

**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
- Natalie Halloran, ESEA Lead Coordinator at 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: Newport News Public Schools

Contact Name: Keith Hubbard **Phone:** (757) 283-7788 x 12187

Address: 12465 Warwick Boulevard **Email:** Keith.hubbard@nn.k12.va.us
Newport News, VA 23606

Priority School Information

School Name: Willis A. Jenkins Elementary School **Cohort:** IV

Principal Name: Terri McCaughan **Phone:** 757-881-5400

Address: 80 Menchville Road **Email:** Terri.mccaughan@nn.k12.va.us
Newport News, VA 23602

NCES #: 510264001077

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: Increase the percentage of students passing the Reading SOL assessment from 58% to 75% to meet the AMO's.

Goal 2: Increase the percentage of students passing the Mathematics SOL assessment from 66% to 75% to meet the AMO's.

Goal 3: Increase the percentage of students meeting the spring PALS benchmark from 86% to 92% in grades k-2.

Goal 4: Reduce the number of student discipline referrals from 56 to 30.

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.

(1)When comparing the general school climate in September 2014 to June 2015, the change can best be described as one of community and responsibility. As noted in the previous year's application for SIG funds, the physical plant underwent multiple changes during the summer of 2014. The physical changes to the building last year has been maintained and is instrumental in providing the continuous feeling of community and responsibility.

(2)The most successful strategies used to change the school climate were the beginning of our

Responsive Classroom initiative and our school's student goal setting project. Both strategies were successful in getting the student body more involved with creating an environment conducive to teaching and learning. The school adopted Smart, Safe & Supportive as the slogan to represent the environment we wanted to create. Class meetings, community established rules and routines, rewards, and the use of logical consequences served as the foundation for our work with Responsive Classrooms and Smart, Safe & Supportive work. Equally successful was our monthly student goal setting. Student goal setting pages were included in each student's school agenda. Teachers, administrators, and parents worked each month with students to determine 1-2 goals that reflected a Smart, Safe and/or Supportive focus. Students created action steps for the goals and recorded the extent to which goals were met each month.

(3-4) While these projects resulted in a decrease in the number of incident referrals for behavior, there continues to be a number of children who have not responded to the efforts in a positive manner. Although it represents a small percentage of the population (approximately 6%), it requires a great deal of time from administrators and teachers. Additional resources, practices, and structures are being brainstormed and explored to provide support for identified students. Barriers to improving school climate are an underdeveloped PTA, Teacher turnover and their familiarity with the school and the knowledge base with Responsive Classrooms. Staff development on norms and beliefs may need to be revisited to re-establish the foundation of high expectations for all stakeholders. Collaboration will continue to be valued and respected as the school move towards short and long term academic achievement to long term sustainability. Indicators in strands D: Working with Stakeholders and Building Support for Transformation and I: Providing Rigorous Staff Development support the work related school climate and culture.

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?

(1) The school leadership team (consisting of administrators, specialists, and teacher leaders) solicits input from the school and other stakeholders weekly with school staff during our Wise Wednesday's development and planning structure. In most cases, decisions are made with input from the large

group, as opposed to only the leadership team. Several Total Quality Management Tools (force field analysis, root cause analysis, and affinity diagram) are used to gather and organize feedback and ideas from staff members. Another means by which input is shared is through monthly staff surveys to teachers, students and parents on topics related to instruction, climate and culture. Parents are invited to meet with Principal, teachers and other staff members monthly to share any concerns that they have in regards to the school and the efforts to become a world class school.

(2) Decisions are communicated with staff and stakeholders through a Knowing- Doing document that serves as a running record of the work accomplished during Wise Wednesdays and other professional development opportunities. The Knowing-Doing document serves as the basis for “look fors” as classroom visits are made and teachers receive feedback and engage in conversations related to teaching and learning. Also during weekly grade level meetings school based decisions are shared by the administrator in charge of that instructional area. A staff newsletter is published monthly and pertinent information is shared through that form of communication as well as through email, and feedback from observations.

(3) Responsibilities are divided amongst team members through the process of the leadership team structure. Principal is responsible for creating newsletter and leading Wise Wednesday’s meetings, Grade level chairs are responsible for sharing information with teachers from leadership team meetings on a weekly basis, Central Office personnel disseminate information through the thirty day monitoring rubric, staff meetings and weekly informational letter to Principals. The monitoring of the goals is accomplished at the district level every thirty days with the 30 Day monitoring rubric process; Principal is responsible for monitoring goals through the School Focus Plan and the daily observations and feedback given to teachers. Principals are also monitoring progress through IA website on teacher made test and district assessments as well as the use of Datacation, a web based progress monitoring tool, in the areas of attendance, discipline, grades, and test scores. Teachers are monitoring progress through daily formative assessments given, weekly quizzes and unit test and quarterly benchmarks administered in reading and Math. As the staff collaborates and learns new strategies, they are added to the document and the specific teacher leader for a team or grade level serves as the “watcher.” This ensures that conversations continue to take place throughout the year as we build upon our knowledge and practice of effective teaching.

(4) New strategies are monitored through classroom observations and walkthroughs, reviewing student progress data using Datacation. At any time a staff member can bring to the table questions related to strategies or practices that appear to not be working. Similar Total Quality Management Tools and focus groups are used to review and make a recommendation about specific strategies. At the district level a team of central office personnel and VDOE OSI contractor participate in the 30 day monitoring rubric (see Attachment A) to review the progress being made in the school in all academic, climate and cultural components. Indicators in strands D: Working with Stakeholders and Building Support for Transformation, I: Providing Rigorous Staff Development, and J: Increasing Learning Time support the work related to Process Steps and Atmosphere of Change.

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?

(1) Students are identified as needing additional support in reading and math in multiple ways. At the beginning of the year, screening assessments are used to determine which students do not meet fall benchmarks. Screening assessments such as spelling inventories, the Phonological Awareness Literacy Screening, and DRA 2 are used as reading screening assessments. Spring 2014 SOL reading test scores were also used for students in grades 4th and 5th. In math, teachers use the division's problems solving assessment tasks to determine which students are at risk of not meeting benchmarks. As the year progresses, other students are identified and some students exit interventions based on regular progress monitoring assessments. Division benchmark assessments, teacher created assessments from Interactive Achievement's OnTRAC system, curriculum based assessments, and a variety of quick checks and inventories are used depending on the specific skills and strategies.

(2) Teachers differentiate learning for the whole group by using leveled questioning techniques and multiple brain based research methods for engaging all learners. While small group is the most effective way to differentiate learning for students, teachers present standards-based mini-lessons in whole group. To meet the needs of a variety of students, several techniques are used in whole group. The staff has participated in multiple workshops to learn about Total Participation Techniques to engage each student. Also effective in differentiating whole group are strategies from the book, Better Learning Through Structured Teaching. Strategies such as teacher modeling think alouds, questioning, graphic organizers, and collaborative learning are also used.

(3) Part of Total Participation Techniques includes formative assessment strategies. Techniques such as individual white boards, thumbs up/down, red, yellow, green cards and exit cards are used each day to measure the extent to which students met the learning targets for each lesson. Formative assessments are also used to assess the student's mastery of daily learning targets, weekly objectives and quarterly benchmarks. Once the student data has been disaggregated adjustments are made for remediation and enrichment through the daily 30 minute Intervention and Enrichment blocks.

(4) Student achievement goal setting impacts classroom instruction through teachers setting goals for critical thinking or problem solving in the fall based on student pre-assessment data. Teachers develop a plan, including formats for grouping students based on results and instructional strategies that will move students toward goals. Students are given a mid-year assessment so that this particular plan can be revised based on the progress of students. A final post-assessment is administered at the end of the year. The principal meets with the teacher three times to review the progress and to make a final determination based off of the data results if the teacher has achieved the goal from the initial meeting.

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?

(1) The involvement of our community based organizations help emphasize our Safe, Smart and Supportive initiatives for our students. Through volunteering and connecting with our parents during our PTA events, school celebrations and activities, the academic support and mentoring provided by a caring adult for every student is essential. The emphasis is aligned with helping students develop academic behaviors that they need in order to make progress. In addition, the school is assigned a Parent and Community Involvement Specialist that serves at an additional bridge between the families, community and the school. The parent specialist provides a structure to allow communication, collaboration and enrichment workshops between school and community partners. These efforts are aligned to tasks in strand D: Working with Stakeholders and Building Support for Transformation.

(2) Our Lead Turn around partner will continue to be Cambridge Education. The support provided will align to the scope of work that is developed with a new contract. In general, the LTP provides support to the school administrators by observing instruction and providing feedback, assisting with analyzing student data, participating in team planning meetings with teachers, and supporting professional development needs. With the new structure the LTP will provide Staff Development from the areas that were identified as factors that limit learning throughout the school year. After they conduct monthly professional development they will then complete classroom observations to assess the implementation of the professional development and prepare a monthly report to share with Principals. This will be done from October to May. The LTP will also conduct a School Quality Review Yearly to keep this process in assess the students, parents, teachers and administrators capacity to implement what has been suggested and to monitor progress on goals for full accreditation with FAMO's.

(3) Significantly more efforts were made to connect the work of the LTP with our parent-teacher organization. Several parents were interviewed as part of our quality review process and their feedback was shared with teachers and administrators and will be used to strategically implement upcoming work. Parents are able to provide feedback related to a multitude of issues through the annual Title I survey. Currently, the main form of communication with parents is through informational flyers that go home in Thursday folders and PTA/community events. This is an area identified for additional attention. Parents are in the building on a daily basis and feel comfortable interacting with staff. They are interested in additional ways to get involved in the work at Jenkins, but it has to be structured in a manner that is flexible for multiple schedules.

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.)

(1)Over the past two years, nine of the twenty-five classroom teacher positions have been refilled. Prior to being hired to teach at Jenkins, applicants participate in a multi-step and rigorous interview process. Each candidate is required to complete a written sample and respond to a prompt regarding school culture. Additionally, most candidates have been hired prior to the end of the school year, in which case they are required to visit the school during the school day to complete observations. Teachers new to the building are paired with a site based mentor for additional support. When establishing student/teacher rosters in grades 4th and 5th, a teacher's student growth percentile information is reviewed, as well as SOL results for students passing and passing advanced. In primary grades, PALS and other information data is reviewed. In some cases teachers will loop or work with the same group of students they were assigned in the previous year. This allows teachers and students a rapid start to the new year thus allowing additional time towards instruction.

(2)The school monitors teacher develop throughout the year by implementing the division's Teacher Development and Evaluation Process, following the guidelines established and the tool Talent Ed used to manage the data. Teacher coaches, reading specialists, mentors and model teachers serve in this capacity, as well as professional development sessions offered at the school and division level.

(3) Teacher that continuously shows positive results on student's quarterly and annual assessments are identified as master teachers in their buildings and may serve as mentors to novice and teachers requiring additional PD. Faculty and staff are who have contributed to the academic and social development of the schools community is recognized throughout the year as well as professional growth accomplished shared in school newsletters and displayed on school's manqué.

Accomplishments are shared and a token of appreciation is presented during the year-end celebration. Currently the division does not have a process for rewarding staff that have increased student achievement.

(4) Teachers are identified as needing additional support when they fall short of demonstrating practices related to the 7 standards of effective teaching. This may be determined through, observation, student assessment and behavior data as well as parental communications. At the school and division level, there are multiple structures in place to assist and support teachers not meeting minimum performance expectations to include peer observations as well as an array of professional development opportunities. At the school level, teacher-level data is shared and academic gains made are recognized and celebrated.

(5) School administrators are evaluated following guidelines adopted and shared by the VDOE. The executive director of elementary school leadership evaluates principals following timelines and the seven standards outlined in the evaluation structures identified in the division's Administrator Development and Evaluation Process handbook.

(6) The relationship between the LTP, VDOE OSI Contractor, Division Contact and Principal can best be described as a collaborative partnership that meets regularly to share ideas, discuss strategies and make recommendations to move the school forward in the accreditation process. Meetings are conducted monthly with school, division administration as well as with LTP and OSI contractors. Agendas are provided using Indistar framework and next steps established prior to the end of the meeting. Maintaining an open line of communication between division and partners is key to establishing continuous school improvement.

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.)

(1) Currently, at the school level, the school's leadership team is responsible for making decisions related to school improvement efforts. The school's leadership team works in conjunction with staff members from federal programs and elementary school leadership. School Improvement efforts are identified using school data and matched with indicators from Indistar. The Improvement plans are monitored bi-monthly with comments placed in Indistar and also through documents in the filing cabinet, in addition the thirty day monitoring rubric led by the elementary leadership department is the districts monitoring and feedback system to schools on a monthly basis. Moreover, each school is required to complete a school Focus Plan (Attachment B) to guide the work of the school throughout the year in the area of Learning environment, Instructional Planning, Instructional Delivery, Assessments and Intervention. The plans are review and revised as necessary during principal and district leadership meetings.

(2) Continuous guidelines to adopt what works for students is necessary and practices allowed to be discontinued if indeed the particular practice is not showing results in schools' academic performance level. Currently, it is a division policy that teachers on improvement plans are not to be placed on a transfer list. At the grade levels of k-3 class size is controlled at a level in alignment with your free and reduced lunch population (20-1). However in grades 4-5 the class size increases and the cap rises to 35-1 per state SOA's and this is a barrier to improving academic achievement in 67% of the grade levels that affect the school performance.

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?

(1) Supports from the state that has been most helpful are the allocation of funds to be used for professional development and compensation for teachers to work additional hours for planning and development. Professional Development opportunities will continue to be provided for faculty and staff as needed to continue to support the goal of a fully accredited school.

(2) Schools are aware that the dedication and commitment to student achievement will need to be maintained after the school has become fully accredited in an effort to sustain full accreditation status. The department of curriculum and development continue to refine the written curriculum, the structure and manner in which instructional coaches and specialists work, and the development opportunities offered for teachers through our in district PD offerings in U of Ed. Academic observations and data analysis will continue to be conducted by division administration with principals along with PD provided for Principals, teachers and support staff.

(3) Proactive professional development in the areas of new standards and increased rigor would be helpful from the State in the areas of content. Having an understanding of what is going to be assessed and the manner in which it will be taught and assessed prior to changing of the test format would give teachers and administrators an opportunity to align PD to meet the challenging rigor in the SOL Curriculum.

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.

Not applicable.

- (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)

Based on the preliminary data from the SOL assessment years: 2012-13; 2013-14; and 2014-15

All students:	English (44, 47, 55), Math (40, 63, 65)
Gap group 1:	English (39, 41, 53), Math (34, 58, 62)
Gap group 2:	English (37, 40, 47), Math (36, 59, 62)
Gap group 3:	English (55, 56, 58), Math (45, 72, 63)
Economically disadvantaged:	English (39, 41, 52), Math (34, 58, 62)
Limited English Proficient:	English (15, 50, 38), Math (21, 64, 44)
Students w/disabilities:	English (18, 27, 20), Math (14, 36, 29)
White:	English (58, 68, 68), Math (53, 66, 73)
Asian:	English (0, 50, 100), Math (33, 100, 100)

- (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.*

All students are required to attend school each day for 395 minutes. A minimum of 75% of the annual instructional time of 990 hours is given to instruction in English, mathematics, science, and history/social science. To support meaningful instruction and the integration of content areas, blocks have time have been designed to support English/history and social science and math/ science. Daily time allocations for the English/history block range from 180 minutes in kindergarten to 105 minutes in fifth grade. Daily time allocations in math/science range from eighty minutes in kindergarten to 110 in grade five. Additional intervention blocks, ranging in time from thirty-five minutes in first grade to forty-five minutes in second grade support the regular instructional minutes. Additional instructional hours will be added through the use of after school activities. Additional instructional hours will be added through the use of after school tutoring (four hours per week), Saturday Academy- eleven sessions for four hours in Reading and Math with 3-5 grade students starting in January and ending in April. Benchmark data in Reading and math is used to determine students in need of a refresher from the 1st and 2nd quarter curriculum in preparation for the third quarter curriculum and the end of year

assessment. Students will be remediated in reading and math and enriched in Science through a partnership with the Virginia Air and Space Center. The class size for this program is 10-1. A twenty-four day Summer Academy is also planned for students in grades K-4 to provide a jump start to the upcoming school year for twenty-four days at eight hours a day. This program will use end of year data to identify student’s area of need and will then develop a curriculum that will address weaknesses but also give an introduction to the new grade level standards and instruction for the next school year. The class size for this program will be at 15-1.

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

Total Enrollment:	443
Male:	238
Female:	205
Asian:	3
Black:	268
Hispanic:	78
White:	69
Students with Disabilities:	63
English Language Learners:	55
Economically Disadvantaged:	336
Migrant:	0
Homeless:	0

(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).

3rd reading (47, 42, 55), 3rd math (24, 42, 72), 4th reading (42, 43, 51), math (64, 70, 60), 5th grade reading (40, 55, 49), math (38, 73, 70). Third grade saw gains in both math and reading. Fourth grade improved reading scores, while decreasing in math. Fifth grade decreased in reading and slightly in math.

- Gains in fiction 3rd & 4th, less of a drop in 5th than nonfiction
- Substantial gains in 3rd grade math & reading
- Word analysis improved 13.8% in 3rd grade, 4th grade declined 6.3% in word study
- 5th grade maintained good results in probability, statistics, patterns, functions when all other

reporting categories significantly dropped.

- (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.

The school was built in 1966, with a total of 38 classrooms. The library/media center is located on the main hall of the school and is used as a critical space for teaching and learning at Jenkins. There are two large areas in the library/media center that are used for instruction simultaneously. The layout of tables in the cafeteria changed for the 2014-2015 school year to reduce the number of classes having lunch at one time. Additionally, the timeframe for lunch has been expanded to ensure that the noise level remains conducive for conversations among students and adults. Also, new this year was book baskets on each table to encourage students to read and discuss a variety of text during the lunch time. The school's gym is in good condition and provides a large space for physical education when weather does not permit students to be outside. Two playgrounds are located outside, along with two fields used for a variety of outdoor activities.

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

The school has one computer lab that provides a location for classes to work at desktop computers with their teacher and our instructional technology coach. Each 3rd-5th grade classroom is equipped with a set of five laptop computers. Primary classrooms have 3 desktop computers to use during independent work. The school has 2 rolling laptop carts that can be checked out by teachers for classroom use. Each classroom has a SmartBoard. The school has several sets of student response tools, document cameras and flips cameras.

- (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:	25	100%
Teachers Not Highly Qualified:	0	0

SET 2:

Category	Number of Teachers	Percentage of All Teachers
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Virginia Department of Education
Office of School Improvement
LEA Application for SIG Funds

Teachers with Less Than 3 Years in Grade/Subject:	11	44%
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)).

Kindergarten (2), Grade 1 (2), Grade 2 (2), Grade 3 (2), Grade 4 (2), Grade 5 (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
0	2
1	6
2	
3	
4	4
5	1
6	

Years	# Instructional Staff
7	6
8	3
9	
10	
11	
12	
13	

Years	# Instructional Staff
14	
15	
16	2
17	
18	
19	
20	
23	1

(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
180	174	97%

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 demonstrate 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.

A.(analyzing the LEA needs)-The process included interviewing multiple vendors, rating the qualified vendors based on schools expectations and qualifications of each vendor with the Principals, Chief Academic Officer, Executive Director of Elementary, Director of Elementary Leadership and Executive Director of Curriculum and Development before a final decision is made.

B.(Research external Partners) - The RFP process was implemented for external providers and Cambridge was selected for our priority schools- this included an on-site presentation to key district level staff and researching the components of all the providers after the completion of their presentation to ensure it was aligned with the divisions goals and objectives

C.(Parent/community input) We engaged in this process by seeking parent input through surveys and a parent advisory team meeting and aligning services provided with district and school's needs. Once a selection was made the information was distributed to key stakeholders via email and a letter.

- (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.**

(A)- Adequately research-At the division level NNPS has a Chief of Academics, 2 Executive Directors for Elementary Leadership (1 assigned to each school) 1 Director of Elementary Leadership; 1 Executive Director for Elementary Curriculum and Instruction; Supervisors, Math Coaches and Data Analyst which are assigned to each priority school based on areas of greatest needs. At the building level there are identified School Improvement Teams, Grade Level Leads, Parent Liaison Specialists, Interventionist and Reading Specialists. The VDOE School Liaison and School Improvement Supervisor also support the priority school. There is a 17:1 student-teacher ratio.

(B)-Engage Stakeholders-Two annual meetings with Parent Advisory team are held in the first and second semester to share information regarding schools progress in all identified areas. In addition regularly scheduled monthly meetings are scheduled with parents to disseminate information regarding the school. Parent link, email, and newsletters will also provide stakeholders with pertinent information. Also, each school completes a Family Engagement Plan Annually that outlines activities and workshops throughout the year designed to inform, empower and engage parents within each building.

(C)-Monitor Implementation- Thirty day Monitoring Rubrics are conducted every thirty days beginning in September and ending in March to monitor the entire instructional program (Observations and Feedback, School Improvement Plan-Indistar-Targeted Intervention Indicators, Math and Reading Intervention data, Walkthroughs and Professional Development, Lesson Delivery and assessment, Leadership/Data Meetings). A score is compiled and Commendations and Recommendations are left with the building principal.

- (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.

Monthly meetings will be held with LTP, Central Office Personnel and Building level Administrators to review all data in required reports and set appropriate steps and or goals. Items to include are enrollment, discipline, attendance, student achievement, tiered intervention, teacher recruitment activities, teacher evaluation and or observations, core curriculum taught, minutes for extended learning, Role of supporting partnerships, parent development activities, and budget as appropriate. Thirty day Monitoring Rubrics are conducted every thirty days beginning in September and ending in March to monitor the entire instructional program (Observations and Feedback, School Improvement Plan-Indistar-Targeted Intervention Indicators, Math and Reading Intervention data, Walkthroughs and Professional Development, Lesson Delivery and assessment, Leadership/Data Meetings). A score is compiled and Commendations and Recommendations are left with the building principal. In March,

the School Quality Review is completed to gauge the effectiveness of initiatives implemented for the school year and a report is compiled to identify practices that support learning and practices that limit learning.

- (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

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
2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.	N/A

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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
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

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.

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

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
 - (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
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
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)

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- Student transfer data
 - 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): Keith Hubbard

Priority School: Willis A. Jenkins Elementary School

Principal’s Typed Name: Terri McCaughan

Principal’s Signature: _____

Date: _____

Superintendent’s Typed Name: Ashby C. Kilgore, Ed. D.

Superintendent’s Signature: _____

Date: _____

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

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BUDGET SUMMARY FOR: Willis A. Jenkins Elementary 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	\$ 333,186.08	\$ 333,186.08	\$ -	\$ 666,372.16
2000	Employee Benefits	\$ 81,433.52	\$ 81,433.52	\$ -	\$ 162,867.04
3000	Purchased Services	\$ 149,531.33	\$ 149,531.33	\$ -	\$ 299,062.66
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ -	\$ -	\$ -	\$ -
6000	Supplies & Materials	\$ -	\$ -	\$ -	\$ -
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 564,150.93	\$ 564,150.93	\$ -	\$ 1,128,301.86

School Improvement Grant Application

School Year 2015-2016

Budget Request for: Willis A. Jenkins Elementary 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
Response to Instruction Specialist	Coordinates student intervention services, disaggregate data for progress monitoring in alignment with pacing guide, curriculum framework and Virginia blueprints. (See SectionIV Instruction)	\$ 69,476.00	\$ 69,476.00		\$ 138,952.00
Professional Development-School Year	Development of instructional staff of 42(25 classroom teachers and 17 support staff memebtrs)by additional 120 hours at \$25.35 per hour for professional development, identify trends of issues impacting school performance review formative assessments, assess impact of academic interventions, and analyzing gaps for tiered instruction.	\$ 127,764.00	\$ 127,764.00		\$ 255,528.00
Summer Extended Learning SPARK	SPARK is an extended school day program 8:00AM - 6:00PM for six weeks. There will be 33(13-1 student teacher ratio) teachers for128 hours \$30.42 and hour which totals \$128,494.08. description (See section 2 question 3 for description)	\$ 128,494.08	\$ 128,494.08		\$ 256,988.16
Summer Professional Development	Development of instructional staff related to learning targets, cognitive level (rigor), and formative assessments based on most recent student results in the summer prior to preservice week. 1 day, 7 hours at \$25.35.	\$ 7,452.00	\$ 7,452.00		\$ 14,904.00
Total Compensation		\$ 333,186.08	\$ 333,186.08	\$ -	\$ 666,372.16
Personal Services supported from other funding sources:	<p><i>Ex. K-5 Reading Specialist @ \$65K/yr (Title I)</i></p> <p>Insert response here: k-5 Reading Specialist(2) @ 60k/yr, Family Engagement Specialist (1) @ 45k/yr, Interventionist(2) @ 62k/yr-(Title I) Extended Learning Teachers-(21st Century) @ 67k/yr, Extended Learning Support Staff @ 15K/yr-Administrative personnel(custodian,secretary,nurse,administrator)</p>				

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
Fringe benefits for personal services	Fringe on RTI specialist at .25% in accordance with division policies	\$ 17,369.00	\$ 17,369.00		\$ 34,738.00
Fringe benefits for personal services	Fringe on Instructional Staff PD Stipends at .25% in accordance with division policies	\$ 31,941.00	\$ 31,941.00		\$ 63,882.00
Fringe benefits for personal services	Fringe on SPARK Stipends at .25% in accordance with division policies	\$ 32,123.52	\$ 32,123.52		\$ 64,247.04
					\$ -
					\$ -
Total Employee Benefits		\$ 81,433.52	\$ 81,433.52	\$ -	\$ 162,867.04
Employee Benefits supported from other funding sources:	Insert response here: Title 1 at .25% for assigned positions				

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
Lead Turnaround Partner (Cambridge Education)	In accordance with the approved SOW Completing annual school quality review and provide monthly professional development in the areas that limit learning within the school.	\$ 127,531.33	\$ 127,531.33		\$ 255,062.66
OSI Approved Personnel	In accordance with approved SOW VDOE OSI approved personnel will participate in Monthly Observations and meetings with school in alignment with 7 lead turnaround principals.	\$ 22,000.00	\$ 22,000.00		\$ 44,000.00
					\$ -
					\$ -
					\$ -
Total Purchased Services		\$ 149,531.33	\$ 149,531.33	\$ -	\$ 299,062.66
<u>Purchased Services</u> supported from other funding sources:	Insert response here:				

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
					\$ -
Total Internal Services		\$ -	\$ -	\$ -	\$ -
<u>Internal Services</u> supported from other funding sources:	Insert response here: 21 st Century SPARK Materials and Supplies @ 8k				

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
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Other Charges		\$ -	\$ -	\$ -	\$ -
Other Charges supported from other funding sources:	Insert response here: 21st Extended Learning SPARK @ 10K for transportation				

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
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Supplies		\$ -	\$ -	\$ -	\$ -
Materials/Supplies supported from other funding sources:	Insert response here:Local per student allocation and Title I justification funds are used in accordance with the schools needs assesment.				

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
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Capital Outlay		\$ -	\$ -	\$ -	\$ -
Capital Outlay supported from other funding sources:	Insert response here:				