

Grant Application: Title II Part A 414

Organization: 0194-01-000 LAKEVILLE PUBLIC SCHOOL DISTRICT Award Year: 2018

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Grant Application Status: Funded and Active

District: 0194-01-000 LAKEVILLE PUBLIC SCHOOL DISTRICT

Finance Code: Formula - 414 - SFY 2018, Title II, Part A: Teacher and Principal Training and Recruitment, FFY 2017, CFDA 84.367A, S367A170022

State Fiscal Year: 2018

Printed on: 12/12/2017

Primary MDE Contact Information - Email: mde.esea@state.mn.us Phone: 651-582-857

Funds Available and Budget Summary

UFARS Course Code	Carry Forward %	Federal Obligate By	Federal Expend By	Funds Allocation	Unexpended Funds
000-414 2018 Award	100.0%	09/30/2019	11/14/2019	\$170,923.56	\$170,923.56
011-Balance forward from 414 2017 Award	.0%	09/30/2018	11/14/2018	\$14,004.10	\$14,004.10
012-Balance forward from 414 2016 Award	.0%	09/30/2017	11/14/2017	\$.00	\$.00
				\$184,927.66	
UFARS Report Period	Budget Obligation Period	Budget Draw Period	Total Funds Budgeted	Unbudgeted Funds	
07/01/2017 - 06/30/2018	07/01/2017 - 06/30/2018	07/01/2017 - 11/14/2018	\$179,827.76	\$5,099.90	

School Participation

Nonpublic Schools

School	School Name	Consultation	To Be Served 2018	Enrollment	Staff Count
001	0194-31-001 ALL SAINTS SCHOOL		Y	352	21
002	0194-31-002 SOUTHVIEW CHRISTIAN			55	
003	0194-31-003 GLORY ACADEMY			21	
TOTAL				428	21

Manage Budget

Object Code	Organizational Level	Justification	Proposed Budget
Professional Development			
145-Substitute Teacher Salaries	District Level	K-12 Math substitutes, K-12 Literacy substitutes, STEAM substitutes	\$42,077.76
185-Other Salary Payments (Licensed or Certified)	District Level	Elementary Math alignment Consultant	\$3,000.00
		Writing time for Literacy, Math and STEM PLC teams	\$50,000.00
303-Federal Subawards and Subcontracts (amount up to \$25,000)	District Level	Elementary Literacy Consultant Debra Welemin	\$20,000.00
		Elementary Literacy Consultant Jane Olson	\$20,000.00
		Minnesota Math Corp Consultant for OHE, CVE	\$1,000.00
366-Travel, Conventions and Conferences	District Level	Regional MCTM Conference Attendance	\$10,000.00
		SORLA South of the River Learning Academy Registrations	\$6,750.00
		Science Museum of Minnesota Science House membership	\$6,000.00
		Science Museum of Minnesota Training for STEAM Specialists	\$4,000.00
	Nonpublic Schools-()	ISD 194 regional National Middle School Association Literacy Conference Registrations	\$5,000.00
		Registration and travel for conference/trainings for Heritage Academy	\$6,000.00

Application Section: Manage Budget -- 0194-01-000 LAKEVILLE PUBLIC SCHOOL DISTRICT

Manage Budget

Object Code	Organizational Level	Justification	Proposed Budget
366-Travel, Conventions and Conferences	Nonpublic Schools-()	Registration and travel for conferences/trainings for All Saints Catholic School	\$6,000.00
Total Budgeted Professional Development			\$179,827.76
Total Budgeted Professional Development			\$179,827.76
Grand Total Budgeted			\$179,827.76

Application Section: Manage Budget -- 0194-01-000 LAKEVILLE PUBLIC SCHOOL DISTRICT

Comments - Manage Budget

Section	When	User	Comment
General			
GENERAL	10/16/2017	Dwayne Strand	Your 2018 Title II application has been reviewed and is now Funded and Active.

Narrative - Manage Budget

General

Subsection Description		Question	Answer
1.1 Professional Development Description			
<p>To be eligible to receive a sub-grant under this section, a local educational agency (LEA) shall submit an application to the State Educational Agency (SEA) at such time, in such manner, and containing such information as the SEA may reasonably require. 2102(b)(1) Information provided in the application is a summary of planned activities. The LEA/district/school is responsible to document implementation of all activities in order to demonstrate compliance with Federal regulations.</p>	1.1.1	<p>List the professional development initiatives and activities identified in your World's Best Workforce plan (WBWF) to be carried out by the District using Title II, Part A FIN 414 funds and describe how these activities are aligned with the State Academic Standards. 2102(b)(2)(A)</p>	<p>As a result of our spring 2017 comprehensive survey, we are making minor adjustments to the current Title 2 plan. Noted below are three descriptions: what we will continue funding, what we will start funding, and what we will stop funding. Title 2 will continue to serve as the funding source for the following items: (1) ISD 194 South of the River Summer Learning Academy with a focus on literacy, mathematics, equity and digital instructional strategies; (2) ISD 194 regional National Middle School Association Conference; (3) Elementary Literacy consultants to support the teacher's use of best practice in literacy and multi-tiered systems of support; (4) K-5 Balanced Literacy training; (5) Incorporation of ELA Common Core training into all core content areas; We will start using Title 2 support for the following: (1) Secondary PLC work focused on literacy and math alignment (2) High quality professional development in STEM instruction to ensure all students are future ready. We will stop using Title 2 support for the following areas: (1) Langford Training on Quality Learning Practices with follow-up coaching to promote student engagement, incorporate future-ready skills, and personalize student learning to increase student achievement; (2) Middle level literacy support and training position</p>
	1.1.1.1	Will your district transfer funds into Title I?	No

Narrative - Manage Budget

General

Subsection Description		Question	Answer
To be eligible to receive a sub-grant under this section, a local educational agency (LEA) shall submit an application to the State Educational Agency (SEA) at such time, in such manner, and containing such information as the SEA may reasonably require. 2102(b)(1) Information provided in the application is a summary of planned activities. The LEA/district/school is responsible to document implementation of all activities in order to demonstrate compliance with Federal regulations.	1.1.1.2	Will your district transfer funds into Title III?	No
	1.1.1.3	Will your district utilize REAP Flex to transfer funds into Title I?	No

Narrative - Manage Budget

General

Subsection Description		Question	Answer
2.1 Professional Growth and Improvement			
	2.1.1	How will the district periodically review and evaluate the professional growth and improvement of teachers, principals and other school leaders and the opportunities provided to build the capacity and meaningful leadership. 2102(b)(2)(B)	The greatest area of need continues to be in literacy instruction. Specifically, ensuring that all students grow a minimum of one grade level each year. Training in quality core instruction practices and balanced literacy will continue to be the focus on the elementary level. On the secondary level the focus will be on aligning the standards with the assessments and creating/implementing/improving each site's plan for multi-tiered systems of support. The second area of need is in math instruction. Our scores are not consistent from year to year and the data shows that we have a flat to downward trajectory. In order to ensure all students are proficient in basic algebra by the end of eighth grade and be career and college ready, we have to make sure our staff know how to provide high quality instruction, align assessments to the standards, and provide multi-tiered systems of support. This work will be K-12. The third greatest area of need is to end the racial and economic predictability of the achievement disparities in core subject areas. Our achievement gap continues to persist district-wide with a thirty percent difference in literacy and math specifically. Our teachers need training in responsive, evidence based content area strategies (literacy, math and STEM) designed to meet the needs of all students. The Teaching and Learning Coordinators along with the site leadership will focus on supporting this professional development. This goal will also be supported through the general fund and Achievement and Integration funding.

Narrative - Manage Budget

General

Subsection Description		Question	Answer
	2.1.2	How will the district prioritize the use of Title II funds for Title I-funded schools with the highest percentage of children living in poverty to implement comprehensive support and improvement activities and/or targeted support and improvement activities? 2102(b)(2)(C)	<p>The greatest area of need continues to be in literacy instruction. Specifically, ensuring that all students grow a minimum of one grade level each year. Training in quality core instruction practices and balanced literacy will continue to be the focus on the elementary level. On the secondary level the focus will be on aligning the standards with the assessments and creating/implementing/improving each site's plan for multi-tiered systems of support. The second area of need is in math instruction. Our scores are not consistent from year to year and the data shows that we have a flat to downward trajectory. In order to ensure all students are proficient in basic algebra by the end of eighth grade and be career and college ready, we have to make sure our staff know how to provide high quality instruction, align assessments to the standards, and provide multi-tiered systems of support. This work will be K-12. The third greatest area of need is to end the racial and economic predictability of the achievement disparities in core subject areas. Our achievement gap continues to persist district-wide with a thirty percent difference in literacy and math specifically. Our teachers need training in responsive, evidence based content area strategies (literacy, math and STEM) designed to meet the needs of all students. The Teaching and Learning Coordinators along with the site leadership will focus on supporting this professional development. This goal will also be supported through the general fund and Achievement and Integration funding. 2.1.2 Each year we conduct our needs assessment in the spring and then revisit it in the fall when we receive our disaggregated data from the state assessments and the data from our internal NWEA Measures of Academic Progress. The needs assessment is an analysis of the Site Continuous Improvement Plan, which measures how the students are performing in each goal area. Simultaneously, we review the Board of Education's strategic plan for the district. In our spring needs assessment, we meet with four core groups: (1) The</p>

Narrative - Manage Budget

General

Subsection Description		Question	Answer
	2.1.2		<p>District Shared Leadership Team consisting of representatives from each campus Site Leadership Team (8 elementary, 3 middle level, 2 high schools, 1 Early Childhood Center, and 1 Area Learning Center). The council consists of teachers, administrators, support staff and parents. (2) The 15 Site Leadership Teams consisting of representatives from across their buildings. (3) The Superintendent’s Cabinet consisting of 4 Executive Directors (Administrative Services, Business Services, Student Support Services, and Teaching and Learning Services) and 5 Directors (Community Education, Teaching and Learning, Special Education, Data Analytics, and Communications). (4) The Board of Education consisting of six members. The members of the District Shared Leadership Team also serve on each Building Shared Leadership Team in order to have a systemic communication and feedback loop to provide frequent and meaningful input on the needs of their specific schools. These needs are then grouped and prioritized on a district-wide basis, then aligned to annual Site Continuous Improvement Plan. These plans also indicate the building goals, leading and lagging indicators, strategies for improvement and aligned professional development. The Leadership Team reviews the recommendations and provides input. The Superintendent’s Cabinet and Board of Education focus on the disaggregated data from our dashboards to make adjustments to the district’s strategic priorities. These teams meet again in the fall of the year to review state assessment data and the school improvement plans to adjust priorities as needed. It is then the role of the Teaching and Learning Department to adjust the priorities based on any new data. This year we continued a survey to all elementary teachers regarding their practice in their delivery of literacy instruction and elementary classroom walkthroughs to look for evidence of quality instruction. We will survey our students, staff, and parents regarding the math practices at the middle level to finalize our</p>

Narrative - Manage Budget

General

Subsection Description		Question	Answer
	2.1.2		professional development for the middle level math teachers. Our training will consist of direct instruction, modeling, and classroom walkthroughs. This model is supported by the research on job-embedded professional development.

Narrative - Manage Budget

General

Subsection Description		Question	Answer
3.1 Ongoing Use of Data and Consultation			
	3.1.1	Describe the process and procedures the District has in place for data review and ongoing consultation with stakeholders to continually update and improve activities supported by Title II funding. 2102(b)(2)(D) and 2102(b)(3)(B)	Our Title 2 funds will support learning on the elementary level where we need a strong foundation of high quality instructional skills to prepare our students for the middle level in reading, math and science. In addition, in order to have every student reading at least at grade level by third grade we need to ensure high quality core instruction and effective multi-tiered systems of support. The same quality core instruction is needed in mathematics-our second priority. We, as a district, expect every student to complete Algebra 1 in eighth grade. This is a gateway course to future math and science success. We need to guarantee that students have high quality access to each of the standards and multiple methods for instruction to ensure successful scaffolding to Algebra 1. The third priority is providing high quality instruction for all students in a culturally respectful environment. We will work collaboratively with the Equity department to support the professional development of our teachers in this area. Following the initial research of Joyce and Showers, coaching will increase the likelihood of implementation with fidelity. Additionally, we have added 8 coaching positions to our district to help support this work on an ongoing basis. (1) Balanced Literacy: ISD194 will continue training our elementary Leadership Team over the course of this year and continue training our K-5 teachers. K-5 teachers will receive two trainings throughout the year from our consultants followed up by instructional coaching at the building level by our trained leadership team: Principals and Learning Specialists. We will conduct Literacy Classroom Walkthroughs by our principals. The Learning Specialist, Instructional Coaches and the Principal will provide continuous, formative feedback. Simultaneously, our teachers will need to work collaboratively on the alignment of our instruction and assessments to ISD 194 essential learnings to ensure challenging course content. Our work is based on the

Narrative - Manage Budget

General

Subsection Description		Question	Answer
	3.1.1		<p>work of Barbara Taylor, Fountas and Pinnel, and principles from Reading Recovery. To support this learning in Balanced Literacy, our elementary teachers may self-select to participate in South of the River Learning Academy during June which will offer sessions directly related to the training during the year. The emphasis on the secondary level will be on the development of best, next and evidenced based practices and alignment of assessments and instruction to ISD 194 essential learnings. As noted in Marzano’s work and others, having a guaranteed and viable curriculum is a classroom factor that enhances achievement. We need to provide time for teams to collaboration around this work so that the teachers provide the correct level of rigor for our students. Alongside this work, we will be assessing the effectiveness of our PLCs, complete a needs assessment and identify key professional develop areas of focus. (2) Math Training and Collaboration: ISD 194 will continue to provide trainings for our Elementary Curriculum Grade Level representatives and Secondary Steering Committees on standards implementation and alignment of assessments to essential learnings. Vertical articulation will be key so that we do not have gaps and redundancies in our curriculum. K-Algebra 2 will continue the work on creating common summative assessments to measure the level of student learning within their math classes. Reflection on the results of the common assessments during the Professional Learning Community time will determine which students need extra help. We recognize from research that students who are not proficient require extra time. Our buildings need to set up systems of support in the classroom and outside the classroom to give the students the extra time to accelerate their learning. The role of the elementary and secondary Teaching and Learning Coordinators will be critical in this area. (3) The secondary training will consist of a needs assessment based on a survey of our students, parents, teachers and administrators, MCA</p>

Narrative - Manage Budget

General

Subsection Description		Question	Answer
	3.1.1		and other assessment data, and classroom walkthroughs looking for high quality math instruction as noted by NCTM. Teachers will work directly with the Secondary Teaching and Learning Coordinator and to develop short and long range PD and implementation plans. This follows the research of Joyce and Showers, NCTM, and Learning Forward. 3. As we review the data across our district, it is evident that we are not making consistent gains in closing the achievement gap and preparing all students to be future ready in STEM fields. We need to provide training on analyzing our own views regarding all students, specific training on creating a culturally responsive environment, and then systems inside and outside the school day to support these students in their learning.
	3.1.2	The District assures that it has conducted meaningful consultation: With teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities 2102(b)(3)(A)	Yes

Narrative - Manage Budget

General

Subsection Description		Question	Answer
	3.1.3	The District assures that it has conducted meaningful consultation: To seek advice from individuals and organizations (previously described in this paragraph) regarding how best to improve the LEA's activities 2102(b)(3)(B)	Yes
	3.1.4	The District assures that it has conducted meaningful consultation: To coordinate the LEA's activities under this part with other related strategies, programs and activities being conducted in the community designed to meet the purpose of consultation. 2102(b)(3)(C)	Yes

Narrative - Manage Budget

General

Subsection Description		Question	Answer
4.1 Class Size Reduction (CSR)			
Title II, Part A funding and class size reduction.	4.1.1	The LEA plans to use Title II, Part A funds for class size reduction.	No
	4.1.2	How will the LEA utilize Title II, Part A funds for class size reduction?	n/a

Narrative - Manage Budget

General

Subsection Description		Question	Answer
5.1 Ongoing Professional Development			
Title II, Part A Activities	5.1.1	The District assures that it will coordinate professional development activities authorized under Title II with professional development activities provided through other Federal, State, and local programs. 2102(b)(2)(F) and 2102(b)(3)(C)	Yes

Narrative - Manage Budget

General

Subsection Description		Question	Answer
6.1 Equitable Services			
Title II, Part A Activities	6.1.1	The District assures that it will comply with all rules, regulation and procedures identified in ESSA Section 8501 (equitable funding, services and consultation) regarding participation by private school children and teachers in Title II programs. 2102(b)(2)(E)	Yes

Contacts For Application

Contact Type: School District or Agency Accountant

Name: Joe Bertram
Title: Controller
Organization Name: ISD 194
Address Line 1: 8670 210th St W
Address Line 2:
City: Lakeville
State: MN
Zip Code: 55044
Phone Number: 952.232.2000
Alternate Phone Number:
Fax Number:
Email Address: joe.bertram@isd194.org

Contact Type: Authorized Representative

Name: Emily McDonald
Title: Executive Director of Teaching & Learning
Organization Name: ISD194
Address Line 1: 8670 210th St W
Address Line 2:
City: Lakeville
State: MN
Zip Code: 55044
Phone Number: 952.232.2000
Alternate Phone Number: 952.232.2026
Fax Number:
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Contacts For Application

Contact Type: Not Defined

Name: Mary Moody
Title: Student Services Liaison
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State: MN
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Phone Number: 952.232.2000
Alternate Phone Number:
Fax Number:
Email Address: mary.moody@isd194.org

Contact Type: Program Contact Representative

Name: Emily McDonald
Title: Executive Director of Teaching & Learning
Organization Name: ISD 194
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Zip Code: 55044
Phone Number: 952.232.2026
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