



**Virginia Department of Education
Office of Program Administration and Accountability
P. O. Box 2120
Richmond, Virginia 23218-2120**

Place an "X" by the applicable response.

X	Original
	Revision :
	Revision #
	Date:
	<u>Explain</u>
	Amendment:
	Amendment #
	Date:
	<u>Explain</u>

A. COVER PAGE

Title II, Part A, Teacher Quality

2014-2015 Individual Program Application

*Elementary and Secondary Education Act of 1965 (ESEA), as amended by
the No Child Left Behind Act of 2001, Public Law 107-110*

To be Completed by School Division									
Applicant (Legal Name of Agency) CULPEPER COUNTY PUBLIC SCHOOLS				Division Number 024		Title II, Part A, Coordinator Bernice B. Roberts			
Mailing Address (Street, City or Town, Zip Code) Culpeper County Public Schools 450 Radio Lane, Culpeper, VA 22701				Mailing Address if different Same					
Phone (ext):	(540) 825-3677	3125	Fax:	(540) 727-2902	Phone (ext):	(540) 825-3677	3125	Fax:	(540) 727-2902
					E-mail: broberts@culpeperschools.org				

LOCAL EDUCATIONAL AGENCY CERTIFICATION

Use of Funds: The applicant designated above applies for an allocation of federal assistance as appropriated under *ESEA*. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on scientifically-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document located on the Department of Education's Web site at:

http://www.doe.virginia.gov/federal_programs/esea/applications/title2/title2_part-a_app_guidelines.pdf

Assurances: The local educational agency assures that the Title II, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the "Application Guidelines, Instructions, and Assurances" document. The assurances and signed cover page are to be retained at the division level.**

Certification: We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held

on June 23, 2014 .

Superintendent's Signature
Bobbi F. Johnson

Superintendent's Name
June 23, 2014

Date

Board Chairperson's Signature
Robert A. Houck

Board Chairperson's Name
June 23, 2014

Date

Application Submission, Approval, and LEA Expenditure of Funds: In order for the funds to be expendable by July 1, 2014, the electronic application must be received at the Virginia Department of Education by July 1, 2014, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

An award notification is issued by the Virginia Department of Education through OMEGA once an application is fully approved and the allocation is available.

APPLICATION INFORMATION

2013 - 2014 Allocation	2013-2014 Consolidated Yes or No	ELIGIBLE PROGRAM	2014 - 2015 Allocation Total
201,520.89	No	Title II, Part A, Teacher Quality	201,520.89
		Transferability (funds transferred to Title I, Part A)	
		Total Allocation Available for Title II, Part A	201,520.89

REVISIONS AND AMENDMENTS

Place an "X" in the box indicating whether it is a revision or amendment. Provide an explanation for all programs in one cell per revision or amendment, including the location of the changes. (i.e. tab name, cell A75, row 103,...)

NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Beginning with Federal Fiscal Year 2014 grants, budget transfers will no longer be accepted without an approved amended application reflecting budget changes.

1.	Revision	<input type="checkbox"/>	
	Amendment	<input type="checkbox"/>	
2.	Revision	<input type="checkbox"/>	
	Amendment	<input type="checkbox"/>	
3.	Revision	<input type="checkbox"/>	
	Amendment	<input type="checkbox"/>	
4.	Revision	<input type="checkbox"/>	
	Amendment	<input type="checkbox"/>	
5.	Revision	<input type="checkbox"/>	
	Amendment	<input type="checkbox"/>	

B. PROGRAM OVERVIEW (3 PAGES)

In narrative format:

Describe, as applicable, how the instructional program or program of services will align with and support the provisions outlined under each principle in Virginia's approved ESEA flexibility plan, including the following:

- Supporting student mastery of college-and career- ready reading and mathematics standards, and attainment of proficiency or better on corresponding college-and-career ready reading and mathematics assessments;
- Meeting annual measurable objective (AMO) targets for reading and mathematics that demonstrate academic growth for all students and subgroups over time, and, for high schools with a graduating class, meeting the federal graduation indicator; and
- Ensuring that students are taught by highly qualified and effective teachers and providing meaningful professional development and support to promote effective instruction to increase student achievement.

Describe the targeted population(s). (Examples are: subgroups of students, homeless and migrant students, instructional and administrative staff, paraprofessionals, parents, etc.)

Explain how the instructional program or program of services supplements, not supplants, the core instructional program or services.

Provide a description of the needs assessment that was conducted to support the proposed activities.

Overview:

The Title IIA grant will continue to provide embedded professional development services through mathematics specialists in the Division. Services provided by the specialists will align with and support the provisions outlined under each principle in Virginia's approved ESEA flexibility plan. Mathematics specialists will communicate the increased expectations and rigor by reinforcing the three basic principles of the new flexibility plan by: (1) supporting student mastery of college- and career-ready mathematics standards which will enable students to attain proficiency or better on college- and career-ready assessments; (2) helping students meet AMO targets in mathematics; and (3) ensuring that students are taught by highly qualified teachers who continue to receive professional development that promotes effective instruction in order to increase student achievement. The services provided by the specialists will embody these three principles, enrich the resources available to the instruction staff, and promote high-quality teaching.

Principle (1) Supporting Student Mastery of College- and Career-Ready Mathematics Standards and the Attainment of Proficiency or Better on Corresponding College- and Career-Ready Assessments: Mathematics specialists will support this principle by ensuring that staff members have the necessary knowledge, skills, and tools to prepare students for the more rigorous college- and career-ready requirements. To improve the implementation and effectiveness of instruction, specialists will work with staff on an ongoing basis to enrich the Division's curriculum guides by developing key questions, vital vocabulary and identifying priority/supporting skills. Key questions and vocabulary will target the essential knowledge and understanding of each of the mathematics standards. Specialists also will identify priority/supporting skills to help clearly define successful vertical articulation. Priority skills identify areas of weakness from the previous year's assessments; whereas, supporting skills are ones that lay the foundation for future standards. These new elements (key questions, vocabulary, and priority/supporting skills) support the first principle and will be posted online.

Specialists will continue to develop additional, practical mathematics applications, and technology-enhanced resources that reflect real-life situations and career-ready expectations. As another means of supporting this principle, the Division will continue to use a portion of the grant for mathematics specialist services at the middle school level. These services will enhance teacher knowledge and understanding of mathematics at this level, which will help bridge the transition for students as they move to a more college- and career-ready standard of mathematics with each grade level. Data collected by elementary mathematics specialists will continue to be shared with middle school staff to assist with placement, remediation or enrichment. The same sharing process will take place between the middle and high schools. This will help teachers gain a more in-depth understanding of the students' knowledge base and their strengths and weaknesses by SOL strands. Knowing this will help teachers better prepare students for future mathematics assessments.

Principle (2) Meeting AMO Targets that Demonstrate Academic Growth for All Students and Subgroups over Time, and, High Schools with a Graduating Class, Meeting the Federal Graduation Indicator (FGI): Mathematics specialists will support this principle by assisting teachers in their familiarity with and effective use of all the resources available to them, with emphasis on VDOE resources. They will assist in developing and improving local, high-quality classroom benchmark assessments that align with the new standards and their more rigorous expectations. Specialists will collect, analyze and share data from various assessments and will document needs identified through data and classroom observations. Data-driven instructional discussion will take place during grade-level, team planning, and Division-level data meetings. This will help "to identify the need for focused professional development and targeted assistance" as required in the Flexibility Plan. The Division mathematics specialist and school specialists will continue to identify resources specific to meeting the needs of subgroups (gap groups) that fall below the AMO targets. Resources will be posted online.

B. PROGRAM OVERVIEW (CONTINUED)

Math specialists will play a vital role in helping students meet the AMO targets by modeling and leading discussions with classroom teachers on proven, research-based instructional strategies. They will provide additional parent workshops in the areas of need to actively engage parents in helping their children at home. Newsletters and online resources will be offered by the specialists to inform parents of current learning strategies that are being used in the classroom and ways learning can be reinforced at home. They will serve as catalysts in building a positive math capacity and continuum in teachers, students, and parents up through the middle school, which in turn, will help promote a higher FGI. Even though these specialists do not work at the high school level, they will follow student progress into high school to ensure that the foundation they are helping support is meeting the needs of students. The Division level math specialist provides a global view of mathematics progress during staff meetings and can guide specialists in this area. By eliminating barriers at the middle school level, it helps to pave the way for mathematics success at the high school level.

Principle (3) Ensuring that Students are Taught by Highly Qualified and Effective Teachers by Providing Meaningful Professional Development and Support to Promote Effective Instruction to Increase Student Achievement: Mathematics specialists will support this principle through embedded professional development designed to improve and enhance instructional delivery. They will tutor teachers who request assistance in preparing for new content, the Praxis, GRE, or other college level courses. Specialists will assist principals by providing specific training for individual teachers as well as by helping to meet school-wide needs. They will help teachers by leveraging additional professional development resources, sharing pertinent professional journal articles and research, collaborating with teachers to develop integrated lesson plans, and by providing follow-up training if needed. Under the auspices of their principals, math specialists will coach, model, observe, and collaborate with teachers to ensure that the impact of their services results in effective mathematics instruction taught by highly qualified teachers.

Targeted Populations:

This grant will continue to focus on building the mathematics capacity of elementary and middle school teachers as well as other staff to ensure all students are college and career ready. Mathematics specialists will supplement the professional development and resources provided by the Division in this area. They will collect and analyze data from assessments to help guide them in identifying the needs. Specialists will target those areas through embedded professional development designed to extend teachers' familiarity with changes in the expectations and the technology-enhanced assessments. They will research specific resources, role model intervention strategies, observe, and develop collaborative lesson plans that align with the SOLS and assessments. Specialists will help facilitate thorough coverage of the key questions and essential vocabulary. Progress of students will be monitored and discussed during planning and data meetings to ensure that specialists are helping to meet identified needs through targeted professional development.

If it is determined after a benchmark assessment that the supplemental services need to be modified or intensified, the mathematics specialists will help the teacher adjust accordingly. To assist in meeting the needs of students with disabilities, especially at the middle school level, special education teachers will be included in vertical articulation meetings as well as course-specific meetings. During embedded professional development by the specialists in collaborative classrooms, all teachers will have the opportunity to expand their content knowledge, improve their pedagogical skills, learn how to effectively assess student subgroups, and readdress the need if required. Math specialists will train special education teachers, directly or collaboratively, in the additional math resources and strategies available to them. It is anticipated that more familiarity with the technology-enhanced assessments and vocabulary will help subgroups, and mathematics specialists can supplement this process.

Supplement vs. Supplant:

The Division provides extensive professional development to all instructional staff, with specific professional development and data days or activities built into the school calendar. The Division has designated state and local funds specifically for professional development training, and all activities are tracked through My Learning Plan software. The Division supports professional development through onsite inservices as well as opportunities through VSUP, community colleges, consortiums, workshops, PD360, and other online resources. In addition to Division- and school-planned professional development, the Division covers a portion of tuition costs for teachers desiring to grow professionally. Math specialists will continue to supplement the Division's professional development goals and complement the training provided by the Division. All required professional development activities and resources for the specialists are covered by the Division's State/local budget.

Needs Assessment:

The continued use of this grant to fund the mathematics specialist positions is based on the Division's needs assessment results. The needs assessment included: Interactive Achievement benchmark scores, AIMSweb results, SOL assessments, and input from the staff and parents. It is evident in the results that specialists are having a positive impact; however, continued support is needed. Mathematics specialists will continue to build on a strong math foundation by providing the extra support and embedded professional development necessary to target the identified needs. Mathematics specialists will analyze the results, identify priority/supporting skills, and focus on helping the instructional staff meet identified needs through proven strategies, research and embedded professional development.

B. PROGRAM OVERVIEW (CONTINUED)

Specifically, focus will be on the strands and gap groups with the lowest pass rates as identified through the student performance-by-question report. Based on those reports, other assessment data and teacher feedback, mathematics specialists will continue to provide additional resources, professional development and lesson plan strategies to teachers serviced through this grant. Specific strands are not available at the time of the writing of this grant; however, these strands have been areas of focus in the previous year:

- Primary Grades (K-2): Fractions
- Upper Elementary: Single- and multi-step problems involving fractions with and without models
- Middle School: Number/number sense, probability, and geometry

As part of the needs assessment, the Division specialist conducts a correlation between predictor and SOL results to ensure proper alignment. Results will be shared with vested parties and adjusted as needed.

Math specialists will serve as valuable, onsite resources in helping meet the Division's identified needs. They will share their expertise with teachers and build math capacity in the schools in a way that will enable teachers to stretch the critical thinking skills of students. Professional development logs will be kept that reflect the correlation between the needs assessment results and the services provided by the specialists. This helps to ensure effective coverage in meeting the needs. Professional development activities/resources that have been successful with particular strands or subgroups will be shared among the specialists. All professional development activities will be based on scientifically-based research that has proven to be successful.

C. COORDINATION OF SERVICES (2 PAGE)

Describe the partnerships within the division among the programs in this application and other federal, state and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application.

Coordination of Services with Other Federal, State and Local Programs:

Title IIA mathematics specialists have had great success in partnering with other programs within the Division and community. The specialists realize that many outside factors have an influence on student success or failure. Without intervention, negative factors can undermine the chances of school success for a child. The needs of struggling students must be addressed by the home, school, and community. Specialists work diligently to establish strong lines of communication within the schools, across the Division, and throughout the community. Whenever possible, the coordination of services will take place among personnel in VPI, Head Start, Title programs, special education, private schools, Culpeper Library, Early Childhood Workgroup, Culpeper Crisis Assistance Committee and other DSS programs. Such coordination and group discussion helps teachers better understand and address the needs of the whole child. The Division math specialist serves as a liaison to several County programs and reports back to the school specialists.

Coordination of Services with Parents and Community:

Avenues for reaching parents include joint parent-teacher-specialist conferences, PTSO presentations, "make-and-take" workshops, family math game nights, handouts in kindergarten registration packets, and quarterly math newsletters. These newsletters offer activities and strategies parents can use at home to reinforce skills taught in the classroom. In addition, school math specialists coordinate the math night sponsored by Food Lion. Presentations to the School Board by the Division- and school-level specialists are televised as a means of keeping parents and the public involved. The community is invited to all meetings, presentations and workshops. When needed, information is provided in Spanish. Specialists will participate in cultural-enrichment activities, such as the Culpeper Fiesta celebration, to promote an ongoing dialogue to strengthen school and community partnerships. Feedback from past parent/community involvement activities has been extremely positive and well attended.

Math specialists will help to ensure that this home-school-community connection remains intact during the summer months by providing a newsletter that focuses on summer resources and activities parents can do at home with their children. They will inform parents of resources available to them within the community such as the free summer program at the public library and other county-sponsored learning activities. They will help distribute a flier on TenMarks, an online math program free to all students. This information will also be shared with private schools in the area. Math specialists will help identify areas of need for students attending the summer school programs offered by the Division. This information will be provided to summer school teachers to assist them in targeting these needs. Math specialists will encourage students to attend summer school and promote summer learning through newsletters.

Coordination of Services with Organizations and Colleges:

This Division is one of the original participants in the Virginia Math Specialist Program (VMSP) and continues to be a partner of the Virginia Mathematics and Science Coalition as well as the Virginia School-University Partnership (VSUP). Culpeper's efforts in this area are endorsed by the University of Virginia as well as the Virginia Council of Teachers of Mathematics and the Virginia Council of Math Supervision. The Division is a member of the Lord Fairfax Community College Consortium, which provides many collaborative, professional development opportunities. Currently, the Division has an agreement with Germanna Community College to train teachers for dual enrollment offerings. The Division sponsors these teachers. Germanna and Career Partners continue to be local resources with which the Division can coordinate activities to ensure college- and career-ready students. All Division specialists are members of the newly formed Virginia Council of Mathematics Specialists (VACMS).

Currently, the Division's director of instruction and math instructional specialist serve on Germanna's Workforce and Community Education Committee to help develop a regional professional development day focusing on "Math in Action: A Conference For and By Math Teachers." In addition to participating on various planning committees, the Division's math instructional specialist works directly with colleges and universities in helping teachers enroll in courses to help them become highly qualified or courses that will keep them abreast of proven, research-based instructional strategies. Several of the mathematics specialists are currently enrolled in course work for their own professional growth through George Mason University. In addition, mathematics specialists will continue to serve on state and regional leadership committees that help develop resources to support math specialists throughout the State. The Division's instructional mathematics specialist meets with the school-level specialists on a regular basis, and one of the ongoing agenda items is to discuss the coordination of services because of its powerful impact in helping meeting the needs of students.

Achievement gaps in students are the result of many issues. When a child enters through the school doors, those issues come with the child. The Division's chances of success are greater through collaborative efforts and when all participants have the same shared vision of student success. Math specialists will continue to reach out to establish collaborative opportunities and partnerships that will contribute to the attainment of school success for all students.

C. COORDINATION OF SERVICES (CONTINUED)

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D. MEASURABLE OBJECTIVES

1. State up to eight measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.
2. Describe the scientifically-based research that support the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

Measurable Objective 1:	
<p>Measurable Objective 1: Targeted Professional Development</p> <p>By May 2015, specialists will provide professional development services to support teachers in the effective delivery of college- and career-ready mathematics as demonstrated through the attainment of the AMO targets reported on the Division Report Card. Emphasis will be placed on gap groups and specific SOL strands identified as needing improvement based on the June 2014 SOL assessment results (not yet available). This objective encompasses the first and second principles of the Virginia Flexibility Plan.</p>	

<p>Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</p>	
<p>Specialists will work with staff to ensure effective curriculum articulation with emphasis on priority/supporting skills. NCTM's The Elementary Mathematics Specialist's Handbook states, "Specialists should ensure that teachers consider mathematical learning trajectories . . ." (Association of Mathematics Teacher Educators et al. 2010). Math skills are relational; the skills and their understanding build on each other. Moving to a higher level of teaching and learning allows ample opportunities for students to analyze and justify answers, present solutions, and debate them. This deeper understanding of mathematics will help prepare students for college- and career-ready assessments. Using proven, scientifically-based research, specialists will help teachers and principals to:</p> <ol style="list-style-type: none"> 1) monitor student progress, especially students in tiers 2 and 3, through specialist-led data meetings and discussions; 2) identify which activities are no longer working or need updating, especially for identified gap groups in the targeted strands; 3) balance direct instruction with hands-on or project-oriented instruction; 4) move students to a deeper level of understanding which will lead to improved problem solving and critical thinking skills; 5) cultivate in teachers the ability to better identify the unique learning style of a student; and 6) transition math instruction to a platform that promotes college- and career-ready life skills in students. <p>The Division specialist will follow student progress into high school to help determine strategy effectiveness in meeting the AMOs.</p>	

Measurable Objective 2:	
<p>Measurable Objective 2: Enhancing Math Curriculum Guides and Resources (Online)</p> <p>By May 2015, mathematics specialists will enhance the Division's curriculum pacing guides to more effectively meet the needs of identified gap groups by adding key questions, essential vocabulary, additional gap-group resources, and by identifying priority/support skills as evidenced by posting the updated guides on the Division's website. These guides will be the common denominator in delivering effective instruction to help students meet the AMO targets as referenced in the second principle.</p>	

<p>Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</p>	
<p>Mathematics specialists will incorporate elements of the National Council of Teachers of Mathematics (NCTM) communication process standard as they enhance the curriculum guides by identifying key questions, essential vocabulary, additional resources and priority/support skills. They will work with staff to analyze data and determine specific strands that need to be instructed more effectively when working with gap groups. In addition, they will coach teachers on ways to develop lessons that are connective and provide students with essential vocabulary and knowledge as well as allow time for class discourse. These enhancements will develop a deeper understanding of mathematical concepts, which is essential in building a college- and career-ready foundation.</p> <p>In revising the guides, specialists will research scientifically-based strategies, activities and resources that incorporate the NCTM communication process standard which focuses on enabling students to:</p> <ol style="list-style-type: none"> 1) organize and consolidate their mathematical thinking through communication; 2) communicate their mathematical thinking coherently and clearly to peers, teachers, and others; 3) analyze and evaluate the mathematical thinking and strategies of others; and 4) use the language of mathematics to express mathematical ideas precisely. 	

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 3:

Objective 3: Achieving 100% HQT Status

By June 2015, the Division will achieve a 100% highly qualified teacher (HQT) status as documented through the IPAL report. The 2013-14 IPAL report documents that 98.99% were highly qualified in the Division. This objective encompasses the third principle of Virginia's Flexibility Plan.

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

The Division's mission is "to maximize the potential of all learners." This applies to students as well as teachers. Effective teachers remain active learners. To this end, specialists will assist staff to grow in content knowledge and effective delivery of math instruction through embedded professional development, role modeling, coaching, or by working one-on-one with teachers who need to pass the Praxis or other assessments. To ensure that "highly qualified" translates into effective instruction, specialists will work with principals to address the professional development needs of specific teachers, specific grade levels or the school as a whole. The Elementary Mathematics Specialist's Handbook states, "One of the more important ways in which the elementary mathematics specialist serves teachers is as a coach, working with individual teachers in their own classrooms (Hall and Simeral 2008)" which helps teachers to:

- develop a deeper understanding of the mathematical ideas framing the curriculum that they teach;
- teach content more effectively to support students' learning;
- become skilled in interpreting and assessing student thinking; and
- develop lesson plans that support students' learning. (West and Staub 2003)

Specialists will be instrumental in ensuring that teachers have the content knowledge and strategies to draw upon to deliver quality instruction.

Measurable Objective 4:

By the end of the 2014-15 school year, Epiphany Catholic teachers will receive professional development in the identified areas based on Terra Nova results, which will result in a 5% increase in the math results as evidenced by the June 2015 Terra Nova assessments.

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

To help students demonstrate increased proficiency, Epiphany Catholic school teachers will increasingly differentiate curriculum and instruction methods in mathematics, using professional development activities/resources that are based on proven, scientifically-based research (including, but not limited to):

- teacher training to meet diverse needs of the school's population through varied instructional methods and approaches; and
- teacher training which incorporates technology more effectively.

The need for professional development to help students demonstrate increased proficiency was identified through test data, which will be used to inform instructional practices. Mathematics specialists will work with Epiphany teachers at least once a month for the school year to focus on PD that will meet the identified needs.

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:

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Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

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Measurable Objective 6:

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Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

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D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 7:	

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 8:	

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

E. DETAIL BUDGET BREAKDOWN

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000.

The amounts by program and object codes totals are to be entered on the Summary Budget Sheet under the appropriate area.

Do the totals equal the Summary Budget sheet? **Yes**

BREAKDOWN OF STAFF POSITIONS

OBJECT CODE 1000

If applicable, indicate the positions and FTEs supported with funds from this program.

There will be two and a quarter (2.25) full-time equivalent math specialist positions supported with funds from this program.

Item Description	FTEs	Total Cost
Value of professional development personnel-related services or stipends on behalf of private schools, from 2014-2015 award year only		1,747.20
Value of professional development personnel-related services or stipends on behalf of private schools, based on retroactive calculations from 2007-2010, if applicable		0.00
2.25 FTE Math Specialists -- Adm. (20%) and PD (80%)	2.25	148,252.80
Total for Object Code:		150,000.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

Indicate the fixed charge categories (such as FICA, health, etc.) and specify the amount of each.

Funds will be used to cover the applicable fixed charges (FICA, Health, Group Life, Matching) for the 2.25 math specialists as itemized below.

Item Description	Total Cost	
Private School Set-aside based on 2014-2015 budget only	600.90	
Private School Set-aside based on retroactive calculations from 2007-2010, if applicable	0.00	
Adm. Portion of VRS for math specialists	3,600.00	
Adm. Portion of FICA for math specialists	2,300.00	
Adm. Portion of insurance/matching funds for math specialists	3,000.00	
Professional development portion of VRS for math specialists	16,901.00	
Professional development portion of FICA for math specialists	9,118.99	
Professional development portion of insurance/matching funds for math specialists	16,000.00	
Total for Object Code:		51,520.89

JUSTIFICATION FOR SUPPORTIVE SERVICES OBJECT CODE 3000

If program funds are expended for supportive services, justify such expenditures as they relate to the identified programs and activities to achieve the measurable objective(s).

Item Description	Total Cost
Total for Object Code:	0.00

JUSTIFICATION FOR PROFESSIONAL DEVELOPMENT OBJECT CODE 3000

If program funds are expended for professional development, justify such expenditures by demonstrating a relationship between the proposed expenditure for professional development and the program services and activities described in the application. Please indicate how these funds will support any services and activities that are described in the application.

Item Description	Total Cost
Private School Set-aside based on 2014-2015 budget only	
Private School Set-aside based on retroactive calculations from 2007-2010, if applicable	
Total for Object Code:	0.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

Provide a description of the evaluation services or other expenses related to purchased or contracted services that are not related to the supportive services or professional development.

Item Description	Total Cost
Total for Object Code:	0.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services.

Item Description	Total Cost
Total for Object Code:	0.00

JUSTIFICATION FOR TRAVEL COSTS OBJECT CODE 5000

Travel must be justified by demonstrating a relationship between the proposed travel and the needs of the program. Indicate the estimated cost.

Item Description	Total Cost
Private School Set-aside based on 2014-2015 budget only	
Private School Set-aside based on retroactive calculations from 2007-2010, if applicable	
Total for Object Code:	0.00

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 5000

Provide a description for expenses related to object code 5000 not included in the travel justification above.

Item Description	Total Cost
Total for Object Code:	0.00

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 6000

Provide a description for expenses related to object code 6000 Materials and Supplies. Include articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 should be reported in "materials and supplies."

Item Description	Quantity	Total Cost
Private School Set-aside based on 2014-2015 budget only		
Private School Set-aside based on retroactive calculations from 2007-2010, if applicable		
Total for Object Code:		0.00

EXPENDITURE ACCOUNTS DESCRIPTIONS

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

OBJECT CODE DEFINITIONS:

1000 PERSONAL SERVICES - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

2000 EMPLOYEE BENEFITS - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

3000 PURCHASED/CONTRACTUAL SERVICES - Services acquired from outside sources (i.e. private vendors, public authorities or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payment for rentals and utilities are not included in this account description. (You can only charge indirect on the first 25,000 of a contract). Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or subgrantee organization. The word honorarium is sometimes used to characterize such payments; it can be problematic when included in a grant because it can be seen as gratuity. On the other hand the term "fee" is commonly used and will raise fewer questions.

4000 INTERNAL SERVICES - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School Division and possibly the county but not a vendor.

5000 OTHER CHARGES - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (Staff/Administration, office phone charges, training, leases/rental, indirect cost, and other. Meals for working lunch and dissemination of material is capped at the per diem rates for the meal listed in the state travel policy times the number of persons.

Note: Indirect cost cannot be claimed against capital outlay and equipment.

6000 MATERIALS AND SUPPLIES - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless, unless the LEA has set a lower capitalization threshold Therefore, computer equipment under \$5,000 would be report in "materials and supplies." Food purchased for the program (Parental Involvement and food required for the program).

7000 PAYMENT TO JOINT OPERATIONS - *For Annual School Report purposes only. (Not used in application budgets or request for reimbursements)*

8000 CAPITAL OUTLAY - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.

9000 OTHER USES OF FUNDS - *Debt Service and fund transfers, used with governmental funds only (not used in application budgets or request for reimbursements).*

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F. BUDGET SUMMARY
Title II, Part A

		A. Budget for Recalculated Private School Set-asides from 2007-2010 (if applicable)	B. Budget for 2014-2015	
2014-2015 Allocation:			\$201,520.89	
Additional amount set-aside for private schools, based on retroactive calculations, if applicable:		\$0.00		
Working budget allocation for 2014-2015			\$201,520.89	
OBJECT		AMOUNT BUDGETED (for ADDITIONAL equitable services for private schools from recalculations for 2007-2010, if applicable)	AMOUNT BUDGETED	FTEs
CODE	EXPENDITURE			
1000 - Personal Services	Administration		30,000.00	0.45
	Professional Development		118,252.00	1.80
	Class-Size Reduction Teachers		0.00	
	Substitute Teachers		0.00	
	Other		0.00	
	Value of professional development personnel-related services or stipends on behalf of private schools	0.00	1,748.00	
	Total Personal Services	0.00	150,000.00	
2000 - Employee Benefits	Fixed Charges (Administrative and Instruction)		10,304.18	
	Fixed Charges (Professional Development)		40,616.59	
	Value of professional development personnel- related benefits on behalf of private schools	0.00	600.12	
	Total Employee benefits	0.00	51,520.89	
3000 - Purchased/ Contracted Services	Supportive Services (Med., Dental)			
	Professional Development		0.00	
	Teacher Quality (i.e., assessments; recruitment)		0.00	
	Private School Set-Aside	0.00	0.00	
	Total Purchased/Contracted Services	0.00	0.00	
4000 - Internal Services	Pupil Transportation			
	Food Services		0.00	
	Other (Professional Development Related)		0.00	
	Other (Non-Professional Development Related)		0.00	
	Total Internal Services		0.00	
5000 - Other Charges	Travel (Non-Professional Development Related)		0.00	
	Travel (Professional Development)		0.00	
	Maintenance of Plant			
	Operation of Plant		2014-2015 Individual Application	
	Indirect Cost		0.00	
	Other		0.00	
	Private School Set-Aside	0.00	0.00	

Title II, Part A
2014-2015 Individual Application

	Total Other Charges	0.00	0.00
6000 - Materials and Supplies	Administrative(Non-Professional Development Related)		0.00
	Professional Development		0.00
	Private School Set-Aside	0.00	0.00
	Total Materials and Supplies	0.00	0.00
8000 - Capital Outlay	Equipment for Instruction		
	Buildings		
	Remodeling		
	Professional Development Equipment	0.00	0.00
	Total Capital Outlay	0.00	0.00
	TOTAL BUDGET	0.00	201,520.89
		Grand Total	201,520.89
		Does Grand Total above equal the 2013-2014 Allocation on the "Narrative & Detail Budget" Tab?	Yes

Note: Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this federal grant.

Note: Expenses for parental involvement programs are to be incorporated into the appropriate object code(s) based on the category of the related charges.

G. HIGHLY QUALIFIED TEACHERS

Part 1

Progress Toward Meeting the Goal of 100 Percent Highly Qualified Teachers and Paraprofessionals

As required by the ESEA, 100 percent of teachers teaching federal core academic subjects in all schools, and including special education teachers, were required by the end of the 2005-2006 school year to be designated highly qualified. Additionally, 100 percent of paraprofessionals working in an instructional capacity in Title I schools were required to be highly qualified as of June 30, 2006. To ensure that the division has attained or made progress toward these goals, please provide the following information on teacher and paraprofessional quality. These data may be obtained from the most recent verified Instructional Personnel and Licensure Report (IPAL), which provides division results on the highly qualified status of instructional personnel. These data should also be used to determine needed activities to meet the highly qualified goals.

See Instructional Personnel and Licensure Report (IPAL), as outlined in Superintendent's Memorandum Number #275-13, October 11, 2013.

Note: All teachers hired for Class Size Reduction must be highly qualified at the time of hire.

Teachers (all schools and all federal core content subjects)

Number of classes taught by Highly Qualified Teachers in core subjects	<u>1,575</u>
Number of classes taught by non-Highly Qualified Teachers in core subjects	<u>16</u>
Total classes within Core Academic Subjects	<u>1,591</u>
Percent of classes taught by Highly Qualified Teachers in core subjects	<u>98.99%</u>

Paraprofessionals (Title I schools only)

For **targeted assistance** schools, only count instructional paraprofessionals working in the Title I classrooms.
 For **schoolwide** schools, count all instructional paraprofessionals in the entire school.

Total Highly Qualified Instructional Paraprofessionals	<u>53</u>
Total Instructional Paraprofessionals who are Not Highly Qualified	<u>0</u>
Total Instructional Paraprofessionals	<u>53</u>
Percent of Highly Qualified Paraprofessionals	<u>100.00%</u>

Part 2

EQUITABLE DISTRIBUTION OF HIGHLY QUALIFIED AND EXPERIENCED TEACHERS

Describe how the division assures that students in high poverty and/or high minority schools are not taught by inexperienced, unqualified, or out-of-field teachers at a higher rate than students in other schools. To do this, examine highly qualified teacher (HQT) data and teachers' experience levels at the highest poverty and/or highest minority schools at each grade span and indicate whether these percentages are similar in other schools with lower poverty or minority percentages. Outline strategies used to ensure an equitable distribution.

The 2013-14 IPAL report confirms that the Division is at 98.99% HQT. All elementary and middle schools met the HQT requirement, including the highest poverty/highest minority Title I schools. The three schools with the neediest populations had an average of 12 years of teaching experience as of May 2014. The average for the division's elementary schools is about the same with about 12 years of experience.

This IPAL percentage was impacted by the increased number of high school alternative education students who took online courses that were monitored by a teacher who was not HQ in each of the areas. This was corrected for the second semester and will be eliminated in 2014-15 with the addition of an alternative education teacher.

Contracts state that teachers must reach HQT status within 90 days of employment. In addition to using available mentor and incentive grants provided by VDOE to promote the development of quality teachers, the HR staff will continue to meet individually with teachers who are not highly qualified to outline a plan of action and expectations before the beginning of the school year. When applicable, Title IIA math specialists will continue to work with teachers who fall within this category to assist them in carrying out the plan developed by the HR Director. They will also be available to new teachers needing math Praxis review. Title IIA math specialists also have made themselves available to tutor para-educators needing to pass the Parapro test.

It is essential for teachers who have reached the HQT designation to remain in a rich learning environment which will allow them to continue to grow professionally. Math specialists will help create a thriving learning community where successful teachers can share their knowledge and successes.

H. PRIVATE SCHOOL PARTICIPATION

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title II, Part A. (ESEA Section 9501(c)(3) and Title IX, Uniform Provisions, Part E, Subpart 1).

1. Are there private nonprofit schools in your school division's attendance area?

Yes (If yes, complete the remainder of this page.)

No (If no, it is not necessary to complete the rest of this page.)

2. Place an "X" in the appropriate block(s) to indicate how private schools in the division were notified on the availability of equitable services funded by Title II, Part A. (Copies of the notification must be kept on file for monitoring purposes.)

Regular Mail

Certified Mail

Telephone Calls

Meetings

Visits to the Private School

Other (Please specify)

3. What is the public school division's projected K-12 enrollment for the 2014-2015 school year?

8,119

4. Determining Set-Asides (These fields will calculate automatically once enrollment figures have been entered.)

a. Proposed Professional Development Budget	\$ 161,216.71
b. Previous Eisenhower 2001-2002 funds allocated for professional development	\$ 28,401.00
c. Amount of funds allocated for professional development from 2001-2002 Class-Size Reduction funds	\$ 0.00
d. Larger amount to use for set-aside calculations	\$ 161,216.71

5. Was the school division required to recalculate private school set-asides for the 2007-2008 through 2010-2011 award years?

Yes

No

6. If the division was required to recalculate private school set-asides for the 2007-2008 through 2010-2011 award years, complete the following:

a. What is the total value of additional services that was determined during recalculations?	\$	
b. What is the value of additional services that have been budgeted/provided to date? (from 2012-2013 carryover, if applicable, and additional services set-aside in the 2013-2014 application)	\$	0.00
c. What is the value of additional services that will be provided from the 2014-2015 award? (from Cell G6 on Summary Budget tab)	\$	0.00
d. Balance of additional services that must be provided by 2016-2017	\$	0.00

7. Complete the chart below:

- In Column A, list all eligible private schools in the geographic boundaries of the school division.
- In column B, indicate the participation status of the listed private school(s) for the **2014-2015 award year**, as a result of consultation.
- In Column C, indicate whether additional services will be provided to the school as a result of private school recalculations from 2007-2010.
- In column D, enter the K-12 enrollment of private schools participating in services for the **2014-2015 award year**.
- Column E will automatically calculate the value of services for the **2014-2015 award year**.
- **For divisions that needed to recalculate and provide additional services:** In Column F, enter the mutually agreed upon additional value of services for each school from recalculations, as indicated from the template/consultation agreements completed over the summer.
- The estimated total value of services to be provided for each school will calculate in Column G.
- In Column H, indicate the method of notification for each private school.

