

**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 D'Souza, ESEA Lead Coordinator at kristi.dsouza@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: Prince William County Schools

Contact Name: Craig Gfeller **Phone:** 703.791.8800

Address: 14715 Bristow Road, Manassas 20112 **Email:** gfellech@pwcs.edu

Priority School Information

School Name: Belmont Elementary **Cohort:** VI

Principal Name: Brenda Lewis (Acting Principal) **Phone:** 703.494.4945

Address: 751 Norwood Lane **Email:** lewisbr@pwcs.edu

Woodbridge, VA 22191

NCES #: 510313001286

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.

Reading –

By June 2016, the reading SOL pass rate for the “All Students” group and “Gap Group 1” will increase by at least 10 percentage points, from a 50% to 60 % for “All Students” and 42% to 52% for “Gap Group”.

By June 2016, the reading SOL pass rate for students in “Gap Group 3” will increase by at least 15 percentage points, from a 37% to a 52% pass rate.

Mathematics –

By June 2016, the mathematics SOL performance for “All Students” and Gap Groups 1, 2 and 3, will increase to a 65% pass rate, from 55%, 51%, 56%, and 50% respectively.

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 school climate has continued to improve. The acknowledgement and responsiveness to visitors is quicker, orderly, and professional. There is a neat and tidy office environment that lends itself to being welcoming to parents, staff, and visitors. The overall school climate seems

to be more focused as evidenced by classroom walkthroughs and the overall engagement of students in learning activities. There are clear expectations of staff that have been articulated during staff meetings, collaborative team meetings, and ongoing communications with administration.

(2) Some of the successful strategies that have led to an improvement in school climate have been:

- A change in front office procedures and the implementation of systems;
- The addition of a parent liaison that is bilingual and has made purposeful contacts with parents regarding attendance, instructional concerns, and student progress. Additionally, she has completed a semester long Parents as Educational Partners (PEP) class for parents.
- Weekly staff meetings are solution based to support the articulation of the school vision and mission, an opportunity for staff to ask questions, share concerns and to clarify expectations.
- Ongoing parent outreach events have been implemented to provide several opportunities for parent and community input into decision making.
- PBIS is in its second year of implementation and seems to be helping student behavior as evidenced by minimal discipline referrals being generated by staff.

(3) All strategies attempted have been successful.

(4) Some anticipated barriers to further improving school climate are:

- Changing mindset of both teachers and students to a growth model and high expectations due to the large achievement gaps that exist in student data.
- Changing the current intervention delivery model for student.
- The further development of aligning the written, taught and tested curriculum.
- Overcoming obstacles that are hindering collaboration between grade level teams; developing student-centered learning outcomes using high-yield strategies to impact learning outcome.
- Building teacher capacity in pedagogy due to a high number of teachers on staff that are within their first three years of the profession.

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 leadership team solicits input from school staff and other stakeholders in several ways.

These include:

- A staff meeting was held to conduct a root cause analysis of poor student achievement in both reading and mathematics.
 - Ongoing staff meetings provide an opportunity to communicate information to staff and to provide an opportunity for staff to ask questions, provide feedback and address concerns.
 - Monthly parent advisory council meetings are held to share information and ask questions; an information meeting was held with parents, central office staff, teachers, and school administration to provide information on the “priority” school designation and school improvement plans.
 - The school improvement team consists of central office staff, classroom teachers, specialists, and school administration.
 - Acting principal met with each staff member to conduct an informal needs assessment.
- (2) Decisions are communicated with staff and stakeholders through a variety of verbal and written methods which include: weekly staff meetings, parent advisory council meetings, a weekly newsletter to staff, monthly parent newsletter provide in hard copy and electronic format, school improvement meetings, collaborative learning team meetings; call out system; social media; monthly PTO meetings.
- (3) School level- The school improvement team is comprised of school administrators (principal and assistant principal), teacher representatives from grade levels, specialists (ESOL, Reading and Math), Coordinated Early Intervention Specialist, central office representatives (Supervisor for Title 1 and Early Literacy and Associate Superintendent for Eastern Elementary Schools, and a special education teacher. They share primary responsibility for monitoring the impact of interventions in math and reading and the implementation of the school improvement plan.

Division level – The Associate Superintendent for Eastern Elementary Schools and the Supervisor for Title 1 and Early Literacy attend monthly school improvement team meetings. Questions will be posed regarding progress made towards targeted indicators in areas for growth. The Associate Superintendent for Eastern Elementary Schools will provide progress updates for Belmont Elementary to division staff. Supports will be provided as needed.

- (4) Practice monitoring includes: frequent classroom observations with teacher feedback; participation in grade level CLT meetings where teaching strategies and their impact on student progress are discussed; leadership team meetings with reading and math interventionists to review student progress; quarterly data disaggregation meetings during which teachers discuss the progress of each student. When a strategy is not effective, school administrators meet with teachers and interventionists to determine root causes of the intervention's failure and to devise alternative strategies for addressing students' learning needs.

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) The school leadership team has developed specific intervention criteria that identify students for differentiated instruction based on a 2 tier and 3 tier intervention support model. Assessments that are used to identify students for Language Arts intervention include: Phonological Awareness Literacy Screening- PALS (K-3), Diagnostic Reading Assessment- DRA2 (K-5), SOL Assessments (Grades 3-5), and MAP (Measures of Academic Progress) (2-5).

Assessments that are used to identify students for Mathematics intervention include: AMC (Assessing Math Concepts) (K-2), MAP (Measures of Academic Progress) (2-5), Prince William County Unit Tests (K-5), and SOL Assessments (Grades 3-5).

In addition, leading indicator data i.e. formative assessments, are developed in collaborative learning teams (CLTs) that meet weekly to examine student work, create targeted skill assessments, and review assessment data that is available.

Data disaggregation meetings are held following the administration of an assessment during collaborative team meetings. At those meetings student progress is reviewed and a determination is made for next steps for individual students. In the analysis of academic performance, teachers identify specific skill deficits and indicate whether the student is improving, maintaining, or declining in their academic performance. Title 1 Professional Development Specialists and interventionists in Reading and Math also provide additional identification by noting patterns of student performance within the classroom setting.

- (2) Teachers plan for differentiated instruction during the collaborative learning team meetings to include close alignment with the SOL objectives, instructional scaffolds, and rigorous learning activities. Teachers deploy a variety of instructional scaffolds to include sentence frames, math manipulatives, technology, and peer partnerships to meet the needs of students.
- (3) Formative assessments to include exit tickets, reading responses, weekly quizzes, observation checklists and running records are administered on a regular basis by individual teachers. Assessment results, reviewed during CLT and grade level meetings, become the basis of intervention and enrichment strategies used by teachers and interventionists.
- (4) Student achievement data is used to set SMART Goals on individual teacher Professional Growth Plans (PGP) and is an important vehicle to drive improvement throughout the school. Data used for Standard 7 (teacher SMART goal) includes MAP data, DRA data, and common assessments. Additionally, when available, SOL assessment data is also included. A unit plan

template has been developed to ensure that the key components of an effective lesson are included in daily plans and school administrators attend planning meetings to provide support and feedback to teachers.

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 school currently does not have any active community based organizations that are supporting students; however, a parent liaison has been hired and will be actively seeking for partnerships to support teaching and learning.
- (2) Prince William County Schools will hire Community Training and Assistance Center (CTAC) as the External Lead Partner. CTAC has a history of success with Prince William County Public Schools and has an understanding of our needs and expectations. Working collaboratively with the school division, CTAC will provide services to include: conducting a comprehensive needs assessment to identify areas of strength and opportunities for growth, research based practices for growth in the areas of (school culture/climate, leadership, teaching and learning, student achievement and family engagement), assist with the development and maintenance of the Indistar Plan, providing needs driven/job embedded professional development opportunities and supporting school improvement efforts of the school learning team.
- (3) The school actively solicits parent involvement in the school through a variety of outreach efforts. One opportunity for parents to provide feedback is through the parent advisory council. The advisory council reviews strategic plan indicator. Furthermore, school administration and central office staff will provide bi-monthly updates on the implementation of the school improvement plan and progress towards meeting benchmarks.

The school employs a full-time parent liaison to plan and coordinate parent involvement activities. Teachers are encouraged to maintain regular contact with parents through phone conferences, in-person conferences, and written communications. A student intervention team meeting is another option for staff and families to reflect and facilitate student progress.

The Supervisor for Testing compiled a progress report from the MAP assessment by student Gap groups and this was distributed during the parent advisory council meeting. This

information is also disseminated to the school improvement team on a quarterly basis and this team develops next steps.

During the initial meeting with parents in October, information regarding the school priority status was shared. During the meeting parents expressed their need for increased communication between the school and community. Parents also requested opportunities to meet with the LTP and this will be schedule once the scope of work (SOW) is approved. These requests for increased communication were considered in the selection of CTAC. A central component of their "Standard Bearers Process" revolves around engaging the community in the school improvement process and increasing communication between the community and school. Furthermore, meetings will be scheduled with members of the transformation team to share data and how the school improvement plan is being implemented. The principal has already discussed with the school advisory council having members of the transformation team present information during these meetings on a regular basis and the advisory council expressed their support for this idea.

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 will be provided an opportunity each spring to express their interest in either remaining in the same grade or moving to another. In addition to these teacher requests, school administrators will review student performance data by teacher and also make staff decisions based on the teaching strengths and weaknesses shown in the data. All Belmont Elementary School teachers are meeting the flexibility waiver's designation of "highly qualified" and currently hold a Virginia professional or provisional certification. The principal will ensure that the most skilled teacher is in front of the right group of students by frequent monitoring of classrooms through formal and informal observations and walkthroughs, with accompanying feedback to teachers on the performance observed. When the teaching performance consistently fails to meet the appropriate standard, the principal ensures that the proper steps are taken for staff improvement or removal. When making a final hiring decision, school administrators consider best skill balance of new teacher with existing grade

level peer teachers. Another factor that is considered is the make-up of the students on the grade. For example, the administrative team will consider the strengths and learning challenges of students on the grade level and which teacher candidate has the skill set that best suits this student demographic.

- (2) The implementation of the Prince William County Professional Performance Process (PPP) evaluation system began with extensive training provided by the school division. The school administrators have been trained to provide support for new and/or struggling teachers. Each year an observation cycle calendar is developed to ensure that teachers in each contract category were observed the requisite number of times, and provided substantive feedback on their performance. Administrators in the division have regular updates and ongoing professional development with implementing the PPP.
- (3) Prince William County Schools does not currently have a formal system for rewarding school leaders, teachers, and other staff who have increased student achievement; however, Belmont Elementary School will work with teachers at the school to recognize them for excellence.
- (4) The Prince William County Public School's supervision and evaluation process is called the Professional Performance Process. This is a growth-model of evaluation whose purpose is to ensure that all employees continuously improve their professional practice as evidenced by improved student learning. Teachers are identified as needing support via formal and informal observations, as well as analysis of student growth and achievement data, and other sources of evidence. Ongoing dialogue and reflection with the teachers to identify resources and support for their continuous improvement are critical components of the Professional Performance Process. If at any time during the year, evidence of a teacher's performance is showing that the teacher is not meeting in one or more Performance Standards, a more formalized process of support is followed via Professional Improvement Plans. Professional Improvement Plans are collaboratively developed with these teachers to ensure they feel a part of this process, designed to assist them in meeting all Performance Standards.
- (5) The principal is evaluated by the Associate Superintendent for Eastern Elementary Schools. There are two formal evaluation meetings--one at mid-year and the second at the end of the year--during which the principal's performance is reviewed and feedback and recommendations are provided. Evaluations are based upon walkthrough data received throughout the year, attendance at School Improvement Plan Meetings, attendance at CLT meetings, attendance at staff meetings and Standard 7 Goal attainment.
- (6) N/A

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) The administration at Belmont Elementary School has established a School Improvement Team that participates in decision making related to school improvement efforts, the school vision, and the School Improvement Plan. The team is comprised of representatives from grade levels to include special education teachers and content specialists. The work of the SIP is driven by the indicators and tasks outlined in the School Improvement Plan and each month, the team meets to discuss progress (quantitative data) towards completing the tasks in the plan. The SIP team helps to deploy the decisions that are made during the monthly meetings. The SIP team acts as an advisory body, with all final decisions made by school administration. All decisions regarding school improvement are aligned with the vision and mission of the school, are data driven, and in alignment with the PWCS Strategic Plan.

(2) There are currently no policies that are identified as barriers for school improvement; however, the school is working to develop structures to provide additional opportunities for collaborative planning and assessment development. Additionally, it would be helpful for VDOE to further clarify the language arts curriculum framework to assist teachers in providing targeted instruction.

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) Four key services should be maintained after federal funds and supports end: The school improvement team that will have the primary responsibility for data disaggregation each quarter and ensuring that the school continues to make progress; continuation of the school-wide discipline plan (PBIS) to promote positive behavior amongst the student body; quarterly data disaggregation meetings which teachers discuss the academic and behavioral progress of individual students; continuation of the collaborative learning teams that focus on unpacking SOL objectives, plan lessons and develop common formative assessments.

(2) The following steps will be conducted as part of the Year 3 SIG Phase Out process: the LTP will conduct a third and final School Quality Review and provide an analysis of the three-year progress of the school; Belmont's Transformation Toolkit in IndiStar will be updated to reflect the improvement goals that have been achieved and the areas of school performance that

will continue to be a focus of improvement activities; review of the recommendations from previous academic review to determine the extent to which issues raised in the review have been addressed; identification of strategies which were directly responsible for gains in student performance. The school division will continue to monitor the school's performance on formative and summative assessments, provide curricular support where needed to sustain gains in reading and math; and meet regularly with school administrators to discuss issues impacting the school.

- (3) The state should continue to provide support for curriculum and instruction through the provision of released test items, updating SOL standards and curriculum framework documents, and providing all necessary guidance to address changes in the SOL exams as the rigor level of the assessments continue to be adjusted upward.

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.

N/A

- (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).

Group	Year	Reading	Math
All Students	2014-15	50.47%	54.88%
	2013-14	46.26%	56.78%
	2012-13	61.24%	73.70%
Gap Group 1	2014-15	42.10%	50.57%
	2013-14	39.33%	53.37%
	2012-13	54.36%	70.39%
Gap Group 2	2014-15	64.70%	55.88%
	2013-14	38.70%	58.06%
	2012-13	71.87%	75.75%
Gap Group 3	2014-15	36.71%	49.61%

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	2013-14	35.04%	49.13%
	2012-13	51.28%	67.50%
Asian	2014-15	100.00%	100.00%
	2013-14	85.71%	85.71%
	2012-13	86.66%	93.33%
Economically Disadvantaged	2014-15	40.13%	48.38%
	2013-14	38.40%	51.47%
	2012-13	54.74%	69.56%
Limited English Proficient	2014-15	34.51%	47.00%
	2013-14	31.00%	51.00%
	2012-13	47.95%	64.35%
Students with Disabilities	2014-15	18.18%	17.39%
	2013-14	4.76%	19.04%
	2012-13	17.39%	30.43%
White	2014-15	71.42%	60.00%
	2013-14	82.14%	67.85%
	2012-13	70.58%	85.29%

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

In 2014-15, the school had a regular instructional day of 355 minutes (not including lunch and recess). School was scheduled to be in session for 183 days. Two of those days were half days, so 178 minutes. Schools were closed for nine days due to weather, with nine additional two-hour delays. As a result, the regular school year included 59,983 minutes (or 999.7 hours).

For 2015-16, the school also has a regular instructional day of 355 minutes (not including lunch and recess). School is scheduled to be in session for 181 days. One of the days is a half day.

Belmont Elementary School intends to extend the learning time for all students by offering a summer program that will focus on math and reading interventions. The summer program will result in an additional 49 hours of learning for students that attend the program. In addition to offering this program to all students, the school will begin offering small group remediation for students that have not been successful on the Spring 2015 SOL assessments in reading and math. This summer program will begin in June 2016 and will continue each year for the next three years.

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

Total Enrollment:	448
Male:	208 (46.4%)

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Female:	240 (53.6%)
Asian:	32 (7.1%)
Black:	79 (17.6%)
Hispanic:	247 (55.1%)
White:	74 (16.5%)
Students with Disabilities:	45 (10.0%)
English Language Learners:	223 (49.8%)
Economically Disadvantaged:	294 (65.6%)
Migrant:	25 (immigrant)
Homeless:	1

- (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).

Area 1 (Mathematics): Scores in mathematics are trending downward overall over the past three years. Pass rates at grade 3 (85%, 29%, 52%) fluctuated greatly, while scores at grade 4 (73%, 66%, 48%) are decreasing. Scores at grade 5 are more consistent and higher than in the other grades (65%, 73%, 67%).

Area 2 (Reading): Scores in reading are trending upward after a decrease in 2013-14. Pass rates in grade 3 (51%, 36%, 46%) and grade 4 (64%, 39%, 52%) follow similar patterns, while pass rates in grade 5 are decreasing (67%, 65%, 55%).

- (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 opened in 1967. It has 25 classrooms and 2 trailers. The library and cafeteria are both up-to-date. The cafeteria has a capacity of 250 students and is used for breakfast and lunch. The cafeteria is also utilized for the School Age Child Care (SACC) program before and after school. Lunch is scheduled in the cafeteria from 10:40 until 1:00 each day.

Physical education classes are held in the cafeteria during times that are not scheduled for lunch. The

PE teacher conducts lessons outside when the cafeteria is in use for lunch on the playing fields. If students are unable to go outside for PE another space is used within the building. The capacity for the PE room is 250 students. The school is scheduled for a renovation in 2016 and a dedicated activity room will be added.

Recess is scheduled on the playground for a minimum of 15 minutes each day. There are two playgrounds at the school.

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

The school has 161 computers at the school. There is currently 1 computer lab that is utilized by students and contains 29 laptop computers. There are an additional 44 laptop computers that are available to be “checked out” for student use during lessons. There are also 20 desktops computers that are located in classrooms that are used to operate the SMART Boards. The school is equipped with 18 SMART Boards. Additional technology includes 1 SMART Slate, a set of SMART Quick Response clickers, 1 document camera, and 20 IPADs.

The school is hardwired for internet access and is also equipped with wireless access points. There are several online computer instructional programs used by teachers to provide support to students and they include: Book Flix; Interactive Achievement; Dream Box; Pebble Go; and Itunes.

(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:	34	100%
Teachers Not Highly Qualified:	0	0%

SET 2:

Category	Number of Teachers	Percentage of All Teachers
Teachers with Less Than 3 Years in Grade/Subject:	30	88.2%
Number of Teachers with a	2	5.9%

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

Grade 1 (1)
Grade 2 (2)
Grade 3 (2)
Grade 4 (1)
Grade 5 (2)
Autism Teacher (1)
Elementary Music (1)
ESOL Teacher (3)
Gifted Teacher (1)
I.D. Mild Teacher(1)
Instructional Coach (1)
Kindergarten Teacher (1)
Pre-School Teacher (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	9
1	9
2	12
3	2
4	1
5	0
6	0

Years	# Instructional Staff
7	1
8	0
9	0
10	0
11	0
12	0
13	0

Years	# Instructional Staff
14	0
15	0
16	0
17	0
18	0
19	0
20	0

(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
6260	5973	94.41%

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) The school's principal, Supervisor for Title 1 and Early Literacy, and Associate Superintendent for Eastern Elementary Schools solicited ideas from the entire staff regarding perceived needs of the school in order to maximize achievement opportunities. Staff engaged in a root cause analysis of student achievement data.
- (b) On Wednesday, October 14, 2015, the Associate Superintendent for Eastern Elementary Schools had the opportunity to hear presentations from six Lead Turnaround Partners. Based on the need for a collaborative partnership with an LTP who understands the needs and expectations of Prince William County Schools and Belmont Elementary, Community Training and Assistance Center (CTAC) was selected as the Lead Turnaround Partner.
- (c) On October 29, 2015, Belmont Elementary School held a meeting with parents and teachers to share information regarding student achievement and priority school requirements. Information that was gained through discussions with the community and staff was used to make a determination to select CTAC.
- (d) On November 18, 2015, the Associate Superintendent for Eastern Elementary Schools, Supervisor for Title 1 and Early Literacy, and Supervisor of Leadership Development held a conference call with CTAC to discuss potential scope of services.

- (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.**

Prince William County Public Schools has the capacity and infrastructure to serve its Priority School.

- (a) The school division will closely monitor Belmont Elementary and provide any support needed to provide resources to ensure adequate instructional support, ensure the school has equipment and materials and regular support from district leadership and curriculum specialists.
- (b) The principal, Parent Liaison, and School Improvement Plan team will provide regular opportunities to gather input, create goals and inform parents of the progress towards meeting goals. These opportunities will include PTO and Parent Advisory Council meetings to review performance and introduce the LTP, SIP meetings, newsletters, social media, parent conferences, quarterly recognition assemblies and parent workshops. There is a Title 1 parent policy that is developed annually and is compiled based on parent surveys. Additionally, there is a family school compact that is co-constructed by staff, teachers and students and outlines the expectations for all stakeholders. The school division requires family-school compact be written and revised each year. Belmont Elementary School solicited input from parents at the beginning of the 2015-2016 school year to revise its compact. Now that the school has been identified as a “priority” school, the principal and transformation team will be seeking additional input from parents in ways to better meet their needs, specifically with an emphasis on open communication and transparency. Opportunities for the transformation team and LTP with the community are being planned during parent advisory council meetings and PTO meetings.
- (c) Division leaders and support staff will monitor and provide support at each monthly School Improvement meeting as Indistar tasks are reviewed and updated. Monthly instructional walkthroughs will be conducted school administration with discussions and feedback provided as needed. The principal and the school improvement team will present school achievement data to the LTP, Transformation Team to include the Associate Superintendent for Eastern Elementary Schools during scheduled Quarterly Data Meetings. These data meetings will serve as another opportunity to spotlight strengths, and identify opportunities for growth and needed resources. Professional development opportunities for both the school administrators and staff will be provided to enhance instructional leadership and teaching and learning. The

school division will hold the LTP accountable and closely monitor the intervention (CTAC). They will be required to track, monitor and provide status updates in the effectiveness of their work with the school. (See question #3 for more information.)

- (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.

Prince William County Schools has selected the “Transformation” model to address the concerns around student achievement at Belmont Elementary School.

In reference to the required components for the Transformation Model, the following is a tentative timeline for the implementation of each component:

First Semester Timeline:

- As of October 26, 2015, an Acting Principal was appointed at Belmont Elementary School.
- A rigorous, transparent, and equitable evaluation system for teachers and administrators is in place using the Prince William County Professional Performance Process (PPP). A significant component of the PPP is the monitoring of student growth and achievement.
- The school is exploring options to provide rewards and incentives for school leaders and staff who have shown significant gains in student achievement.
- Professional Development Specialists are embedded as part of the staff and are delivering high-quality professional development based on the individual needs of teachers and student achievement data in reading and math.
- School staff is working to collaboratively unpack SOL objectives, plan lessons that are aligned with SOL objectives, use data from common assessments to differentiate instruction in order to meet the academic needs of students.
- The school is working to develop extended learning opportunities for all students through a summer program.

The LTP will work collaboratively with school and division staff to analyze achievement data by subjects and subgroups to determine whether adequate progress is being made toward division and school level goals, conduct a needs assessment with staff, students, and community, and provide instructional supports and professional development as determined by the needs assessment.

Prince William County Public Schools will review and hold Lead Turnaround Partners accountable through established timelines of expectations:

- Conducting a comprehensive needs assessment for Belmont Elementary
- Completing and sharing monthly reports to division leadership, outlining work performed in addressing the identified needs of Belmont Elementary
- Providing updates and input during School Improvement Team monthly meetings
- Attending and providing input during Quarterly Data Meetings
- Assisting with the monitoring and updating of tasks identified in the Indistar Plan

(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 2, Part 2 (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) 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.
- (5) 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

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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.

- (6) 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.
- (7) 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*.
- (8) Use state determined comprehensive planning tool to:
- Establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics;
 - Document and describe each action to be implemented, who is responsible and date by which action will be completed;
 - Collect meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice;
 - Set leading and lagging indicators, including monitoring leading indicators quarterly and lagging indicators annually; and
 - 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.
- (9) 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)
 - Student transfer data
 - Student intervention participation by intervention type; and
 - Other indicators, if needed.

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- (10) 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.
- (11) 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).
- (12) Ensure the principal continues implementation of a school-level improvement team that meets monthly, at minimum, and includes a division-level team representative.
- (13) 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.
- (14) Attend OSI technical assistance sessions provided for school principals, division staff, and LTPs.
- (15) Collaborate with state approved personnel to ensure the LTP, division, and school maintain the fidelity of implementation necessary for reform.
- (16) 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.
- (17) 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).
- (18) Ensure the school principal is integrally involved in the application process.
- (19) 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): _____

Priority School: _____

Principal’s Typed Name: _____

Principal’s Signature: _____

Date: _____

Superintendent’s Typed Name: _____

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 D’Souza, ESEA Lead Coordinator (804) 371-2681	kristi.dsouza@doe.virginia.gov
Natalie Halloran, ESEA Lead Coordinator (804) 786-1062	natalie.halloran@doe.virginia.gov

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BUDGET SUMMARY FOR: Belmont 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	\$ -	\$ -	\$ -	\$ -
2000	Employee Benefits	\$ -	\$ -	\$ -	\$ -
3000	Purchased Services	\$ 318,423.30	\$ 386,608.00	\$ 386,608.00	\$ 1,091,639.30
4000	Internal Services	\$ -	\$ -	\$ -	\$ -
5000	Other Charges	\$ -	\$ -	\$ -	\$ -
6000	Supplies & Materials	\$ -	\$ -	\$ -	\$ -
8000	Capital Outlay	\$ -	\$ -	\$ -	\$ -
Total		\$ 318,423.30	\$ 386,608.00	\$ 386,608.00	\$ 1,091,639.30

School Improvement Grant Application

School Year 2015-2016

Budget Request for: Belmont 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
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Compensation		\$ -	\$ -	\$ -	\$ -
Personal Services supported from other funding sources:	Additional K-5 Title I Math teacher @ \$65,000 funded by Title I , Supplemental salary for teachers, admin and teacher assistants during a 5 week summer school program for all K-5 students @ approximately \$120,000 funded by state remediation grant and Title I, a Title I Reading professional development specialist and Math professional development specialist will support K- 5 teachers @ \$180,000.				

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
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total Employee Benefits		\$ -	\$ -	\$ -	\$ -
Employee Benefits supported from other funding sources:	FICA and Benefits for the above salary costs in object 1000 @ about \$35,000 funded by state remediation grant and Title I.				

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-CTAC	CTAC has been selected to serve as the LTP for Belmont Elementary School. It will provide 40 hours per week of services to support teaching and learning at the school.	\$ 303,423.30	\$ 364,108.00	\$ 364,108.00	\$ 1,031,639.30
OSI Approved OP	In accordance with approved SOW. Approx. \$61.13/hr. for approximately 9 mos. of service, plus travel.	\$ 15,000.00	\$ 22,500.00	\$ 22,500.00	\$ 60,000.00
					\$ -
					\$ -
					\$ -
Total Purchased Services		\$ 318,423.30	\$ 386,608.00	\$ 386,608.00	\$ 1,091,639.30
<u>Purchased Services</u> supported from other funding sources:	Jan Richardson Guided Reading professional development @ \$40,000, Scholastic Karen Mapp Family Engagement professional development @ \$30,000 funded by Title I, ESOL specialist funded by Title III at the Central Office Level will provide professional development for Belmont as needed				

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:	Bus transportation for 5 week summer program @ \$5,000 funded by state remediation grant and Title I if needed				

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:	Travel to conferences (TBD) and VDOE technical assistance sessions @ about \$2,000 funded through the school based budget				

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:	Instructional materials such as leveled texts for guided reading, math manipulatives, Dreambox Math computer intervention program, Math Navigator, Measures of Academic Progress (MAP), and instructional materials for the after school and summer programs will be purchased by Title I @ about \$40,000.				

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:				