

**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: Accomack County Public Schools

Contact Name: Dr. Rhonda Hall **Phone:** 757-665-1299

Address: 23296 Courthouse Avenue **Email:** rhonda.hall@accomack.k12.va.us
Accomac, VA 23410

Priority School Information

School Name: Metompkin Elementary School **Cohort:** V

Principal Name: Karen Riner **Phone:** 757-665-1299

Address: 24501 Parksley Rd. **Email:** Karen.riner@accomack.k12.va.us
Parksley, VA 23407

NCES #: 510006001738

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.

- 1) Completion of teacher evaluations for the 2015-2016 school year will increase by 100% as measured by monthly observation logs.
- 2) By the end of the 2015-2016 school year, the reading AMOs, for all students will increase from 54% to minimum of 59% as measured by the Spring 2016 Standard of Learning Assessment.
- 3) By the end of the 2015-2016 school year, the math AMOs, for all students will increase from 66% to a minimum of 69% as measured by the Spring 2016 Standard of Learning Assessment.
- 4) Implementation of SIOP best practices will increase in PK-5 instructional delivery as measured by lesson plans and classroom observations.
- 5) Learning time will increase by 20 minutes per day as a result of an additional 20 minutes added to the Division's school day requirements as measured by the master schedule.

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) The front office staff now represents the diversity of the school community, to include a bilingual (Spanish speaking) secretary and parent liaison. Teachers feel they have more support communicating with parents who do not speak English and make more of an effort to contact parents during the school day. Also students with limited English seem more relaxed when they need assistance from the office staff. This results in a positive climate. Increased awareness during 2014-2015 of student academic achievement resulted in an academic focus acknowledged by both staff and parents.
- 2) The bilingual parent liaison, bilingual assistant principal, division's part-time Spanish and Creole translators/interpreters are all integral to the school's success in improving climate and providing a warm welcome to the second language families (approximately 43%). Another strategy that proved effective was the establishment of a school level committee that interviewed all prospective teacher candidates for the upcoming school year. Accountability for classroom management changed drastically to include strategies and written documentation, as these were not required the prior two years. As the referral process was reinstated this year, patterns emerged that clearly identified those students with greatest needs as well as teachers that would benefit from coaching in behavior management and/or student discipline.
- 4) Barriers for the coming school year may include an anticipated transition period due to the reassignment of a newly appointed principal, a new assistant principal (transfer request), and new bookkeeper. Additionally, there is a significant turnover of approximately 15 new teachers, to include some Special Education and ESL. There are also changes in administration at the division level.
- 3) A secretary was hired for the front office that met required skill level and happened to be bilingual. However, this has not necessarily resulted in improvement of school climate due to her introverted personality.

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) Cluster leaders from each constituent group in the school (grade spans PK-1, 2-3, 4-5, and special populations) are included on the SIT. They seek input, examine data, problem-solve, conduct learning walks, and maintain two-way communication with their constituent groups. Agenda items are included in the weekly PLC meetings, surveys are administered at least once a

year, and monthly opportunities are provided to involve stakeholders in the improvement process. A monthly faculty meeting is conducted that includes the opportunity for the leadership team to share information. A member of the central office leadership team participates in every SIT meeting.

2) When school-level decisions are made the administration and Leadership Team at the school meet with the entire staff to discuss the process used and the outcome. This same format is used with the Parent Advisory group and other stakeholder groups such as the PTA executive board.

3) The school-level team consist of teachers from various grade levels as well as Title I and resource staff. Their responsibilities include assisting the administration with analyzing data meeting with PLCs to discuss data. This leadership team also assist with delivery of professional development based on identified needs. They also provide non evaluative classroom support to teachers as needed. Division level team members include the Superintendent or designee (responsible for communicating to the School Board and pursuing any major changes to policy or other major requests), the Chief Academic Officer (responsible for all aspects of curriculum and instruction), Director of Elementary Instruction/Title I Coordinator (responsible for more specific curriculum and instructional resources and budgeting needs and on-site coaching for principal), Director of School Improvement and Federal Programs (supports with on-site visits, participates in SIT meetings, monitors implementation, provides technical assistance, and monitors the work of the LTP), Director of Assessment and Accountability (responsible for any assessments administered and the accessibility of data in a timely manner), and Director of Special Populations (responsible for supporting services to SPED and ESL populations). The Director of Elementary Instruction has served as the Internal Lead Partner for 2014-2015; the Director of School Improvement will share this responsibility for the 2015-2016 school year.

4) Formative assessments are varied to include PALS Quick checks, fluency checks, teacher made checklists, exit tickets, and other informal techniques for ongoing assessments. They are used daily by teachers to adjust instruction, weekly to determine skill deficits and intervention strategies, to determine grouping and document evidence of tiered interventions and their success. The practice will continue with increased fidelity of having students maintain their own progress in a data folder, setting goals and adjusting them. Teachers set goals in the fall, review and adjust at least mid-year with the principals, and may do so based on quarterly data as appropriate. Classroom instruction is designed to provide a rigorous pace and appropriate instructional materials and strategies are matched. PBIS was implemented for the 2015-2016 school year as a plan to assist with discipline. This initiative will be monitored by the school-level team as they collect formative data for improvement.

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) In Reading the following assessments are used for initial identification of students needing additional support: PALS PK, K, 1-3, 4-5; STAR Reading, SOL Lexile scores, DRA 2, previous year's individual SOL student report, and WIDA. To progress monitor, reports from Imagine Learning, Reflex, & STAR Reading are used; mid- and end of year PALS, running reading records, anecdotal notes and other formative measures, monitoring tools within Pearson Reading Street core program, PALS Quick Checks, quarterly benchmarks (division) and other teacher made assessments with Interactive Achievement availability. In Mathematics the following assessments are used for initial identification of students needing additional support: Math Connects pre- and post- assessments, Reflex math, STAR Math, previous year's individual SOL student report. To progress monitor in mathematics, quizzes created in IA that are SOL specific are used as well, STAR Math reports at fall, mid-year, and end of year, and quarterly benchmarks (division).

2) During whole group teachers differentiate learning based on ongoing assessment and adjustment. Differentiation is done by resources, by task, by supports, and by response. They do so by providing appropriate readability levels of text, use of technology, study guides, anticipation guides. They provide varied tasks, match tasks to abilities and interests, and provide choices. Parallel teaching is a structure used to differentiate support, particularly with ELL and SPED students and teachers working in an inclusive setting. Teachers intentionally provide instructional delivery that is varied to include visual, auditory, and kinesthetic tasks. Responses and work products may also vary during whole group instruction, to include learning logs, response partners, and rubrics.

3) The school is working toward expanded professional knowledge in the area of formative assessment. At present exit tickets, hand signals, think-pair-share, use of individual whiteboards, oral questioning and learning logs are fairly consistent. Feedback is used to make immediate adjustments during delivery and to readjust lesson plans for instruction to come, to include intervention groups.

4) Student achievement goal setting develops a greater focus on needs of students in each tier. It also brings to the forefront the impact of their instruction on the growth of those students. Finally, it develops a sense of joint instructional responsibility with other teachers at the grade level and within the school for the ultimate academic success of students

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 Eastern Shore Literacy Council, through the community college, offers adult education and ESL classes for parents, educating them so that they may fully participate in the educational process at the school. Therapeutic Interventions provides on-site services to eligible students, supporting their social and emotional needs so that they may better perform academically. Local churches sponsor a backpack program for educational supplies and provide an after school tutoring service. Foodbank coordinates with the Food Services department to provide healthy backpacks.

2) Pearson is contracted as an external lead partner. The SOW outlines specific services pertinent to physical environment, learning environment, classroom management, instructional delivery, active learning, and the assessment of and for student learning. Additional services for professional development include Drs. Claud and Carr (Literacy specialists), Renaissance Learning (use of data), Imagine Learning (use of data), and Dr. Debra Bliss (Mathematics specialist).

3) Input was sought at the priority school during the parent and community outreach for Title I planning, Spring 2014. The SIT members were involved in the design and implementation of the interventions during the 2014-2015 term and provided recommendations for the 2015-2016 term. The newly assigned principal for 2015 will have scheduled times to meet with constituent groups throughout the summer to seek further input since she just arrived at the school July 1. Ongoing progress will be communicated in writing through newsletters, via the website, weekly updates through the division's Public Relations Coordinator via radio, and regular town hall meetings to hear from constituents and to share progress updates.

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) Teachers are assigned to positions and grade levels based upon their endorsement, prior experience to include student teaching, and grade level preference. Assignments to grade levels and specific classes are also made based upon careful consideration from stakeholder regarding the skills, experiences, and sometimes personalities such that a cohesive team with varied strengths is built at each grade level. Although classes are heterogeneous, a balance is maintained such that there is a reasonable range for each teacher to differentiate and meet student needs; students with ESL background are often assigned to teachers with dual endorsement and the same is true for Special Education students. Finally, students with the greatest needs are matched with teachers who have demonstrated success in the past.
- 2) School principal follows the procedures for teacher evaluation outlined in the division policy as a minimum, but has board approval to conduct informal and formal observations/evaluations. Monthly teacher evaluations are provided by the principals to the Director of Elementary Education and Director of School Improvement who review and provide appropriate written feedback to the principals.
- 3) No system of rewards for increased student performance currently exists for performance in the division or at the school level. Celebrations are held during faculty and staff meetings to acknowledge student performance growth.
- 4) Teachers in need of support are identified through informal walk-throughs, formal evaluation, and/or observation by the division mentor, principals, and directors. Teachers also come forward and request support. Building mentor programs, division mentor programs (meet monthly), building level administrators and lead teachers to include Title I personnel, are all sources of professional support. Professional development specific to the school and teacher needs are provided regularly by the LTP and private consultants.
- 5) Principal is evaluated by the Director of Elementary Instruction. Fall, mid-year, and end of year evaluation conferences are conducted formally. Additionally, weekly feedback on performance based on site visits to the campus, are provided by the Superintendent, Chief Academic Officer, the Director of School Improvement, and the Director of Elementary Instruction.
- 6) Pearson, the LTP, has provided 4 on-site specialists to support at the school level, to include one individual specifically to coach and mentor the principal and assistant principal in leadership. Also, the

Project Manager from Pearson meets bi-monthly with the Director of School Improvement, the Director of Special Populations, and the Director of Elementary Instruction to review progress and accomplishments. "One View" is an online summary of the work provided by each specialist serving the school and is available to the central office team and the principals for their review at any time. The state assigned contractor provided very minimal support. The vendor participated in 2 technical assistance meetings and made 1 on-site visit to the school.

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) Data reflective of end of year data analysis, the LTP's needs assessment in September 2015 and input from various stakeholder groups was used as baseline data and part of the decision-making process when developing the school improvement plan for the 2015-2016 school year. School Improvement plans drives the instruction and operations of the school and is a living document used by the administration and the leadership team as they move forward with next steps.

2) Barriers include securing teachers with a collegiate professional license who are also highly qualified and have experience working with a diverse population. The large teacher turnover due to rural location and low teacher salary also is a factor resulting in many new hires with no teaching experience. Additionally, this year the division has experienced much internal turnover due to teacher requested and granted transfers at the elementary and middle school level.

A teacher recruitment and retention plan was developed in February, 2015, by the Director of Elementary Instruction. The plan was approved by the Division leadership team and the School Board for support in April 2015. School based professional development programs (several days in August 2015) have been designated specifically for the school in addition to Division-wide New Teacher Academy. Specific professional development topics include SIOP and guided reading that are both identified as needs based upon 2014-2015 data, student demographics, and an anticipated number of new teachers as well as new administration to the school.

Local funding for extending and funding teacher contract hours is a barrier for the school division. Seeking funding through this grant is desirable to achieve the outcome. The LEA is addressing this barrier by requesting additional funding in the 2016-2017 budget proposal to support funding for extended contract hours for this school.

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) The services provided are designed to build leadership capacity and teacher pedagogy such that improvements may be sustained at the school at the conclusion of the grant.
- 2) Title I funding will remain available to the school for supplemental staffing, supplemental materials, and parent involvement. Professional development will continue through Title II and Title VI funding. School Improvement process will continue to be implemented and monitored.
- 3) Technical assistance specific to sustainability in Year III will be most helpful.

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)

<u>Schoolwide</u>	2011-2012 data 2012-2013 School Yr.	2012-2013 data 2013-2014 School Yr.	2013-2014 data 2014-2015 School Yr.	
All	R85/M67	R56/M52	R46/M45	R61/M74

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Gap Grp 1	R83/M63	R52/M 48	R 42/M42
Gap Grp 2	R74/M59	R47/M41	R31/M33
Gap Grp 3	R89/M76	R52/M53	R49/M49
ED	R83/M64	R52/M48	R42/M41
ELL	R90/M70	R51/M52	R43/M45
SWD	R74/M52	R44/M27	R28/M41
W	R90/M69	R69/M63	R 64/M63
A	R100(TS)/M50	R33(TS)/M33(TS)	RO.00(TS)/M50(TS)
<u>Grade 3</u>	2011-2012	2012-2013	2013-2014
All	R79/M56	R48/M33	R38/M18
Gap Grp 1			
Gap Grp 2	R56/M46	R43/M28	R18/M0
Gap Grp 3	R94/M68	R47/M32	R42/M19
ED	R76/M52	R46/M30	R33/M15
ELL	R95/M63	R39/M28	R40/M17
SWD	R58/M58	R43/M20	R</M<
W	R88/M60	R59/M43	R52 /M29
A			
<u>Grade 4</u>	2011-2012	2012-2013	2013-2014
All	R88/M78	R53/M57	R45/M64
Gap Grp 1			
Gap Grp 2	R90/M76	R43/M39	R32/M43
Gap Grp 3	R90/M87	R48/M64	R43/M71
ED	R87/M77	R44/M51	R41/M60
ELL	R88/M79	R46/M59	R41/M60
SWD	R82/M55	R50/M29	R31/M53
W	R86/M70	R69/M72	R65 /M76
A			
<u>Grade 5</u>	2011-2012	2012-2013	2013-2014
All	R87/M67	R67/M66	R58/M60
Gap Grp 1			
Gap Grp 2	R77/M58	R57/M62	R41/M50
Gap Grp 3	R83/M67	R61/M65	R67/M67
ED	R85/M62	R66/M64	R55/M56
ELL	R88/M65	R67/M70	R61/M61
SWD	R82/M40	R</M <	R25/M41

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(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.*

Daily: 350 minutes X 180 days = 63,000 minutes
 Before School: 0 minutes
 After School: 0 minutes
 Summer School: 0 minutes

For the 2015 – 2016 school year, twenty minutes was added to all schools in the division. We have not added a before school or afterschool program for ALL students but will add some for targeted needs groups during the second semester. We will include adding additional time for ALL students at MES in the Division’s 2016-2017 budget.

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

Total Enrollment:	656
Male:	352
Female:	304
Asian:	4
Black:	239
Hispanic:	262
White:	146
Students with Disabilities:	74
English Language Learners:	258
Economically Disadvantaged:	405
Migrant:	61
Homeless:	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).

Annual scores in Reading plummeted with the implementation of new English standards and assessments under leadership of the previous principal in the area of all students (2012-2014) (85 to 56 to 46). Preliminary scores for 2014-2015 show an increase in Reading from 46% 2013-2014 to 61% 2015-2016 (All students). These gains are significant, yet still not meeting benchmark. Continued professional development specific to literacy practices, data analysis, lesson planning for Tier I and interventions are all identified needs, and differentiation remain identified needs. The needs are not specific to subgroup, but the ELL population is a significant factor at approximately 43%. Continuation of literacy PD provided by Drs. Claud and Carr, complemented by the LTP Literacy Specialist, ESL Specialist, and SPED specialist will all serve to improve consistency in effective literacy practices, guided reading instruction, and improved Tier I classroom instruction for all membership groups (67 to 52 to 45).

In Mathematics, a similar decline between 2011- 2014 was realized but not as dramatic. Preliminary scores show 74% for 2014-2015. This is a reasonably strong gain, with SWD showing least gain. Professional development in mathematics should be focused on developing deep conceptual understandings in mathematics PK-2 and differentiated teaching strategies for students with disabilities K-5.

- (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.

School was opened July, 1998. Thirty classrooms, 4 resource rooms, 1 full gymnasium, 1 cafetorium, 2 computer labs, media center, art room, clinic, and office suite are included. The media center has a collection of approximately 6,500 books, is equipped with electronic checkout, availability of 5 computers for research and online reading programs, two office spaces, an AV room It is designed to meet the needs of a PK-5 student population. However, with approximately 670 students, classroom space is at a premium. Two class size reduction teachers are provided through Title II eligibility at the priority school.

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

Teachers and students have access to laptop computers (teacher issued), classroom computers (3 or more), mobile laptop carts, two computer labs, document cameras, individual student response systems, Smartboards, a limited number of tablets for specific uses, and computers in the media center. Classroom teachers should continue using technology as a tool to enhance instruction as they engage students in a variety of instructional delivery methods in an effort to meet the diverse needs of all students.

(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.

*The school is not fully staffed, but the following information is provided based upon current information available.

SET 1:

Category	Number of Teachers	Percentage of All Teachers
Highly Qualified Teachers:	25	65.8%
Teachers Not Highly Qualified:	13	34.2%

SET 2:

Category	Number of Teachers	Percentage of All Teachers
Teachers with Less Than 3 Years in Grade/Subject:	18	47.4%
Number of Teachers with a Provisional License:	13	34.2%

(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 (1); Grade 3 (2); Grade 4 (1); 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

Years	#
	Instructional

Years	#
	Instructional

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Staff	
0	5
1	6
2	1
3	6
4	1
5	1
6	0

Staff	
7	1
8	0
9	1
10	1
11	2
12	1
13	3

Staff	
14	2
15	0
16	0
17	1
18	0
19	1
20	2
25	1
32	0
33	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	6,165/6,660 (37 teachers)	92.6%

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.

During the first semester 2014-2015 the division leadership team, along with the principals at the Priority school, researched those approved LTP vendors as well as others not on the approved list. Webinars and/or personal presentations were conducted as part of the recruitment and screening of

external lead partners. The division team narrowed the LTP vendors and the school administrators made the ultimate selection. The LTP, Pearson, was selected and began work in mid-Spring 2015.

- (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.**

After thoroughly researching several Lead Turnaround Partners the LEA selected a partner that would provide the school with the most effective research based instructional strategies as well as assist the school with establishing a culture of patterns, routines and rituals. The Director of Elementary Education as well as two newly created positions, Chief of Academics and Director of School Improvement work as a LEA team to monitor and provide the school with technical support. Calibration walkthroughs are conducted by the LEA team with the building level administrators. The LEA team meets with the LTP specialist and the Implementation Manager to discuss updates, concerns, reports as well as next steps. A full-time Parent Liaison has been hired for the school to assist the school with meeting the specific needs of parents. The Title I Parent Engagement Coordinator works with the school to provide workshops and assistance to staff and parents regarding best practices and parent engagement. A Parent Advisory group has been implemented, and meets with the administration to discuss issues, concerns, and celebrations. The PTA is very active in the school and consists of officers from the school community as well as teachers from the staff. The newly developed website keeps parents and the community informed and the principal's monthly newsletter is sent home with students reflective of progress toward goals. A School Leadership Team has been established to assist with analyzing data and monitoring indicators toward progress.

- (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.

The LEA selected the Transformation Model with Pearson as the Lead Turnaround Partner. Biweekly meetings with the LTP's Implementation Manager as well as on-site visits with the content specialist helps the central office Leadership Team keep abreast of the work performed and documented in One View. Monthly written reports from the LTP are monitored by the Division Leadership Team. The use of ongoing formative assessments as a result of walkthroughs will assist the Division Leadership Team as they focus on Next Steps with the LTP regarding professional development for teachers

- (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.

Not applicable.

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.

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<p>1. Describe the steps the LEA has taken to secure the continued support of the local school board for the reform model chosen.</p>	<p>Not Applicable</p>
<p>2. Describe the steps the LEA has taken to secure the support of the parents for the reform model selected.</p>	
<p>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).</p>	
<p>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.</p>	

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): Accomack County Public Schools

Priority School: Metompkin Elementary School

Principal's Typed Name: Karen Riner

Principal's Signature: _____ **Date:** 10/28/2015

Superintendent's Typed Name: Dr. Kregg Cuellar

Superintendent's Signature: _____ **Date:** 10/28/2015

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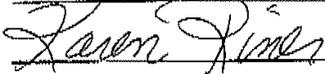
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Certification: I hereby certify that, to the best of my knowledge, the information contained in this application and in the state determined comprehensive planning tool is correct. I agree to adhere to the requirements of the USED Flexibility Waiver.

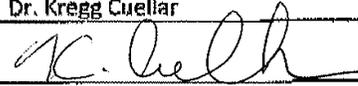
School Division (LEA): Accomack County Public Schools

Priority School: Metompink Elementary School

Principal's Typed Name: Karen Riner

Principal's Signature:  **Date:** 10/28/2015

Superintendent's Typed Name: Dr. Kregg Cuellar

Superintendent's Signature:  **Date:** 10/28/2015

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

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BUDGET SUMMARY FOR: Metompkin 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	\$ 44,750.00	\$ 50,750.00	\$ -	\$ 95,500.00
2000	Employee Benefits	\$ 10,090.00	\$ 10,214.00	\$ -	\$ 20,304.00
3000	Purchased Services	\$ 466,522.88	\$ 471,326.00	\$ -	\$ 937,848.88
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ 6,353.76	\$ 6,353.76	\$ -	\$ 12,707.52
6000	Supplies & Materials	\$ 147,588.40	\$ 8,474.40	\$ -	\$ 156,062.80
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 675,305.04	\$ 547,118.16	\$ -	\$ 1,222,423.20

School Improvement Grant Application

School Year 2015-2016

Budget Request for: Metompkin 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
3 year recruitment and retention bonuses	Three-year recruitment & retention bonus for highly qualified & fully licensed teachers of reading and/or math with satisfactory performance to commit to teach at MES for the next 3 years, \$500 to be paid annually (500 X 32 tchrs = \$16,000 for current year and potential for 45 teachers in 2016-2017). To qualify for the \$500 stipend, teachers must be a teacher of reading and/or math and hold a collegiate professional license in the content area they are teaching.	\$16,000	\$22,000		\$ 38,000.00
stipend. Duties include monitoring goal attainment, data analysis and intervention planning by grade level or department and identifying area of needed professional development	To build capacity through teacher leadership development, teacher representatives from K,1,2,3,4,5, Sped, Title I, ESL, and Reading Specialist will serve on the school leadership team (\$75/mo. X 10 months X 10 = \$7,500; \$100/month X 10 months = \$1000/yr. for one assigned individual to be the process manager for Indistar. Criteria used by principal included participation in 2016 Leadership Academy, previous experience on a School Improvement Team or currently serving in a leadership position.	\$8,500	\$8,500		\$ 17,000.00
					\$ -
Stipends for teachers to engage in reading and math curriculum work during summer months, specifically unit and lesson planning. (4 days X \$150 X	Stipends for 45 teachers of English and/or mathematics (3 days X \$150 X 45 teachers =	\$ 20,250.00	\$ 20,250.00		\$ 40,500.00
	t.				

Total Compensation		\$ 44,750.00	\$ 50,750.00	\$ -	\$ 95,500.00
Personal Services supported from other funding sources:	<i>Ex. K-5 Reading Specialist @ \$65K/yr (Title I)</i> Insert response here: half-day instructional assistant in each Kindergarten classroom, six .5 FTE @ \$18K = 54K (division and Title I); 3 Resource Teachers @ \$50K/yr. (= 150K Title I); 1 Reading Specialist @ \$45K/yr.(Title I); 5 literacy support assistants, 3.5 hours per day at \$15/hr. (EIRI, \$42K) ; stipends for 8-week extended day program for Tier 3 intervention - 12 teachers X \$20/hr X 24 days (Title I School Improvement \$5760); 4 ESL teachers @ \$45 K				

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
					\$ -
School level: fixed charges @ 8.1%	Fixed charges for recruitment & retention bonuses, teacher leader stipends, Indistar process manager stipend, stipend for additional instructional minutes, & summer curriculum work on unit and lesson planning	\$ 10,090.00	\$ 10,214.00		\$ 20,304.00
					\$ -
					\$ -
					\$ -
Total Employee Benefits		\$ 10,090.00	\$ 10,214.00	\$ -	\$ 20,304.00
Employee Benefits supported from other funding sources:	Insert response here: Fixed charges/benefits (\$466,408 @ 28% = \$130,594); fixed charges (\$103,760 @ 8.1%= \$8,405)				

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
Contracted LTP services for 12 months	Pearson, LTP charges of \$703/student X 642 for 40 hours per week = \$461,168 for services as outlined in the Scope of Work.	\$451,326	\$451,326		\$ 902,652.00
State contractor	VDOE assigned state contractor to collaborate with division leadership and school leadership to provide technical assistance and to assist with monitoring the improvement efforts via the SIP and LTP contract	\$15,197	\$20,000		\$ 35,196.88
					\$ -
					\$ -
					\$ -
Total Purchased Services		\$ 466,522.88	\$ 471,326.00	\$ -	\$ 937,848.88
<u>Purchased Services</u> supported from other funding sources:	Insert response here: Continued professional development with embedded coaching for literacy and mathematics - Title II, A and Title I,A (\$9K)				

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:				

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
Indirect Costs		\$ 6,353.76	\$ 6,353.76		\$ 12,707.52
					\$ -
					\$ -
					\$ -
					\$ -
Total Other Charges		\$ 6,353.76	\$ 6,353.76	\$ -	\$ 12,707.52
Other Charges supported from other funding sources:	Insert response here:				

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
			\$ -		\$ -
Trade and chapter books for student distribution	Books will be purchased through Scholastic FACE and distributed to students for the purpose of building home libraries and increasing parent involvement in literacy. Books will be matched to student independent reading levels and presented as part of parent literacy events during 1st, 2nd and 3rd quarters 642 students X 3 books X \$4.40 = \$8,474.40	\$ 8,474.40	\$ 8,474.40		\$ 16,948.80
iPad classroom sets for individual student use with air smart cases.	See Documentation for Technology Request	\$139,114			\$ 139,114.00
					\$ -
					\$ -
Total Supplies		\$ 147,588.40	\$ 8,474.40	\$ -	\$ 156,062.80
Materials/Supplies supported from other funding sources:	Insert response here: Division already uses and provides STAR reading and math assessments Renaissance Learning(\$7,594.41 for MES), Imagine Learning (\$16,678.57 for MES). Classrooms are equipped with libraries, the school library collection is strong, there is a bookroom with sets of leveled readers and novels (\$16,775.55 for MES) for teachers to use to supplement the core reading program, Reading Street (\$70,382.95 for MES).				

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:				