VDOE on the effective use of teacher evaluation tools to help teachers improve instructional practice. These trainings combined with instructional audits allowed teachers to receive quality feedback that made an impact on instructional practice last year. We encourage the VDOE to continue to provide these types of targeted learning opportunities particularly in late spring and early summer months to allow teachers to prepare for the upcoming year. The asset mapping process was also beneficial to the leadership team as they began a process to decide where time can be saved and resources focused more effectively.

## SECTION 2: REQUIRED ELEMENTS, PART 1

**The LEA is required to provide the following information for each school the LEA has identified to serve:**

**Note:** Data for questions 1 and 2 below may be preliminary at the time of application.

- (1) Information about the graduation rate of the school in the aggregate and by subgroup for all secondary schools.

The graduation rate is not applicable to L. Douglas Wilder

- (2) Student achievement data for the past three years (current school year and previous two school years) in reading/language arts and mathematics: by school for "all students", each gap group 1, gap group 2, gap group 3, economically disadvantaged, English language learners, students with disabilities, white, Asian (as applicable)

Virginia Department of Education  
Office of School Improvement  
LEA Application for SIG Funds

	Preliminary 2014-15 English SOL	2013-14 English SOL	2012-13 English SOL	Preliminary 2014-15 Math SOL	2013-14 Math SOL	2012-13 Math SOL
All students	52.21	44.94	45.20	51.36	36.92	35.19
Gap Group 1	49.76	41.19	41.74	48.27	34.48	32.35
gap group 2	52.06	44.05	43.95	51.06	36.80	33.64
gap group 3	53.84	54.05	75.00	59.25	44.44	53.57
S W D	29.45	17.41	21.37	28.90	15.78	15.17
LEP students	41.37	28.57	38.88	55.17	28.57	41.17
Ec. Dis. Adv.	49.83	41.64	41.94	48.29	34.67	32.42
White	72.22	59.09	50.00	64.70	42.10	31.57
Asian	50.00	33.33	16.66	58.33	44.44	66.66

- (3) Total number of minutes in the 2014-2015 school year that *all students* were required to attend, broken down by daily, before-school, after-school, Saturday school and summer school; and any additional increased learning time planned for 2015-2016. *\*This information will be shared with USED.*

In the 2014/15 school year a total of 84,300 minutes were offered to all students. This was made by a total of 77,400 minutes during the regular school day, 4,860 offered after school, 540 during Saturday sessions, and 1,500 minutes during a 5-day summer session.

This had led to an increase of 2,040 instructional minutes for the 14/15 school year.

At the time of this submission, the Wilder leadership team is planning to have the same instructional minutes offered to all students for the 2015/16 school year with one exception. All students will now be offered the opportunity for tutoring after school.

Wilder Middle School Instructional Minutes  
15/16 School Year

Regular Day	430 min daily x 180 days = 77,400
Before School	0
After School	3 days x 27 weeks x 60 min = 4,680
Saturday	3 days x 180 min = 540 min
Summer	5 days x 300 min/day = 1500 min
<b>TOTAL</b>	<b>84,300 minutes of instruction</b>

- (4) Demographics of the student population by the following categories:

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<b>Total Enrollment:</b>	838
<b>Male:</b>	466
<b>Female:</b>	372
<b>Asian:</b>	11
<b>Black:</b>	764
<b>Hispanic:</b>	30
<b>White:</b>	21
<b>Students with Disabilities:</b>	143
<b>English Language Learners:</b>	21
<b>Economically Disadvantaged:</b>	689
<b>Migrant:</b>	NA
<b>Homeless:</b>	11

- (5) Analysis of student achievement data with identified areas that need improvement based on previous three school years. Include preliminary data for 2015-16 if this is a continuation application. Identified areas needing improvement should align with goal setting and action steps throughout the application.

Example:

*Area 1: Annual reading scores demonstrate a high pass rate in grade 3 (83, 85, 87), while pass rates in grade 4 are lower (65, 70, 68). Grade 5 reading scores mirrored grade 4 (69, 71, 70).*

Wilder Middle School continues to show progress toward attaining full accreditation based on state standards. As a priority school, Wilder will need to reach the performance targets for “All Students” in both Reading and Math performance. With such a large deficit in the current performance of All Students in Math and Reading, Wilder will meet AMO requirements through a reduction of failure prior to reaching the actual target set for this school year. While the numbers and performance measures mentioned below speak to SOL performance, they also indicate the combined performance of the All Students subgroup. If Wilder meets the targets set for Math and Reading SOL performance in the school improvement plan, they will also meet the FAMOs for Math and Reading.

The increase in mathematics performance at Wilder this year is very encouraging. Overall, mathematics performance increased by 13.1% percentage points. Each of the 5 courses tested displayed improvement. The most significant improvement occurred in Algebra I (15.9), grade 6 mathematics (16.5) and grade 8 mathematics (21.4). As a result, Wilder is now 15.4 percentage points from reaching full state accreditation in mathematics. This was a large step toward reaching accreditation and it allowed Wilder to close a significant gap of nearly 28.5 percentage points from the previous school year. Teachers will continue to implement successful teaching strategies utilized this year to achieve higher gains in the next school year. Teachers and leaders will also seek additional resources and strategies to assist students. If students meet the expectation of reaching full state accreditation in mathematics, they will also meet the FAMO requirements for All Students to be federally accredited as well.

The reading instructional program at Wilder received a large amount of support during this school year. Teachers worked with reading specialists, school improvement instructors, and other professionals to support improved reading instruction. Reading gains made this year show progress and provide evidence that Wilder is continuing to reach higher performance levels in reading. Wilder moved from 46.4% to 51% which was an increase of 4.5 percentage points over last school year. This higher level of performance was accomplished because reading performance improved in all grade levels. Most notable was a 6.1 percentage point increase in grade 7 reading. If students meet the expectation of reaching full state accreditation in reading, they will also meet the FAMO requirements for All Students to be federally accredited as well.

All teachers will work to continue the new trend of higher performance through detailed analysis of curricular alignment, collaborative support of colleagues, participation in division, local, and state professional development opportunities, and regular monitoring of student performance to adjust instruction to meet the needs of each learner. Many teachers will participate in trainings this summer to enhance instructional strategies utilized to teach more effectively. During the school year, additional training opportunities will be provided to those who were unable to attend during the summer.

The chart below describes the trend of improvement that is taking place at Wilder:

<b>Overall School Achievement Data</b>				
	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
English	74.6	42.5	46.4	51
Mathematics	39	39.4	41.5	54.6
Science	81.8	49.8	46.4	52.8
History	71.6	75.1	68	76.9

Overall, the school is showing a positive trend in student performance compared to the 2013/14 school year.

When disaggregated according to individual tests and/or grade levels, opportunities for improvement become more specific. Certain subject areas performed admirably with significant, double-digit gains (like Grade 8 Math), while other subject areas showed much smaller gains. This has allowed leaders at Wilder to target subjects and grade levels more specifically based on student performance levels.

<b>Grade Level Pass Rates</b>
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Subject/Grade	2012-2013 Pass Rate Based on 2011-2012 Assessments	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	Preliminary 2015-2016 Pass Rate Based on 2014-2015 Assessments
Grade 6 Reading	73.3	43.1	44.1	48.4
Grade 7 Reading	70.5	50.9	52.4	58.5
Grade 8 Reading	74.8	38.8	37.8	40.6
Grade 8 Writing	72.2	33.9	37.1	36.8
Grade 6 Math	48.5	56.1	43.6	60.1
Grade 7 Math	18.7	18.4	32.2	35.9
Grade 8 Math	17	21.7	21	42.4
Algebra 1	65.1	86.2	84.1	100
Geometry	75	100	100	100
US Hist to 1877	70.7	78	64.7	NA
US Hist to Present	75.3	74.4	67.2	NA
Civics and Econ	59.7	67.1	64.6	71.7
World Hist 1	94.3	100	88.3	94.3
Science - Grade 8	77.7	38.9	36.6	45.4
Earth Science	96.4	100	89.1	71
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Subgroup data was also analyzed to look for specific groups of students who are struggling. Wilder showed significant growth in most subgroups in most subject areas and grade levels. The following chart show the progress made:

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		All		Sped		Black		White		LEP		Disadvantaged	
		Pass Adv	Pass	Pass Adv	Pass	Pass Adv	Pass	Pass Adv	Pass	Pass Adv	Pass	Pass Adv	Pass
<b>Reading 6</b>	2015	2.5%	46.2%	0.0%	8.3%	2.7%	46.6%	0.0%	50.0%	0.0%	42.9%	1.5%	44.3%
	2014	1.4%	43.8%	0.0%	7.7%	1.5%	43.5%	0.0%	50.0%	0.0%	16.7%	0.8%	40.4%
<b>Reading 7</b>	2015	4.5%	56.7%	0.0%	8.2%	4.5%	57.5%	0.0%	60.0%	0.0%	33.3%	3.8%	57.9%
	2014	2.6%	48.2%	0.0%	11.6%	2.9%	49.8%	0.0%	42.9%	0.0%	30.0%	1.8%	42.6%
<b>Reading 8</b>	2015	0.8%	39.3%	0.0%	13.2%	0.9%	38.5%	0.0%	66.7%	0.0%	30.0%	0.5%	33.9%
	2014	0.3%	35.5%	0.0%	9.1%	0.4%	32.8%	0.0%	57.1%	0.0%	16.7%	0.4%	34.5%
<b>Writing 8</b>	2015	1.6%	35.6%	0.0%	8.6%	1.4%	35.7%	0.0%	0.0%	.	.	.	.
	2014	4.2%	35.3%	0.0%	5.6%	4.2%	33.5%	0.0%	28.6%	.	.	.	.
<hr/>													
<b>Math 6</b>	2015	1.7%	57.8%	0.0%	20.0%	1.9%	57.9%	0.0%	50.0%	0.0%	69.2%	0.5%	56.1%
	2014	0.7%	43.1%	0.0%	9.8%	0.4%	43.7%	14.3%	71.4%	0.0%	50.0%	0.4%	41.5%
<b>Math 7</b>	2015	0.7%	34.8%	0.0%	2.0%	0.7%	34.1%	0.0%	60.0%	0.0%	50.0%	0.8%	34.9%
	2014	0.4%	28.7%	0.0%	4.7%	0.4%	30.0%	0.0%	0.0%	0.0%	10.0%	0.0%	24.7%
<b>Math 8</b>	2015	0.0%	40.1%	0.0%	13.5%	0.0%	40.3%	0.0%	50.0%	0.0%	18.2%	0.0%	39.3%
	2014	0.0%	19.3%	0.0%	5.8%	0.0%	19.2%	0.0%	14.3%	0.0%	16.7%	0.0%	21.1%
<b>Algebra I</b>	2015	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	.	.	0.0%	100.0%	0.0%	100.0%
	2014	0.0%	84.1%	0.0%	100.0%	0.0%	81.6%	.	.	.	.	0.0%	84.6%
<b>Geometry</b>	2015	0.0%	100.0%	.	.	0.0%	100.0%	.	.	.	.	.	.
	2014	0.0%	100.0%	.	.	0.0%	100.0%	.	.	.	.	0.0%	100.0%
<hr/>													
		Increase in Pass Rate (includes pass proficient and pass advanced)											
		Increase in Pass Advanced Rate											

(6) Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess. Description should provide insight into the capacity and functionality of the facility to serve students.

Wilder Middle School was opened in 1998. The school is two-stories and includes 47 classrooms. The school's functional capacity is 982 and, with current student membership, the school is at 90% of capacity. Overall, the school has 112,900 square footage and sits on 58.52 acres of property. Wilder Middle has one cafeteria with approximately 300 seats. The school has five lunch periods each day. Wilder has one library that houses approximately 9000 books and 1000 videos. The library is also connected electronically to the public library system. The school has one gym, two health classrooms and two locker rooms. They also conduct physical education on newly irrigated soccer and baseball fields.

(7) Information about the types of technology available to students and instructional staff.

Henrico County has had a 1:1 laptop initiative for middle school students for the past five years. Each student at Wilder Middle School has a school issued, Dell laptop. The 1:1 initiative allows students access to the internet and various educational software products at any point throughout the day. Students receive many assignments digitally from teachers and often complete their work while using the laptop. Twelve classrooms have a Promethean Board and response software that allows for immediate, formative assessment. Math classrooms have Promethean slates as well as Bright Link systems that allow students and the teacher to write to the Board from anywhere in the room. All teachers have a laptop as well. The school is supported by a full-time ITRT and TST.

- (8) **A.** Use the charts below to indicate the number and percentage of highly qualified teachers and teachers with less than 3 years of experience by grade or subject for the 2015-2016 school year. This should be an unduplicated count for each set.

**SET 1:**

Category	Number of Teachers	Percentage of All Teachers
Highly Qualified Teachers:	64	100
Teachers Not Highly Qualified:	0	0

**SET 2:**

Category	Number of Teachers	Percentage of All Teachers
Teachers with Less Than 3 Years in Grade/Subject:	10	15.625
Number of Teachers with a Provisional License:	0	0

- (8) **B.** LIST below the number of teachers by grade level or subject area with less than 3 years of experience (i.e., Grade 3 (2) or Gr 7 Reading/LA (1)).

Grade 6 L.A. - 1  
 Grade 7 L.A. - 1  
 Grade 8 L.A. - 1  
 Grade 6 Math - 1  
 Grade 7 Math - 2  
 Grade 8 Math - 1  
 US Hist to 1877 - 1  
 Grade 8 Science - 1

Excep. Ed. - 1

(9) **A.** Indicate the *number* of instructional staff members employed at the school for the given number of years. Insert more rows as necessary.

#		#		#	
Years	Instructional Staff	Years	Instructional Staff	Years	Instructional Staff
0	19	7	4	14	
1	15	8	3	15	
2	7	9	1	16	
3	2	10	1	17	1
4	1	11	2	18	
5	4	12		19	
6	1	13		20	

These numbers are less than the total number of 64 because there are still vacancies at the time of submission. (9/11/15)

(9) **B.** Indicate the total number of teaching days teachers worked divided by the number of *teaching* days for school year 2014-2015.

Total # of Teaching Days	Total # of Days Worked	Teacher Attendance Rate
10,944	10,584	96.7

**SECTION 2: REQUIRED ELEMENTS, PART 2**

**The LEA must describe the following action it has taken, or will take, for each school the LEA has identified to serve:**

- (1) Describe the process the division will use to recruit, screen, and select external providers to ensure their quality. Provide a description of the activities undertaken to (a) analyze the LEA’s operational needs; (b) research external providers including their use of evidence-based strategies, alignment of their approach to meeting the division/school needs, and their capacity to serve the school; and (c) to engage parents and community members to assist in the selection of external partners.

\*An LEA proposing to use SIG funds to implement the **Restart model** in the school must demonstrated that it will conduct a rigorous review process, as described in the final requirements, of the charter school operator, charter management organization (CMO), or education management organization (EMO) that it has selected to operate or manage the school or schools.

Henrico County division and school leaders sat in on the initial conference with all nine state selected LTP vendors. The team had a large number of leaders, including the Superintendent of Schools and other division-level staff, collaborated to discuss the needs of Wilder. Parent and community surveys, staff surveys, student performance data, and direct observations of those involved in the LTP selection process were utilized to create a list of operational needs that would lead students at Wilder to success.

From the list of operational needs, division and school leaders developed an interview protocol to present to LTP candidates that were offered an interview to work with Wilder. Each contractor interview was asked to provide specific examples of the services provided and data that showed the results of their work. Each potential LTP presented research-based intervention philosophies and turn-around principles that align with the VDOE requirements for LTP contractors. After considering the presentations, the fit for Wilder, and checking provided references, the panel selected a contractor. As Henrico has had to reenter the LTP selection process multiple times, the interview process has varied slightly. However, in each situation, input from all stakeholders has been considered.

For the current SIG, division and school leaders have conducted interviews with potential LTP partners. During the interview session specific questions were asked to examine the ability of the LTP to meet the needs of the school. Data analysis and discussion were the primary methods used to determine the operational needs initially. It is the expectation of the school division that the LTP will conduct their own observations to determine next steps as they work collaboratively to support the school.

Division leaders will continue to meet with school leaders on a frequent basis to discuss progress, instructional effectiveness, and opportunities for support. During these discussions, the effectiveness and utility of the LTP will be discussed as well. Initially, the principal will discuss any deficiencies with the LTP contact. If performance concerns are not addressed, the principal will seek division support to inform the LTP of expectations.

- (2) Provide an explanation of the division's capacity to serve its Priority schools including a description of the LEA plans to (a) adequately research, design and resource the interventions; (b) engage stakeholders, with significant emphasis on parental engagement, for input into the selection of a reform model and the design of interventions with consideration of the needs identified by the community, and to keep stakeholders informed on progress towards attaining school goals; and (c) monitor the implementation of the intervention towards attaining the established goals (leading and lagging indicators) and to provide technical assistance to the school as needed.

An LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program or REAP) may propose to modify one element of the turnaround or transformation model, and, if so doing, must describe how it will meet the intent and

purpose of that element. **Only LEAs eligible for REAP and proposing to modify one element of the turnaround or transformation model should respond to this flexibility component.**

The division has made Wilder Middle School its number one priority. Additional resources have been provided for Wilder Middle School beyond what is provided to other middle schools in the division. In the last 3 years, Wilder has been given a new Principal, Associate Principal, and replaced more than 50% of the staff. The school is monitored closely by multiple division leadership staff with several who are committed to spending a majority of their time in Wilder Middle School. Most division leaders who work with Wilder are in the building once a week or more to monitor progress, observe, and assist where needed. They are continually looking for opportunities to employ intervention techniques or programs that will effectively meet the needs of Wilder students and staff.

Wilder has a parent advocate that works with parents of children who have a high frequency of absenteeism. This person also works to establish partnerships with the schools, researches appropriate resources for assistance, and offers to assist parents with learning how to help their students have more success at home. Several times during the school year parents are offered the opportunity to participate in activities hosted by the school and led by the parent advocate. In addition, Wilder has partnered with Communities in Schools (CIS) to bring additional resources and support to parents and students. CIS assists in filling gaps between the needs identified at school and the support offered at home. CIS often partners with local businesses and organizations to provide additional support to the families of Wilder to meet physical and instructional needs. These relationships with stakeholders have created a process for leaders at Wilder to hear about the concerns and needs from community members and respond more directly in a meaningful way. They also provide another mechanism beyond newsletters, emails, announcements, and other means of communication to relay the vision and goals of the school. During meetings and presentations, the principal frequently reminds parents of the vision for their students and rekindles the message that we believe their students are capable of great things.

The Division has placed key central office administrators on the transformational team that meets every other week to monitor progress and generate ideas for improvement. The resources employed at Wilder are research-based and proven to be effective. Therefore, implementation and management of the resources must be continually monitored to insure they are being used effectively and efficiently. Specific performance targets are identified at the Continuous School Improvement Plan meetings, Senior Leadership Team meetings, Department meetings, and grade level team meetings. Meetings with division staff are held two times a month to analyze data, assess progress, and collaboratively make decide the best course of action to be taken for next steps. This process occurs primarily in three layers: the school, the classroom, and for individual students. As each layer (and other smaller layers) is assessed, the funding and support for technical assistance is determined. Wilder has many resources being employed and will continue to receive the maximum amount of support possible as all leaders seek to assist Wilder in reaching higher levels of performance.

- (3) Describe the process the division will use to ensure that the selected intervention model for each school will be implemented fully and effectively. Provide a timeline for implementation of the *required components* of the selected reform model, including the Lead Turnaround Partner. Delineate the responsibilities and expectations to be carried out by the external partner and the LEA. Provide a description of the process the LEA will use to monitor, regularly review, and hold accountable any external partners.

\*An LEA selecting the *Restart* model must indicate how it will hold accountable the charter school operator, CMO, EMO or other external provider for meeting the model requirements.

Henrico has begun working with Pearson LLC as its LTP for the 2015/16 school year. Pearson began work on Oct. 1, 2015 per the approved Scope of Work (SOW). The SOW (attached) stipulates that all services will be completed by September 30, 2016. All responsibilities and expectations are described fully within the SOW which was approved by the VDOE on September 8, 2015.

The following is a description of how division and school staff will work with the LTP and hold the LTP accountable with regular monitoring and review of their work. The first phase of the Pearson's work is to assess the needs of the school with a fresh lens. Pearson has met with Wilder and Division staff on multiple occasions to learn about what is taking place currently and how resources are being used to support instruction. Pearson will complete initial observations of staff members within 2 weeks (by Oct. 15, 2015). After this time they will prepare a presentation to the leadership team at Wilder to describe identified practices in need of improvement and the specific actions their team will take to assist teachers in improving instruction. This will be accomplished primarily with 3 staff members from Pearson who will provide support for reading instruction, math instruction, and leadership. Pearson staff members will work hand in hand with Wilder staff as they seek to increase student performance. This will allow for frequent daily communication and easy delivery of reports regarding progress and the steps to be taken next. Pearson will provide periodic progress reports after completing an analysis of biweekly probes administered through Aimsweb and/or Interactive achievement. These data sources combined with observation data will drive decision making and allow leaders to determine professional development needed for teachers. As progress is measured throughout the school year, Pearson will give a summary report to provide the rationale for continuing the current course of action or making adjustments.

Wilder must be able to continue to be successful after the LTP is no longer assisting the school. Therefore, Pearson is also committed to created structures in the building that can be maintained and supported after the terms of their contract are fulfilled. At the end of this school year, Pearson will complete a comprehensive report to identify the specific actions taken that allowed for increased improvement and measure the overall effectiveness of their service. Wilder staff will continue the implementation of successful strategies and remove programs and strategies that were not effective. These decisions will lead the planning sessions for Wilder's next school year at the end of June and into the summer. Division leaders and school leaders will determine if Pearson is the appropriate LTP during the summer months if it is determined that Wilder will remain in Priority School status.

After the results of the current year are assessed, teachers will participate in specific professional

development sessions designed to address identified instructional deficiencies. These intensive training sessions will allow teachers to work together to create more effective lessons that are targeted to meet the newly identified needs of their learners. Collaborative planning sessions have been proven to be one of the best ways teachers can combine the best of their skills with colleagues to create the lessons that are highly engaging and effective in allowing learners to reach learning objectives.

The LEA has also completed the required components of the Transformation Model by completing the following:

- A new principal was hired at the end of the 2011/12 school year and at the end of the 2013/14 school year
- Teachers and leaders are evaluated according to performance standards established by the Virginia Department of Education. Standards have been created for principals, administrators, and teachers. As a result of the implementation of the VDOE performance standards, teachers and leaders must incorporate student growth measures into their evaluation. Student growth measures are established for each staff member with specific performance targets.
- All staff are rewarded and incentivized for increasing student achievement. This has been more fully explained in previous sections of this document (p. 11).
- Staff at Wilder are receiving professional development from the VDOE, division staff, and professional development opportunities outside of the school division. Nearly all professional development is offered at no cost to staff with some of the sessions offering a financial incentive to attend.
- Teachers at Wilder are offered more incentives than other schools in the division. They are often paid to attend professional development sessions, contract incentives, signing bonuses, and have received financial incentives from the TIF grant in previous school years.
- Wilder has worked hard to increase parent and community support while increasing parent involvement as well. Details of this work are found on pages 10 and 24.
- Learning time was increased in the 14/15 school year. Details about instructional minutes can be found on page 16 of this document.
- Comprehensive Instructional reforms have been implemented at Wilder in many ways. Some examples are: adjustments to the master schedule to increase time for Mathematics and Reading instruction, implementation of Teach Like a Champion strategies, additional team planning and collaboration, targeted professional development, use of Interactive Achievement as a school-wide formative assessment tool, addition of instructional coaching staff, and a restructuring of the leadership teams to work more collaboratively while building leadership capacity.

- (4) \*For an LEA proposing to use SIG funds to implement, in partnership with a whole school reform model developer, an **Evidence-based Whole-school Reform** model for the school, provide a description of (a) the evidence supporting the model including a sample population or setting similar to that of the school to be served; and (b) the partnership with a whole school reform model developer which meets the definition of “whole school reform model developer” in the SIG requirements.

Only LEAs proposing to use SIG funds to implement an *Evidence-based Whole-school Reform* model should respond to this prompt.

N/A to Wilder

**SECTION 3: EXPLANATION OF LACK OF CAPACITY TO IMPLEMENT**

➤ **If the LEA lacks the capacity to serve all of its Priority schools (Tier 1), provide the information requested below.**

**Note:** If you completed Section 3, Part II (above), *do not* complete this section.

1. Describe the steps the LEA has taken to secure the continued support of the local school board for the reform model chosen.	N/A to Wilder
2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.	N/A to Wilder
3. Describe the process of the LEA for consideration of the use of the grant funds to hire necessary staff (including plans for phase out of grant-funded staff).	N/A to Wilder
4. Describe the steps the LEA has taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to continue implementation of the chosen model.	N/A to Wilder

**SECTION 4: BUDGET NARRATIVE, BUDGET DETAIL & BUDGET SUMMARY**

**LEA Budget Application - Attachment A (Excel)**

The LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve. **Utilize the attached budget file** to develop a budget for each Priority school the LEA commits to serve, detailing the line item expenditures designed to support the implementation of the reform model selected for Year 1, October 1, 2015 through September 30, 2016.

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The detailed budget summary the LEA submits as part of the grant application will provide evidence of how other funding sources such as Title I, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; and state and/or local resources will be used to support school improvement activities.

Detailed instructions for developing the LEA and each Priority school budget are included in Attachment A.

## SECTION 5: ASSURANCES & CERTIFICATIONS

The local educational agency (LEA) assures that School Improvement Grant 1003(a) and/or 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under Virginia's *ESEA Flexibility Waiver* and unwaived requirements under *No Child Left Behind Act of 2001* (NCLB). This includes the following assurances:

The LEA assures it will –

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority and focus school, that the LEA commits to serve consistent with the final requirements.
- (2) 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 Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
- (3) Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
- (4) Ensure that each Tier I and Tier II school, or each priority and focus 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.
- (5) Maintain appropriate levels of funding for the schools it commits to serve to ensure the school(s) 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.
- (6) Use its funds to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements, to include all requirements of the USED turnaround principles:
  1. Providing strong leadership by: (a) reviewing the performance of the current principal; (b) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround initiative effort; and (c) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
  2. Ensuring that teachers are effective and able to improve instruction by: (a) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround initiative effort; (b) preventing ineffective teachers from transferring to these schools; and (c) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
  3. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
  4. Strengthening the school's instructional program based on student needs and ensuring that the

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instructional program is research-based, rigorous, and aligned with State academic content standards;

5. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data;
6. Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
7. Providing ongoing mechanisms for family and community engagement.

- (7) Follow state and local procurement policies.
  - (a) If selecting a LTP from the state's Low Achieving Schools Contract Award, the division adheres to the requirements and scope of the LTP's state-approved Low Achieving Schools Contract of Award. [http://www.doe.virginia.gov/school\\_finance/procurement/low\\_achieving\\_school/index.shtml](http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml)
  - (b) If selecting a LTP that is not on the state's Low Achieving Schools Contract of Award, the division's procurement policies and procedures are followed.
- (8) Follow Virginia's state requirements for teacher and principal evaluation under the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* and the *Virginia Standards for the Professional Practice of Teachers* and the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*.
- (9) Use state determined comprehensive planning tool to:
  - a. Establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
  - b. Document and describe each action to be implemented, who is responsible and date by which action will be completed;
  - c. Collect meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
  - d. Set leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and
  - e. Complete an analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school.
- (10) Use an electronic query system to provide principals with quarterly data needed to make data driven decisions at the school-level. See [http://www.doe.virginia.gov/support/school\\_improvement/dashboard/index.shtml](http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml)  
High schools not meeting the Federal Graduation Indicator (FGI) rate may use the Virginia Early Warning System (VEWS) in lieu of the Virginia Dashboard (*Datacation*). See: [http://www.doe.virginia.gov/support/school\\_improvement/early\\_warning\\_system/index.shtml](http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml)  
Data points should include, at minimum:
  - Student attendance by student
  - Teacher attendance
  - Benchmark results
  - Reading and mathematics grades
  - Student discipline
  - Phonological Awareness Literacy Screening (PALS) data (Fall and Spring)
  - World-Class Instructional Design and Assessment (WIDA) data for English Language Learners (ELLs)
  - Student transfer data

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- Student intervention participation by intervention type; and
  - Other indicators, if needed.
- (11) Use an adaptive reading assessment program approved by Virginia Department of Education to determine student growth at least quarterly for any student who has failed the SOL reading assessment in the previous year, a student with a disability, or an English language learner.
  - (12) Uses the *Algebra Readiness Diagnostic Test (ARDT)* for all schools with grade 6 or higher for all students who have failed the SOL mathematics assessment in the previous year, a student with a disability, or an English language learner (fall, mid-year, and spring at minimum).
  - (13) Ensure the principal continues implementation of a school-level improvement team that meets monthly, at minimum, and includes a division-level team representative.
  - (14) Continue implementation of a division-level team with representatives for Instruction, Title I, Special Education, and English Language Learners (if applicable). The division team will: (a) review each school's improvement plan; (b) ensure documentation of division support is evidenced in the school's plan; (c) meet with principals, as a team, on a quarterly basis to review and analyze data from the Priority Schools Quarterly Data Analysis Report; and (d) assist in updating the school's plan to evidence the division's support of actions developed from analysis of data.
  - (15) Attend OSI technical assistance sessions provided for school principals, division staff, and LTPs.
  - (16) Collaborate with state approved personnel to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform.
  - (17) Provide an annual structured report to a panel of VDOE staff detailing the current action plan, current leading and lagging indicators and modifications to be made to ensure the reform is successful.
  - (18) Report to the state the school-level data required under the final requirements of this grant, including USED required teacher and principal evaluation data (SIG/TPEC Report).
  - (19) Ensure the school principal is integrally involved in the application process.
  - (20) Additional Assurances specific to Districts with School Turnaround Offices:
    - i. Report quarterly to the local school board on each Priority school's progress as documented in the Priority School Quarterly Data Analysis Report.
    - ii. Set annual measurable goals for the Office of School Turnaround. Goals should be submitted to the Office of School Improvement by August 30 each year.

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**Assurance:** The local educational agency (LEA) assures that School Improvement Grant 1003(a) and/or 1003(g) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under Virginia’s *ESEA Flexibility Waiver* and unwaived requirements under *No Child Left Behind Act of 2001* (NCLB).

**Certification:** *I hereby certify that, to the best of my knowledge, the information contained in the application and in the state determined comprehensive planning tool is correct. I agree to adhere to the requirements of the USED Flexibility Waiver.*

**School Division (LEA):** Henrico County Public Schools

**Priority School:** L. Douglas Wilder Middle School

**Principal’s Typed Name:** Solomon Jefferson

**Principal’s Signature:** \_\_\_\_\_ **Date:** 11/10/15

**Superintendent’s Typed Name:** Dr. Patrick C. Kinlaw

**Superintendent’s Signature:** \_\_\_\_\_ **Date:** 11/10/15

\*The Superintendent must keep a signed copy of this document at the division level for audit purposes.

## Resources

Description	Link
VDOE Low Achieving Schools Contract Award	<a href="http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml">http://www.doe.virginia.gov/school_finance/procurement/low_achieving_school/index.shtml</a>
NCES	<a href="http://nces.ed.gov/ccd/schoolsearch/">http://nces.ed.gov/ccd/schoolsearch/</a>
State Contract Award	<a href="http://www.doe.virginia.gov/school_finance/procurement/index.shtml">http://www.doe.virginia.gov/school_finance/procurement/index.shtml</a>
Indirect Rate Memo Superintendent’s Memo #023-14, “Changes for the 2013-14 Annual School Report-Financial Section.”	<a href="http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml">http://www.doe.virginia.gov/administrators/superintendents_memos/2014/023-14.shtml</a>
The indirect cost rate is based on the rate for the LEA	<a href="http://www.doe.virginia.gov/school_finance/budget/">http://www.doe.virginia.gov/school_finance/budget/</a>
Virginia Early Warning System (VEWS)	<a href="http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml">http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml</a>
Beverly Rabil, Director (804) 786-1062	<a href="mailto:beverly.rabil@doe.virginia.gov">beverly.rabil@doe.virginia.gov</a>
Kristi Bond, ESEA Lead Coordinator (804) 371-2681	<a href="mailto:kristi.bond@doe.virginia.gov">kristi.bond@doe.virginia.gov</a>
Natalie Halloran, ESEA Lead Coordinator (804) 786-1062	<a href="mailto:natalie.halloran@doe.virginia.gov">natalie.halloran@doe.virginia.gov</a>



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BUDGET SUMMARY FOR: L. Douglas Wilder Middle School  
(School Name)

Object Code	Expenditure Accounts	School Year 2015-2016	School Year 2016-2017	School Year 2017-2018	Three-Year Grant Subtotal
1000	Personal Services	\$ 84,057.60	\$ -	\$ -	\$ 84,057.60
2000	Employee Benefits	\$ 6,430.41	\$ -	\$ -	\$ 6,430.41
3000	Purchased Services	\$ 474,196.00	\$ -	\$ -	\$ 474,196.00
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ -	\$ -	\$ -	\$ -
6000	Supplies & Materials	\$ 82,320.00	\$ -	\$ -	\$ 82,320.00
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
<b>Total</b>		<b>\$ 647,004.01</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 647,004.01</b>

## School Improvement Grant Application

School Year 2015-2016

Budget Request for: L. Douglas Wilder Middle School

(School Name)

### Budget Detail: Personal Services (1000)

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Stipends for PD	Summer PD provided for teachers by the LTP 30 teachers x \$20 hr. x 18 hrs. = \$10,800	\$ 10,800.00			\$ 10,800.00
					\$ -
Reading and Math Summer Boot Camps	12 Teachers (6 for Reading and 6 for Math - 2 per grade level) will provide intensive training for students based on SOL performance. 12 teachers x \$27 hr. x 16 hrs. = \$5,184	\$ 5,184.00			\$ 5,184.00
Math Boot Camp Administrator/Coach	One math and one reading Boot Camp Administrator/Coach will be paid at the hourly rate of \$40 an hour for a six hour day over a five day period (1 training and planning day and 4 teaching days). They will supervise planning and instructional delivery and work as the administrator of the camp. \$40 hr x 6 hrs x 5 days x 2 coaches= \$2,400	\$ 2,400.00			
4 Stipends for the Extended day program teachers	This is an extension of the regular school day that will be offered to all students. Based on previous participation rates, Wilder staff estimates that up to 100 students will take advantage of this opportunity on a daily basis. Therefore, support is needed for up to 25 students per classroom. Teachers will spend 4 hours a day, 3 days a week for 30 weeks for a total of 360 hours each. (360 x \$23.68 hr = \$8,524.80 x 4 teachers = \$34,099.20)	\$ 34,099.20			

4 Stipends for the Extended day program instructional assistants	The instructional assistants will support the teachers of the extended day program. They will provide additional support for students participating in the program. One assistant is needed for each group of 25 students. Based on previous participation rates, Wilder staff estimates that up to 100 students will take advantage of this opportunity on a daily basis. Therefore, support is needed for up to 25 students per classroom. Instructional Assistants will spend 3 hours a day, 3 days a week for 30 weeks for a total of 270 hours each. (270 x \$11.18 hr = \$3,018.60 x 4 assistants = \$12,074.40)	\$ 12,074.40			
100% Club Teacher Attendance Incentive (ELA, Math, Collab. SpEd teachers only)	Teachers who have 100% attendance for the school year will receive an incentive as follows: Veterans - \$1,000 (those with 4 or more years experience) New Teachers - \$750 (those with less than 4 years experience) Estimating approx. 4 veteran teachers (\$4,000) and 8 New teachers (6,000) will get this incentive (Need described on page 14 of the application.)	\$ 10,000.00			\$ 10,000.00
98% Club Teacher Attendance Incentive (ELA, Math, Collab. SpEd teachers only)	Teachers who have 98% attendance for the school year will receive an incentive as follows: Veterans - \$750 (those with 4 or more years experience) New Teachers - \$500 (those with less than 4 years experience) Estimating approx. 6 veteran teachers (\$4,500) and 10 New teachers (5,000) will get this incentive (Need described on page 14 of the application.)	\$ 9,500.00			
<b>Total Compensation</b>		\$ 84,057.60	\$ -	\$ -	\$ 84,057.60

Personal Services  
supported from other  
funding sources:

*Ex. K-5 Reading Specialist @ \$65K/yr (Title I)*

**Insert response here:**

**Part time Principal Coach ~\$64,000 (\$33,000 -Title 1 Funded, \$31,000 - Division Funded)**

**Full time Math Coach \$53,644- Division Funded**

**Additional Assoc. Principal \$79,159- Division Funded**

**Full time Reading Coach ~\$55K/yr1,**

**Behavior Interventionist \$73,242- Division Funded**

**Reading Specialist \$47,000 - Title 1 Funded**

**Parent Advocate - ~\$25,000 - Title 1 Funded**

**Summer College Readiness Center \$60,000- Division-Secured Grant Funded**

**Annual Remediation Funds for tutoring and intervention \$34,734 - Division Funded**

**Additional Support funds for intervention and tutoring \$22,406 - Division Funded**

**Additional Title 1 funds are used to pay for the portion staff time allocated to work for Wilder ~\$60,000**

**Sign on bonuses offered to math positions + a two step increase ~ \$6,000 for Math new teachers - ~ \$4,000 increase for existing math teachers**

**Budget Detail: Employee Benefits (2000)**

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
HCPS Benefits (FICA)	Cost of FICA associated with approved positions/salaries in object code 1000 per HCPS cost. \$84,057.60 x .0765	\$ 6,430.41			\$ 6,430.41
					\$ -
					\$ -
					\$ -
					\$ -
<b>Total Employee Benefits</b>		\$ 6,430.41	\$ -	\$ -	\$ 6,430.41
<b>Employee Benefits supported from other funding sources:</b>	Insert response here: Cost of benefits for full time staff and cost of FICA for part time staff: \$147,913.50 + 9,267.21 = 157,180.71				

**Budget Detail: Purchased Services (3000)**

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
LTP	An LTP is required for Wilder. Wilder is entering its 3rd year of the SIG grant but did not meet the AMO targets. This requires a 32 hours of service from the selected LTP. Based on fall enrollment, Wilder will have 838 students. Pearson's cost basis per student is \$542. (838 x \$542 = \$454,196)	\$ 454,196.00			\$ 454,196.00
OSI approved personnel	In accordance with the approved Scope of Work \$61.13 per hour x ~ 30 hours per month - 10 months	\$ 20,000.00			\$ 20,000.00
					\$ -
					\$ -
					\$ -
<b>Total Purchased Services</b>		\$ 474,196.00	\$ -	\$ -	\$ 474,196.00
<u>Purchased Services</u> supported from other funding sources:	Insert response here: <b>None</b>				

**Budget Detail: Internal Services (4000)**

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
<b>Total Internal Services</b>		\$ -	\$ -	\$ -	\$ -
<u>Internal Services</u> supported from other funding sources:	Insert response here: Conference Reimbursement for out of district PD for Wilder teaching staff \$2000 Summer and after school transportation costs are covered with the division general fund				

**Budget Detail: Other Charges (5000)**

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
<b>Total Other Charges</b>		\$ -	\$ -	\$ -	\$ -
<b>Other Charges supported from other funding sources:</b>	<b>Insert response here:</b> Each school receives a per-pupil annual budget allocation. Wilder's allocation for FY 2016 is \$35,577.				

**Budget Detail: Materials & Supplies (6000)**

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
Language Live	Language! Live licenses for all general education students who are double-blocked. Used to support students during the second 45 minutes of the double block three times a week. 680 student licenses x \$99 = \$67,320 1-2 Day PD Startup Package \$2500 per day x 2 days = \$5000	\$ 72,320.00			\$ 72,320.00
Parent University	Provide strategies and tools for parents to support their scholars in the area of reading, math and building scholarly habits. (Marketing, Parent Incentive, Student Reading and Math Resources, Curriculum Purchase/Design). \$10,000 (Need described on page 10 of the application.)	\$ 10,000.00			\$ 10,000.00
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
<b>Total Supplies</b>		\$ 82,320.00	\$ -	\$ -	\$ 82,320.00

**Materials/Supplies supported from other funding sources:**

**Insert response here:**  
**Learning A-Z – Assists 3 special education teachers in identifying weaknesses with reading skills for specific students. \$925.00**  
**Software to engage students in all contents/grade levels. Teachers will monitor lessons to include SOL vocabulary for alignment to academic standards. \$1,200.00**  
**Software to provide science teachers with additional instructional materials. \$250.00**  
**SLT retreat \$88.30**  
**SIMS Writing Package \$629.20**  
**Eng/Math Boot Camp supplies \$105**  
**Book reimbursement \$37.80**  
**University Pennants \$186.75**  
**Edge Enterprises \$357.50**  
**Title 1 additional allocation for materials and supplies:**  
 - \$70,000 for literature resources to create a bookroom  
 - \$25,000 family engagement events, teacher mat. and supp., transition workshop, + other school-wide events

**Budget Detail: Capital Outlay (8000)**

Item Request	Justification and Cost Basis	SY 15/16 Grant Request	SY 16/17 Grant Projection	SY 17/18 Grant Projection	Three-Year Grant Subtotal
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
<b>Total Capital Outlay</b>		\$ -	\$ -	\$ -	\$ -
<b>Capital Outlay supported from other funding sources:</b>	Insert response here:				