

ABSTRACT

SPECIAL FUND PROPOSAL

Section I. BASIC INFORMATION

Proposed Project Title: School Improvement Grant Lincoln Bassett

Grant Source and Agency: State Department of Education

Total Amount Requested: \$197,150 **Due Date of Application:**

System Contact: Rosalind Garcia , Stephanie Skiba

Telephone #: 475-220-8500

Description of Project:

Provide teachers with professional development surrounding small groups, SEL using iReady for literacy and math with a focus on CCSS. Materials associated with iReady, foundations, SEL and small group instruction. Add additional supports when for students to work in small groups with additional individualized instruction to help close any gaps that occurred during the shutdown. Students will receive targeted intervention using iReady extension materials provided by tutors assigned to each grade level.

TARGET: Schools/Unit: Lincoln Bassett Community School
No. of Students: 325 **Grade Level(s):** PreK -6
Eligibility Criteria: _____

GRANT PERIOD:

From: (09/1/2020):

To: (06/30/2021):

☒ New

☐ Continuation

Previous Bd. of Ed. Approval:

☐ Planning

☒ Operational

Bd. of Ed. Information

☒ Action

☐ Information

☐ Support

☐ Competitive

☐ Entitlement

☒ Grant

PROPOSAL DEVELOPERS:

Stephanie Skiba
Rosalind Garcia

CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1

ABSTRACT TIMETABLE

Return to: _____
Received: _____
Board of Education FINANCE & OPERATIONS Meeting Date 12/7/20
Board of Education Meeting Date: 12/14/20
Due Date to Grantor: _____

REVIEW

Grants Manager 

Finance Manager _____

Human Resource Manager _____

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SECTION II: FISCAL INFORMATION

PERSONNEL

# FT	#PT		COST
		Administrators	\$
		Teachers	\$
		Management	\$
		Paraprofessionals	\$
		Clerks	\$
	7	Others	\$92,138
		Stipend	\$
		Longevity	
		SUBTOTAL	\$92,138

NON PERSONNEL

	COST
Supplies & Materials	\$61,362
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$2,250
Equipment	\$36,000
Other	\$
Indirect Costs, if allowed	\$
TOTAL	\$99,612
NON- PERSONEL	

FIXED COSTS:

Health Benefits	\$
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$5,000
Workmen's Compensation	\$400
SUBTOTAL	\$5,400
TOTAL PERSONNEL & FIXED COSTS	\$97,538

Notes:

- 1) **Total Personnel and Non Personnel columns must equal grant total.**
- 2) **The Abstract budget must be aligned with the Grant Application budget/ED114.**
- 3) **All applications should budget for staff development (stipends) and evaluation wherever appropriate.**

SECTION IIA: BUDGET EXPLANATION

The following categories must be explained:

All Personnel:

Personal

\$92,138 - Tutors to assist in small group intervention and instruction. 7 tutors 19.5 weeks x \$22.50 per hour X 30 weeks = \$13,162.50 Per Tutor x 7 tutors

Benefits

Estimated health benefits associated with part time workers.

Supplies

Scholastic Book sets for individual and small group instructions (Reading A to Z online book text and actual leveled book text), iReady math online dashboard and toolbox, Foundations to support 3rd grade students phonics.

Independent Contactors

Continued additional teacher PD training to supplement LINC Spring. This training is in response to the current country's climate and will help support all teachers understanding around diversity. Additional these training will support strengthening the instructional practice, academic rigor, and differentiation though equity training.

Equipment

Additional technology to support staff and students with remote and hybrid learning. Chromebooks, document cameras, and projector.

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SECTION III: SYSTEM OBLIGATIONS

Project support from other programs: ☒ None ☐ Yes Explain:

Linkage with other programs: ☒ None ☐ Yes Explain:

Local Fiscal costs, (include renovation): ☒ None ☐ Yes Explain:

Future local personnel obligations: ☒ None ☐ Yes Explain:

PROJECT OR GRANT REQUIREMENTS

- | | | |
|---|---|---|
| <input type="checkbox"/> Local Maintenance | <input type="checkbox"/> Replication | <input type="checkbox"/> Parent Involvement |
| <input type="checkbox"/> In-Service Training | <input type="checkbox"/> Advisory Committee | <input type="checkbox"/> Linkage w/other Programs |
| <input type="checkbox"/> Non-Public School Involved | | <input type="checkbox"/> Dissemination |

ADDITIONAL RESTRICTIONS OR CONCERNS

SUBMITTING ADMINISTRATOR: Stephanie Skiba 11/13/20
Signature Date

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SECTION IV: PROPOSED PERSONNEL

List, **individually**, each position proposed by this grant application. If no personnel, please indicate N/A in the chart below

F/T	P/T	Classification	Position Description	Duration of Proposed Service	Proposed Employee	Current NHPS Employee Yes/No	If Yes Current Employee Number
	7	Tutor	Assist in small group intervention	Dec 20-June 21	TBD	No	No

V. PROPOSED CONTRACTS

List **individually**, each contract that will be prepared by this proposed project. If contractors will not be utilized, please indicate **N/A** in the chart below.

Proposed Independent Contractor	Brief Description of Service	Proposed Pay Rate	Proposed Total
SERC (State Education Resource Center)	This training is in response to the current country's climate and will help support all teachers understanding around diversity. Additional these training will support strengthening the instructional practice, academic rigor, and differentiation though equity training.	\$250 hourly	\$2,250

VI. ADDITIONAL INFORMATION:
Please Answer All Questions -- Use Additional Pages if Necessary

1. Please state specific goals for this grant or the grant period.

a. If this is a continuation grant, please detail past year goal performance and accomplishments. Use additional space if needed:

During SY 19-20, 56% of students in grades 3 - 6 were on track to meet June RI growth targets. The 2019 SBA literacy data indicates that 63% of students tested met or exceeded their individual growth targets. The 2019 Math Inventory end of year data indicates that 73% of students met or exceeded their individual growth target. The 2019 Math proficiency level was 10.5%. iReady math mid-year/Winter data shows that 17% of students in grades 3 - 6 met their annual growth target and 37% improved their placement. 38% of students in grades K - 2 scored proficient or higher as measured by the K - 2 Math CCSS. Due to the closing of schools, as a result of COVID, we did not test students in Spring 2020. We will continue to use iReady grades 1- 6 disgnositc as a measure in math and RI grades 3-6 in reading.

2. How does this grant address School Reform goals?

During annual School Quality Review (SQR) done in 2019, the following areas needed improvement: Assessment and Data, Curriculum and instruction aligned to the CCSS, and Differentiation and checking for understanding.

From these growth areas we developed our goals and improvement plan. The grant is directly tied to these areas of growth; through professional development on small group planning, SEL and data tracking. Our new math and literacy iReady instruction linked directly to CCSS, materials to support differentiation though small groups and engagement. Teachers will receive professional development in all of these areas through the grant.

3. Please explain why this proposal is significant and important in relation to improving student and/or staff performance, as well as any additional pertinent information that is specific and relevant: (Include resume of person(s) providing service for contracts \$10,000 and over)

The plan identifies, integrates, and seeks to address the core areas identified in the state audit. The three areas of growth indicated in the audit include; Assessment and Data, Curriculum and instruction aligned to the CCSS, and Differentiation and checking for understanding. With a strong focus on small group instruction and Social Emotional Learning teachers will use their professional development and their training around iReady literacy and math to focus on their tier I core instruction. Small group professional development allows to differentiate for students need and engagement. We will also continue with our STEM lab where classes can go to create, discover and explore which will address academic rigor and differentiation. We will have on site professional development from iReady, SEL and best practices surrounding small group Tier I instruction to develop teachers best practices around core instruction framework with CCSS as the focus for literacy and math.. Teachers were surveyed in 2019 on their professional needs to strengthen their core Tier I practices. This is a continuation building on these skills needed along with the assistance of how these best practices transfer to a virtual classroom. Both small group instruction and SEL frameworks were both rated high need. We are using these needs as our focus while introducing a new rigorous iReady core instruction in literacy and math.